# THE UNIVERSITY OF NORTH CAROLINA

# 2003 REVIEW OF ACADEMIC DEGREE PROGRAM PRODUCTIVITY

## A Biennial Report

**October 2003**

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# Executive Summary

The 2003 UNC Academic Degree Program Review is the fifth biennial review of programs with low enrollments conducted by the UNC Office of the President and UNC constituent institutions since this process began in 1995. Programs were identified for review based on specific criteria established by the Board of Governors for enrollments and graduation rates at the baccalaureate, master's, and doctoral/first professional degree levels. Using these criteria, 241 out of 1,962 degree programs (12.3 percent) were identified. A number of these programs were exempted from review at the system level for various reasons (*e.g.*, undergraduate programs part of a general academic core of programs that almost any institution of higher education should offer), and other programs were referred to the UNC constituent institution for further attention. A total of 96 degree programs were identified for review at the UNC system level. UNC constituent institutions responded with information and comments on these programs as directed in the instructions provided in Appendix A, and UNC Office of the President Academic Affairs staff reviewed these responses and offered their own recommendations. These recommendations are:

A. Discontinue 13 academic degree programs as recommended by UNC constituent institutions and Academic Affairs staff.

| Degree Program | Program Level | Institution |
|---|---|---|
| Educational Supervision | M.A.Ed. | ECU |
| Educational Supervision | M.Ed. | UNCG |
| Educational Psychology | M.A. | UNC-CH |
| Special Education/LD | M.Ed. | UNC-CH |
| Middle Grades Education | M.Ed. | UNCG |
| Business Education | M.Ed. | UNCG |
| Biology Education | M.A. | ASU |
| Biology Education | M.Ed. | UNCG |
| Chemistry Education | M.Ed. | UNCG |
| Health Occupations | M.S. | NCSU |
| Health Occupations | M.Ed. | NCSU |
| Communication Studies | M.A. | UNCG |
| Environmental Engineering Tech. | B.S. | ECU |

B. Review with UNC constituent institutions four academic degree programs that were recommended for continuation by the institution but were recommended for discontinuation by Academic Affairs staff.

| Degree Program | Program Level | Institution |
|---|---|---|
| Technology Education | M.A. | ASU |
| Health & Physical Education | M.A. | ASU |
| Manufacturing Engineering Tech. | B.S.E.T. | UNCC |
| Art | M.A. | ECU |

C. Review advanced master's programs in education. The master's programs in education affected by the advanced master's strategies were exempted from the 1999 and 2001 productivity reviews. These programs were reviewed in the current 2003 process, and a number of them were found to be under-enrolled. It is not yet clear which master's degrees will be in greatest demand as a result of legislation. It is also not clear which programs will be needed for increases in the teaching force to meet the projected increase in public school enrollment.

# 2003 REVIEW OF ACADEMIC DEGREE PROGRAM PRODUCTIVITY

## I. Academic Program Review

The Board of Governors of the University of North Carolina has the responsibility to "determine the functions, educational activities, and academic programs of the constituent institutions" [G.S. 116-11(3)]. The primary purpose of reviewing academic programs is to improve their quality. Academic program reviews are one component of a comprehensive and ongoing process to assess institutional effectiveness. The Office of the President regularly surveys students and other constituents and visits each campus biennially to discuss quantitative and qualitative indicators of institutional performance and strategic plans for improvement. Low producing programs are reviewed biennially at both the system-level and the campus-level. The University also reviews programs across the system by academic discipline to determine if there are systemic trends that need to be addressed. 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 review of existing program quality informs the planning of new academic programs. The academic program review process is pivotal to the implementation of the strategic initiatives of the University to increase access, to develop educational programs that are responsive to the needs of the State, to continue to develop intellectual capital, and to provide a foundation for the creation and transformation of new knowledge.

University-wide and institutional academic program reviews are designed to strengthen academic programs and improve the quality of education. On a biennial basis, the university identifies programs that are characterized by low enrollments and low numbers of degrees conferred. The first such review was completed in 1995, the second was completed in October 1997, the third was completed in October 1999, and the fourth was completed in September 2001. The goal of increasing productivity in the delivery of programs and services reflects both fiscal reality and the need for good management practices in higher education. In the Long-Range Plan for 2000-2005, the UNC Board of Governors asserted its principles for academic program development:

> **Good management requires the application of priorities and the judicious allocation of resources. Academic programs and course offerings must be kept up-to-date and new programs and courses developed in response to legitimate needs, but the counterpart of change is the discontinuation of programs no longer needed. Low quality, low productivity, and low priority programs must be eliminated in order to redirect resources to higher needs and priorities**.

