



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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The University of North Carolina

GENERAL ADMINISTRATION

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MEMORANDUM

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

FROM: Alan Mabe

DATE: February 1, 2011

SUBJECT: UNC Degree Program Proposals for Discontinuations and New Programs

Background: There are sixty proposals for discontinuation and two proposals for new degree programs. The discontinuations grow out of a campus review based on our biannual program review process that identifies programs whose productivity is low and asks the campuses to carefully review the programs. The productivity standards are included in the report. When programs have very little enrollment campuses have typically moved the resources from these programs to other programs so there is very little direct savings in these discontinuations. Faculty members serving these programs have other assignments which will expand as these programs are discontinued. Students currently enrolled in a program will have the opportunity to complete the degree even when a program is discontinued.

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: Some of these proposals are outright discontinuations while others will be merged into other degree programs. For example, instead of having a separate program for teacher licensure in a subject, some campuses are moving those licensure programs to the subject area program and discontinuing the separate licensure program. Student will still be able to pursue licensure in those subject areas.

Recommended Action: All the discontinuations are recommended as are the two proposed new degree programs.

THE UNIVERSITY OF NORTH CAROLINA

2010 REVIEW OF ACADEMIC DEGREE PROGRAM PRODUCTIVITY



February 2011

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.

The 2010 process, the eighth review since 1995, identified 264 programs that met the Board's criteria for review. In some previous reviews, certain programs were exempted from review at the system level (*e.g.*, undergraduate academic core programs, interdisciplinary programs that rely on courses from other programs, some health sciences programs, and teacher education programs). In order to respond fully to the expectations for efficiency that are necessary in the current environment, UNC constituent institutions were asked to provide feedback on all 264 programs identified in this cycle.

The programs were reviewed not only in terms of enrollments and degree productivity, but also in terms of the appropriate balance of available resources against (1) the obligation to respond to the demands of society for certain kinds of employees, (2) program costs, and (3) considerations of the broader responsibilities of the university community to society and the duty to maintain the strength and vitality of that community.

Reasons for retaining a program include: centrality to the institutional mission, support provided for other necessary programs, high societal need, providing access and opportunity for underrepresented groups, maintaining institutional program diversity, regional uniqueness and

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relevance of the program, lack of any significant savings for program elimination, and recent developments that may lead to increased enrollments in the future. Similarly, program discontinuations involve degrees that are no longer considered central for the campus mission, that are chronically underenrolled, or that no longer are addressing the need for which they were created. In some instances, as noted in Appendix A, degree programs are being merged or combined with other programs in order to realize administrative and curricular efficiencies.

As a result of this review process, UNC constituent institutions and UNC-GA concur in recommending to the Board of Governors the elimination of 60 degrees currently listed on the Academic Program Inventory. Of the 60, 36 are baccalaureate, 22 are master's degrees, and 2 are doctoral programs. In some cases the program offerings will be completely eliminated, and in other cases the program courses will be merged into a broader academic program that will facilitate administrative and curricular efficiency. The list of programs proposed to be removed from the UNC Academic Program Inventory is presented below in **Appendix A**. **Appendix B** presents the academic program review instructions from General Administration that guided this process.

It is anticipated that as UNC GA interacts with campuses in coming months, more program discontinuations and mergers will be brought to the Board of Governors for authorization. In the present review process, a number of additional degrees were identified by UNC constituent institutions for discontinuation or merger that could occur after additional information or clarification of campus intent is provided.

Appendix A. Proposed Degree Discontinuations & Mergers for February 2011 Board of Governors

Appalachian State University

	<i>CIP Code</i>	<i>Program Title</i>	<i>Campus Response</i>
<i>Master's</i>			
	131308	Family and Consumer Sciences, Education	Discontinue
	131309	Technology Education	Discontinue
	540105	Public History	Restructure; combine with History 540101

East Carolina University

	<i>CIP Code</i>	<i>Program Title</i>	<i>Campus Response</i>
<i>Bachelor's</i>			
	500701	Art	Discontinue

Elizabeth City State University

	<i>CIP Code</i>	<i>Program Title</i>	<i>Campus Response</i>
<i>Bachelor's</i>			
	501003	Music Industry Studies	Merge with Music 500901

Fayetteville State University

	<i>CIP Code</i>	<i>Program Title</i>	<i>Campus Response</i>
<i>Bachelor's</i>			
	131317	Social Sciences, Secondary Education	Discontinue
	131330	Spanish Education	Discontinue
<i>Master's Degrees</i>			
	230101	English	Discontinue
	451001	Political Science	Discontinue

**NC A&T State
University**

	<i>CIP Code</i>	<i>Program Title</i>	<i>Campus Response</i>
<i>Bachelor's</i>			
	010000	Earth and Environmental Sciences	Combine with BS Agricultural Sciences 010000
	010103	Agricultural Economics	Combine with BS Agricultural Sciences 010000
	131308	Family and Consumer Science Education	Combine with BS in Family & Consumer Science 190101
	131309	Technology Education	Discontinue
	131314	Health and Physical Education	Discontinue
	160999	Romance Languages and Literatures, French	Discontinue
	310501	Health and Physical Education	Discontinue
<i>Master's</i>			
	010103	Agricultural Economics	Combine with MS in Agricultural Sciences 010000
	010903	Animal Health Science	Combine with MS in Agricultural Sciences 010000
	011102	Plant, Soil and Environmental Science	Combine with MS in Agricultural Sciences 010000
	131309	Technology Education	Discontinue