Academic program planning within the University is designed to ensure the integrity of each institutional mission and to provide a balance and diversity of programs within the University as a whole. Public universities exist primarily to serve the educational needs of citizens. This purpose presupposes wide opportunity and reasonable geographic accessibility. The University engages in academic program review to make certain that the constituent institutions are responsive to genuine needs and equally responsive in identifying resources that can be used to make certain that offerings are current, consistent with priorities, and used judiciously to respond to new developments in fields of inquiry and research.

North Carolina General Assembly Mandate

The 1993 Session of the North Carolina General Assembly passed legislation to implement a Government Performance Audit Committee's recommendations for a review of all academic degree programs in the University of North Carolina. Chapter 407, Section 1 of Senate Bill 393, 1993 Session Laws (GPAC/UNC Review Plan) mandates the following actions:

> Section 1. The Board of Governors of the University of North Carolina shall review all academic degree programs and research and public service activities to identify those programs and activities that are of **low productivity or low priority, or are unnecessarily redundant**. The Board shall develop specific criteria for these reviews, and shall develop a process to review academic degree program productivity biennially. The Board's review shall **emphasize identification of processes and resources to strengthen programs that are or can reasonably be made productive**. With regard to those **programs that are not and cannot be made productive**, if any, the Board shall consider **eliminating** those programs in a manner that does not negatively impact upon the availability of educational opportunities for North Carolina citizens. In making its determination, the Board shall give consideration to the value of maintaining racial and geographic diversity and to **assuring reasonable access** for students who live off campus.

The act also amended Section 2, General Statutes 116-11(3), which outlines the Board of Governors' responsibilities with respect to academic programs and degrees awarded by adding the following provision:

> The Board shall review the productivity of academic degree programs every two years, using criteria specifically developed to determine program productivity.

Reviews of academic programs were conducted in 1995, 1997, 1999, 2001, and 2003 applying criteria and guidelines developed by the Board of Governors' Committee on Educational Planning, Policies, and Programs.

Even before the enactment of the 1993 legislation calling for academic program productivity reviews, the Board of Governors had routinely conducted biennial reviews of low productivity programs to identify candidates for discontinuation. However, in response to this legislation, the Board of Governors formalized the process. The Board's Committee on Educational Planning, Policies, and Programs developed productivity criteria and guidelines for identifying programs for study. The programs were reviewed not only in terms of enrollments and degree productivity, but also in terms of such factors as quality, cost, occupational demand, and centrality to the institutional mission. In addition, some campuses reviewed other academic degree programs with respect to productivity, institutional priorities, and unnecessary duplication.

As a result of all of the systemwide program reviews and biennial productivity reviews undertaken since 1995, the Board of governors has approved the discontinuation of 380 academic degree programs across the university, as indicated in Appendix C. On approval of the 2001 recommendations, UNC campuses will remove 19 programs from the Academic Program Inventory, 13 of which will be discontinued, and 6 will be consolidated into other

existing programs. With the discontinuation of the 19 programs as recommended in this study, the total number of degree programs discontinued since 1972 will be 399. It is interesting to note that including the recommendations in this report, more than half (212) of the discontinued programs have occurred since the adoption of productivity criteria and the establishment of a formal biennial review process in 1995.

## II. UNC Academic Program Productivity and Degrees Conferred

Currently, in total, the University of North Carolina offers 1,962 academic degree programs at the associate, baccalaureate, post-baccalaureate, master's, intermediate, doctoral, and professional levels, and each is listed on the university's Academic Program Inventory. Table 1 displays a summary of authorized degree programs offered by discipline division, institution, and level.

Between July 1, 1972 and June 30, 2003, the Board of Governors approved the establishment of 493 new academic degree programs. Over the 31-year period, that represents an average of less than one new degree program per institution per year. As noted in the Government Performance Audit Committee report in December 1992, "UNC planning procedures instituted since 1976 have been effective in preventing excessive proliferation of new programs."

Table 2 summarizes by discipline division the new degree programs established in the University since 1972. An analysis of those programs illustrates the emphasis on professional development as well as the emergence of programs in technological areas. More than one half (287) of the new programs have been in six discipline divisions: Education (91), Health Professions (54), Public Affairs and Services, principally public administration, criminal justice, and social work (43), Business and Management (35), Engineering (36) and the Social Sciences (28). Biological Sciences (26), the Physical Sciences (24), and Computer and Information Sciences (23) account for more than one third of the remainder. This program development reflects clearly the greater student interest in degree programs that are perceived to have more explicit career-preparation goals.

The same picture emerges from an analysis of degrees conferred by the University in recent years. Degree productivity shown in Table 3 also reflects the program development outlined in Table 2. The six discipline divisions which account for more than half of the new degree programs established since 1972 also accounted for 51 percent (12,222 of 23,972) of the baccalaureate degrees and more than 70 percent (4,737 of 6,751) of the master's degrees conferred by the University in 2001-2002. The attention given to those programs experiencing low rates of productivity should not obscure the fact that the overwhelming majority of UNC academic degree programs are very productive.

# Table 1
# Summary of Authorized Degree Programs Offered by CIP Discipline Division and Level, July 2001

| | | ASU | ECU | ECSU | FSU | NCAT | NCCU | NCSA | NCSU | UNCA | UNCH | UNCC | UNCG | UNCP | UNCW | WCU | WSSU |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | |
| **I. Arts and Sciences** | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| 05. | Area, Ethnic and Cultural Studies | M | BM | - | - | - | - | - | - | - | BM | B | B | B | - | M | - |
| 11. | Computer and Information Sciences | BM | BM | B | BA | BM | BM | - | BMD | B | MD | BMD | BM | B | B | B | B |
| 16. | Foreign Languages and Literatures | BM | B | - | BA | B | B | - | B | B | BMD | B | BM | - | B | B | B |
| 23. | English Language and Literature/Letters | BM | BM | B | ABM | BM | BM | - | BM | B | BMD | BM | BMD | B | BM | BM | B |
| 24. | Liberal Arts and Sciences, General Studies and Humanities | B | B | - | A | - | - | - | BM | BM | B | M | BM | - | M | B | B |
| 26. | Biological Sciences/Life Sciences | BM | BMD | B | ABM | BM | BM | - | BMD | B | BMD | BMD | BM | B | BM | BM | B |
| 27. | Mathematics | BM | BM | B | ABM | BM | BM | - | BMD | B | BMD | BMD | BM | B | BM | BM | B |
| 30. | Multi/Interdisciplinary Studies | M | MD | - | - | - | - | - | B | - | BM | M | M | - | - | - | B |
| 38. | Philosophy and Religion | B | B | - | - | - | - | - | B | B | BMD | B | B | B | B | B | - |
| 40. | Physical Sciences | BM | BM | B | BA | BM | BM | - | BMD | B | BMD | BM | BM | B | BM | BM | B |
| 42. | Psychology | BMI | BMI | B | ABM | B | BM | - | BMD | B | BMD | BM | BMD | B | BM | BM | B |
| 45. | Social Sciences and History | BM | BM | B | ABM | B | BM | - | BMD | B | BMD | BM | BM | B | BM | BM | B |
| 50. | Visual and Performing Arts | BM | BM | B | AB | B | B | ABM | BM | B | BMD | B | BMD | B | B | BM | B |
| | | | | | | | | | | | | | | | | | |
| **II. Professional** | | | | | | | | | | | | | | | | | |
| 01. | Agricultural Business and Production | - | - | - | - | BM | - | - | ABM | - | - | - | - | - | - | - | - |
| 02. | Agricultural Sciences | - | - | - | - | BM | - | - | ABMD | - | - | - | - | - | - | - | - |
| 03. | Conservation and Renewable Natural Resources | - | - | - | - | - | B | - | BMD | B | BMD | - | - | - | B | B | - |
| 04. | Architecture and Related Programs | B | B | - | - | B | - | - | BMD | - | MD | BM | - | - | - | - | - |
| 09. | Communications | B | B | - | - | B | - | - | BM | B | BMD | BM | B | B | - | B | B |
| 13. | Education | BMID | BMID | BM | BMD | BM | BM | - | BMD | - | BMD | BMID | BMID | BM | BM | BMID | BM |
| 14. | Engineering | - | - | - | - | BMD | - | - | BMD | - | MD | BMD | - | - | - | - | - |
| 15. | Engineering-Related Technologies | BM | BM | B | - | BM | - | - | - | - | - | B | - | - | - | BM | - |
| 19. | Home Economics | BM | BM | - | - | BM | BM | - | - | - | B | B | BMD | - | - | B | - |
| 22. | Law and Legal Studies | - | - | - | - | - | P | - | - | - | P | - | - | - | - | - | - |
| 25. | Library Science | M | MI | - | - | - | M | - | - | - | MID | - | M | - | - | - | - |
| 31. | Parks, Recreation, Leisure and Fitness Studies | BM | BM | - | - | B | BM | - | BMD | - | BM | B | BMD | B | B | B | B |
| 43. | Protective Services | B | B | B | BA | - | BM | - | - | - | - | BM | - | B | B | B | - |
| 44. | Public Administration and Services | BM | BM | B | A | BM | BM | - | BMD | - | BMD | BMD | BM | B | BM | BM | B |
| 51. | Health Professions and Related Sciences | BM | BMDP | - | B | B | BM | - | BMDP | - | BMDP | BM | BM | B | BM | BM | BM |
| 52. | Business Management and Administrative Services | BM | BM | B | ABM | BM | BM | - | BM | B | BMD | BM | BM | BM | BM | BM | B |
| | | | | | | | | | | | | | | | | | |
| | Key: A-Associate; B-Baccalaureate Degree; M - Master's Degree; I - Intermediate | | | | | | | | | | | | | | | | |
| | (includes Ed.S., Certificate of Advanced Study and Post-Master's Certificate); P-First Professional Degree; and D-Doctoral Degree. | | | | | | | | | | | | | | | | |