**North Carolina
Central University**

	<i>CIP Code</i>	<i>Program Title</i>	<i>Campus Response</i>
<i>Bachelor's</i>			
	131302	Art Education	Discontinue; offer as concentration in Art 500701
	131305	English, Secondary Education	Discontinue; offer as concentration in English 230101
	131311	Mathematics, Secondary	Discontinue; offer as

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	Education	concentration in Math 270101
131312	Music Education	Discontinue; offer as concentration in Music 500901
131314	Physical Education	Discontinue; offer as concentration in PE 310501
131322	Biology, Secondary Education	Discontinue; offer as concentration in Chemistry 400501
131323	Chemistry, Secondary Education	Discontinue; offer as concentration in Biology 260101
131324	Theatre Arts Education, K-12	Discontinue; offer as concentration in Theatre 500501
131325	French, Secondary Education	Discontinue; offer as concentration in French 160901
131328	History, Secondary Education	Discontinue; offer as concentration in History 540101
131329	Physics, Secondary Education	Discontinue; offer as concentration in Physics 400801
131330	Spanish, Secondary Education	Discontinue; offer as concentration in Spanish 160905

Master's

131314	Physical Education	Discontinue; offer as concentration in PE 310501
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NC State University

	<i>CIP Code</i>	<i>Program Title</i>	<i>Campus Response</i>
Master's	131203	Middle Grades Education <u>M.Ed. & M.S.</u>	Discontinue
	131305	Curriculum and Instruction, English <u>M.Ed. & M.S.</u>	Discontinue
	131315	Curric & Instruct, Reading <u>M.Ed. & M.S.</u>	Discontinue
	131318	Curric and Instruct, Social Studies <u>M.Ed. & M.S.</u>	Discontinue
	160901	French Language and Literature	Merge into new MA Foreign Lang & Lit 160101
	160905	Spanish Language and Literature	Merge into new MA Foreign Lang & Lit 160101

UNC - Chapel Hill

	<i>CIP Code</i>	<i>Program Title</i>	<i>Campus Response</i>
<i>Bachelor's</i>	160499	Slavic Languages	Merge with German 160501
	310301	Recreation Administration	Already discontinued; remove from inventory
<i>Master's</i>	310301	Recreation Administration	Already discontinued; remove from inventory
<i>Doctoral</i>	160102	Linguistics	Discontinue
	160499	Slavic Languages and Literatures	Discontinue

UNC Charlotte

	<i>CIP Code</i>	<i>Program Title</i>	<i>Campus Response</i>
<i>Bachelor's</i>	131305	English, Secondary Education	Discontinue, teacher licensure available in English
	131311	Math, Secondary Ed (<u>BA and BS</u>)	Discontinue, teacher licensure available in Math major
	131323	Chemistry, Teacher Licensure	Discontinue; teacher licensure available in BS Chem
	131325	French, K-12	Discontinue; teacher licensure available in BA French
	131326	German, K-12	Discontinue; teacher licensure available in BA German
	131328	History Education	Discontinue; teacher licensure available in History major
	131330	Spanish, K-12	Discontinue; teacher licensure available in BA Spanish

UNC Greensboro

	<i>CIP Code</i>	<i>Program Title</i>	<i>Campus Response</i>
<i>Bachelor's</i>	190505	Restaurant and Institution Management	Discontinue
	511005	Medical Technology	Discontinue
<i>Master's</i>	131305	English Education	Discontinue

**Western Carolina
University**

	<i>CIP Code</i>	<i>Program Title</i>	<i>Campus Response</i>
<i>Bachelor's</i>	511005	Clinical Laboratory Science	Discontinue

Appendix B. Instructions for Academic Program Review Responses

The University of North Carolina
Program Review and Recommendations Form
(Complete this form for each program identified.)

Date:

UNC Institution:

CIP Discipline Number:

Title of the Program:

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. Explain the above response—either the rationale for leaving the program in its current configuration or specific steps proposed to increase enrollments and/or conserve resources.

3. Name/e-mail/phone of department contact person:

Guidelines for Program Productivity Review

In reviewing the degree program and completing the form accompanying these guidelines, please consider the following questions. A response to each question is not required, but please address these issues in your review wherever relevant.

1. Centrality to University's Mission

- How important to the mission of the institution is this 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?
- What is the average teaching load of the faculty in the department?

4. Facilities/Equipment

- Are available space and equipment adequate and appropriate for the program?

5. Demand

- Is the program 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

- Could some program options or concentrations be consolidated or eliminated?
- What is program productivity as it is reflected in course enrollments?
- Does the program have under-enrolled courses?
- Would the department rather spend those dollars on other programs/activities?

7. Duplication

- Can this program's objectives be accomplished equally well through another program?
- Are courses in the program duplicated in other programs/departments?
- Could enrollment be increased by sharing some courses through distance education?
- Is this program distinctive in the UNC system?

8. Critical Mass

- What would be the impact on departments or programs if the program under review were eliminated?

9. Recommendation about the Program

As a result of this review, your institution is to make recommendations that address these major questions:

- Should the program be continued as a separate degree program? If continuation is recommended, provide a sound and compelling reasons.
- If the recommendation is to continue the program, can it be made more productive? If so, how? What steps would be taken to strengthen the program and make it more productive? Should the program be consolidated or merged with other existing programs? If so, which ones?
- Should the program be discontinued? If so, on what timetable? If the program is discontinued, would there be any savings of funds or resources that could be reallocated to other programs and activities of greater productivity or higher priority? If so, what would be the savings?