**Table 2**

**Summary of New Programs Established by the Board of Governors for Constituent Institutions of the University of North Carolina by Program Area and Level, July 1, 1972 - June 30, 2001**

| | Degree Level | | | | |
|---|---|---|---|---|---|
| Program Area | Bachelors | Masters | Professional | Doctoral | Total |
| Agriculture & Natural Resources | 3 | 3 | | | 6 |
| Architecture & Environmental Design | 3 | 1 | | 1 | 5 |
| Area Studies | 6 | 2 | | | 8 |
| Biological Sciences | 2 | 9 | | 14 | 25 |
| Business and Management | 12 | 16 | | | 28 |
| Communications | 7 | 2 | | 1 | 10 |
| Computer & Information Sciences | 9 | 11 | | 1 | 21 |
| Education | 24 | 51 | | 8 | 83 |
| Engineering | 12 | 11 | | 7 | 30 |
| Fine and Applied Arts | 12 | 5 | | 1 | 18 |
| Foreign Languages | 3 | 2 | | | 5 |
| Health Professions | 18 | 19 | 3 | 8 | 48 |
| Home Economics | 3 | 4 | | | 7 |
| Law | | | | | |
| Letters | 8 | 5 | | 1 | 14 |
| Library Science | | | | 1 | 1 |
| Mathematics | 2 | 5 | | 1 | 8 |
| Physical Sciences | 11 | 9 | | 1 | 21 |
| Psychology | 3 | 5 | | 1 | 9 |
| Public Affairs & Services | 16 | 17 | | 3 | 36 |
| Social Sciences | 13 | 10 | | 1 | 24 |
| Interdisciplinary Studies | 20 | 9 | | 2 | 31 |
| **Total** | 187 | 196 | 3 | 52 | 438 |

**Table 3**

**Degrees Conferred in Approved Programs Offered by the University of North Carolina, by Discipline, 1999-2000**

| | A | B | M | FP | D | Total |
|---|---|---|---|---|---|---|
| **I. Arts and Sciences** | | | | | | |
| 05. Area, Ethnic, & Cultural Studies | | 142 | 15 | | | 157 |
| 11. Computer and Information Sciences | | 542 | 221 | | 11 | 774 |
| 16. Foreign Languages and Literatures | | 211 | 30 | | 18 | 259 |
| 23. English Languages and Literatures/Letters | | 1,014 | 229 | | 33 | 1,276 |
| 24. Lib. Arts & Sci., Gen. Studies, & Hum. | 6 | 118 | 45 | | | 169 |
| 26. Biological Sciences/Life Sciences | | 1,424 | 161 | | 97 | 1,682 |
| 27. Mathematics | | 273 | 110 | | 34 | 417 |
| 30. Multi/Interdisciplinary Studies | | 10 | 18 | | | 28 |
| 38. Philosophy and Religion | | 124 | 12 | | 5 | 141 |
| 40. Physical Sciences | | 480 | 112 | | 73 | 665 |
| 42. Psychology | 1 | 1,393 | 161 | | 34 | 1,589 |
| 45. Social Sciences and History | | 2,271 | 234 | | 96 | 2,601 |
| 50. Visual and Performing Arts | | 1,011 | 141 | | 17 | 1,169 |
| Arts and Sciences Total | 7 | 9,013 | 1,489 | | 418 | 10,927 |
| **II. Professional** | | | | | | |
| 01. Agricultural Business and Production | 160 | 60 | 4 | | | 224 |
| 02. Agricultural Sciences | 17 | 236 | 70 | | 24 | 347 |
| 03. Conservation & Renewable Nat. Res. | | 330 | 67 | | 21 | 418 |
| 04. Architecture and Related Programs | | 154 | 65 | | 2 | 221 |
| 09. Communications | | 1,455 | 38 | | 13 | 1,506 |
| 13. Education | | 2,234 | 1,721 | | 157 | 4,112 |
| 14. Engineering | | 1,252 | 425 | | 88 | 1,765 |
| 15. Engineering-Related Technologies | | 425 | 42 | | | 477 |
| 19. Home Economics | | 439 | 65 | | 9 | 513 |
| 22. Law and Legal Studies | | | 0 | 329 | | 329 |
| 25. Library Science | | | 220 | | 5 | 225 |
| 31. Parks, Recr., Leisure, & Fitness Studies | | 908 | 98 | | 4 | 1,010 |
| 43. Protective Services | 1 | 652 | 10 | | | 663 |
| 44. Public Administration and Services | | 410 | 394 | | 7 | 811 |
| 51. Health Professions and Related Services | 8 | 1,776 | 1,014 | 513 | 112 | 3,423 |
| 52. Business Management & Admn. Services | 1 | 4,263 | 1,271 | | 12 | 5,547 |
| Professional Total | 187 | 14,604 | 5,504 | 842 | 454 | 21,591 |
| **TOTAL** | 194 | 23,617 | 6,993 | 842 | 872 | 32,518 |

## III. Programs Reviewed by the UNC Office of the President and by the UNC Chief Academic Officers in 2003

In a preliminary review of degree program majors and graduates, the number of bachelor's, master's, intermediate, first professional and doctoral programs that were identified for further attention in the 2003 review totaled 241 out of 1,962 active academic degree programs (12.3 percent). (In the 2001 review, 270 programs were identified, or 13.9 percent of the 1,943 active degree programs). In order to conduct meaningful reviews with recommendations to strengthen, consolidate or discontinue programs, it was necessary to divide the total into programs that would be reviewed at the system level and those that needed to be monitored or reviewed at the campus level by the Chief Academic Officers and administrative staff. To facilitate this process, several categories of programs were exempted from the 2003 system review. A full description of the guidelines and procedures for the 2003 Academic Program Review is included in Appendix A.

### A. Programs Exempted from 2003 System Review

At the **undergraduate level**, the Academic Affairs division of the Office of the President recognizes the importance of a basic core of academic disciplines that each constituent institution (except the North Carolina School of the Arts) is expected to offer and these were excluded from the 2001 program review. The Academic Core consists of programs in the fine arts, humanities, mathematics, computer sciences, sciences, and social sciences. These disciplines represent many areas of necessary program duplication among the constituent institutions at the undergraduate level and they should be routinely monitored and reviewed at the campus level.

The UNC program review did not include interdisciplinary programs, area studies, and special health related programs such as medical technology for which the majority of courses are supplied by other disciplines. It also exempted programs that consisted largely of courses supplied by other disciplines (e.g., medical technology, area studies, and interdisciplinary studies). The most obvious measure of low productivity is low course enrollment. If a program has a limited number of majors, but those majors are taking most of their courses from other programs (and thus raising enrollment in those courses), they are not actually unproductive. In fact, to eliminate such majors would not save significant money (the courses would continue to be offered) and might actually be counter-productive by reducing enrollment in some courses and reducing the number of program choices open to students.

The Office of the President used external consultants for a discipline-specific, systemwide review of Foreign Language programs in 1999-2000, and a system-wide UNC faculty and administrator committee made further recommendations in 2003; therefore, these were not included in the 2003 review. For this reason, however, these distance-learning programs were not reviewed. Recently established programs that have not been in place long enough to attract a significant enrollment or produce large numbers of graduates were not reviewed. Programs that were identified for additional monitoring in 2001 and that have not significantly increased enrollment were included in the 2003 program review.

### B. Guidelines and Criteria for Reviewing Programs

The UNC Office of the President required each campus to submit either a comprehensive program review or a request for discontinuation or consolidation for low producing programs. The Criteria for Program Review and Evaluation form is included in Appendix A of this document. Applying these criteria, 96 programs were identified for system review. This number is larger than the 55 programs were identified for system review in 2001 because a number of programs were reviewed (such as teacher education master's programs) that were exempted in the 2001 review.

Campuses were asked to submit a report documenting the centrality of the program to the university's mission, the quality of the program, faculty resources, facilities, and equipment. The components of this critical review included: 1) careful review of the evidence of need for graduates; 2) evidence of student demand, including examination of enrollments in comparable programs at other institutions, and likelihood the program can meet productivity criteria in a reasonable number of years; 3) evidence that the program is not already conveniently available at another UNC (or private) institution either within the region or via distance education; 4) evidence that the institution is capable, or can become capable, of offering a quality program; 5) the number of low productivity programs currently being offered by the institution; 6) the institution's track record in accurately projecting enrollments in other recently authorized programs; and, 7) the estimated cost of the proposed program when compared to the probable benefits.

Program reports prepared by the campuses addressed several questions:

- Should the program be continued as a separate degree program? If continuation is recommended, the institution must provide sound and compelling reasons for doing so.

- 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? (If the program recommended for continuation was also subject to review in 1999, the rationale must be especially compelling.)

- Should the program be consolidated or merged with other existing programs? If so, which ones?

- Should the program be eliminated? If so, on what timetable?

- If the program were eliminated, 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?

This review required UNC chancellors and chief academic officers to make recommendations about a given program. Recommendations for continuation were required to include an explanation of past enrollment or productivity, expectations for future enrollments, and the importance of the program to the educational mission of the institution. If the institution recommended continuing the program, UNC Office of the President staff examined the institution's rationale to determine whether or not to support its recommendation. Strategies to strengthen programs can include plans for improved recruitment, retention, persistence plans, time-to-degree strategies, distance learning opportunities, specific discipline reviews, or offering the program through the Academic Common Market.

## IV. The Results of the 2003 Review: Recommendations

Specific recommendations concerning the 96 programs reviewed at the system level are presented in Appendix B. As a result of the system review, the Academic Affairs staff developed several recommendations for discontinuing programs and identified areas that would benefit from further review. The specific recommendations are generally consistent with the recommendations from the chancellors and chief academic officers. The UNC Board of Governors must authorize program

discontinuation. These program recommendations are designed to strengthen existing programs and to provide guidance for new program development.

**A. Discontinue 13 academic degree programs as recommended by UNC constituent institutions and Academic Affairs staff.**

| Degree Program | | Program Level | Institution |
|---|---|---|---|
| 13.0404 | Educational Supervision | M.A.Ed. | ECU |
| 13.0404 | Educational Supervision | M.Ed. | UNCG |
| 13.0802 | Educational Psychology | M.A. | UNC-CH |
| 13.1011 | Special Education/LD | M.Ed. | UNC-CH |
| 13.1203 | Middle Grades Education | M.Ed. | UNCG |
| 13.1303 | Business Education | M.Ed. | UNCG |
| 13.1322 | Biology Education | M.A. | ASU |
| 13.1322 | Biology Education | M.Ed. | UNCG |
| 13.1323 | Chemistry Education | M.Ed. | UNCG |
| 13.1327 | Health Occupations | M.S. | NCSU |
| 13.1327 | Health Occupations | M.Ed. | NCSU |
| 13.1331 | Communication Studies | M.A. | UNCG |
| 15.0507 | Environmental Engineering Tech. | B.S. | ECU |

No new students will be admitted after January 2004 into any program recommended for discontinuation. Unless they choose to change majors, juniors and seniors already enrolled in a major program must be permitted to complete the program within a reasonable period of time. Unless the institution has requested an earlier date, all discontinued programs must be phased out by July 1, 2006. This should allow all currently enrolled majors who choose to continue in a program to complete it. Those degree programs in which there are no majors currently enrolled will be discontinued effective February 1, 2004.

**C. Review with UNC constituent institutions four academic degree programs that were recommended for continuation by the institution but were recommended for discontinuation by Academic Affairs staff.**

| Degree Program | | Program Level | Institution |
|---|---|---|---|
| 13.1309 | Technology Education | M.A. | ASU |
| 13.1314 | Health & Physical Education | M.A. | ASU |
| 15.0603 | Manufacturing Engineering Tech. | B.S.E.T. | UNCC |
| 50.0701 | Art | M.A. | ECU |

Two of the above programs (ASU's M.A. in Health & Physical Education and UNCC's B.S.E.T. in Manufacturing Engineering Technology) are inactive and have no current enrollments. The other two programs appear to be of such marginal value to the institution that the UNC-OP reviewer recommended discontinuation.

**C. Review advanced master's programs in education.**

The accessibility and availability of programs for preparing public school teachers are significant elements of the University's overall mission and appropriate justification for some overlapping and duplication of programs throughout the system. The extensive and intensive involvement of UNC institutions in teacher education, both pre-service and in-service, is a necessary obligation of higher education to the educational advancement and development of the state. New programs established in the area of teacher education are a response to changing certification categories (e.g., middle grades education), to the need for teachers with new competencies (e.g., special education and bilingual), and to the continuing needs of public school personnel for advanced study at the graduate level.

It is not surprising, therefore, that the most extensive single area of program duplication within the University is in education or, more precisely, in teacher preparation. Fifteen of the sixteen UNC campuses have a commitment to producing teachers for North Carolina's elementary and secondary schools.

During the 1997 Session the General Assembly enacted the "Excellent Schools Act" and directed the Board of Governors of the University of North Carolina to

> Develop a plan to revise the current masters of education degree programs at the constituent institutions. The plan shall provide for degree programs that require participants take a more rigorous course of study than is currently required and that includes concentrations in the academic content areas in which the participants will teach. The plan shall also consider methods for: (i) providing the more rigorous course of study using the same number of hours as are currently required for masters of education degrees; and (ii) providing participants the opportunity to complete the masters of education degree program as part-time students, by summer school attendance, and at sites not located at a constituent institution's campus provided there is sufficient demand for the off-campus programs.

In accordance with the Excellent Schools Act, the Department of Public Instruction (in collaboration with school and university representatives) developed a set of "Master's/Advanced Competencies" and "Program Characteristics" to guide revision of existing master's of education programs and design new master's of education degree programs to qualify graduates for the state's new "M" license to teach (replacing the former "G" certificate).

In that regard, the constituent institutions that offer master's of education programs reviewed and revised their programs to comply with the legislative mandate. To enable institutions to meet the September 2000 effective date of the new "M" license, the Board of Governors in early 1998 authorized the appropriate campuses to submit plans for master's degree programs for teachers who are already have initial licensure. The campuses were provided with alternatives in planning and submitting their plans to the Board of Governors as well as to the State Board of Education: 1) existing master's of education programs could be consolidated into a single master's degree program (an M.Ed. or M.A.Ed. - possibly with multiple teaching field options) that addressed both the "Master's/Advanced Competencies" and "Program Characteristics;" 2) campuses could plan a new master's degree program in education (an M.Ed. or M.A.Ed. - possibly with multiple teaching field options) that addressed both the "Master's/Advanced Competencies" and "Program Characteristics"; or, 3) the campuses could revise their existing master's degree programs in education so that they addressed both the "Master's/Advanced Competencies" and "Program Characteristics."

The master's programs in education affected by the advanced master's strategies were exempted from the 1999 and 2001 productivity reviews. These programs were reviewed in the current 2003 process, and a number of them were found to be under-enrolled. It is not yet clear which master's degrees will be in greatest demand as a result of this legislation. It is also not clear which programs will be needed for increases in the teaching force to meet the projected increase in public school enrollment. However, it would be unwise to discontinue marginally productive master's degree programs that are likely to be of interest to public school personnel until the impact of the new legislation on enrollment patterns throughout the University can be evaluated. Now that the new advanced masters programs are in place, it will be possible to evaluate with greater assurance the long-term viability of master's degree programs that serve public school personnel. Another factor that may influence enrollments in graduate education programs is the incentive provided by many school districts across North Carolina for

teachers to seek National Board Certification. Separate tiers of resources and support are provided to teachers who have gained this certification and it would be appropriate for the campuses to determine its impact on enrollments into their graduate education programs as well as the possibility for further development of the graduate program by assisting teachers pursuing National Board Certification.

## V. Comments on the 2003 Review

This review leaves in place some programs that, in terms of number of majors and degrees conferred, would appear to be of relatively low productivity. However, decisions to discontinue, or to retain, or to consolidate particular degree programs should not be based on numbers alone. There is no generally accepted formula for what constitutes productivity in terms of enrollments and graduates in a specific degree program and hence no national benchmarks to which UNC program productivity can be compared. The criteria established by the Board of Governors were intended to set realistic expectations for degree program productivity. Such decisions generally should be predicated on an informed judgment that balances 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. "Informed judgment" is emphasized. No mathematical model will lead inherently to a right decision.

Thus, there are sound and relevant educational reasons to retain some programs in the inventory of the University despite their failure to meet productivity criteria. Among those reasons are the following:

- **The program is central to the mission of the institution and complements and supports other necessary programs.** For example, a mathematics program with few majors provides essential support to programs in chemistry, physics, and technology; or a chemistry program with few majors provides necessary support to programs in chemical engineering, agriculture, nutrition, and nursing; or doctoral programs in the biomedical sciences have low enrollments but are required for medical school accreditation and play a vital role in the instruction of medical students.

- **Although student demand is low, the societal need is still high, and the program should be retained.** For example, enrollments and degrees conferred are relatively low in some education programs and science and mathematics programs, but the state's public schools need middle grades teachers, special education teachers, as well as subject specialists, especially in mathematics, science, and reading. Greater efforts should be made to attract students into these programs, many of which are currently under enrolled, rather than to eliminate them and restrict access.

- **The program provides access and opportunity for greater numbers of minority students to participate in higher education in fields where there are critical needs for more minorities** (*e.g.*, education, mathematics, science, engineering, and the health professions). Low enrollment programs on some campuses reflect the overall campus enrollment. As the focused growth institutions gain enrollment, these programs should also expand.

- **The program is needed to maintain institutional diversity and balance in program offerings**. A variety of undergraduate courses and programs in the arts and sciences disciplines and in some professional areas are desirable and appropriate for all constituent institutions except the North Carolina School of the Arts. Some greater diversification of programs at the undergraduate level

has been especially important for institutions that historically had concentrated a major part of their resources in traditional areas of teacher education. Without this diversity, it will be difficult for some institutions to increase their enrollments.

- **The program is needed to ensure greater geographic access and regional distribution of programs, not only to provide wider opportunity and availability for students but also to perform a needed service role in a given region of the state.** For example, a program in industrial and engineering management with relatively low enrollments is regarded by community and business leaders as a critical element in local and regional economic development. However, the growing availability of distance learning technologies may diminish the rationale for continuing such programs at a given institution if they can be offered effectively at a distance by another institution.

- **The program is unique to the institution and reflects the regional culture or identity of the institution** *(e.g.*, Appalachian Studies at Appalachian State University, American Indian Studies at UNC Pembroke).

- **The majority of courses for the program are drawn from other majors, and thus the costs for offering the program are marginal** *(e.g.*, social sciences programs, medical laboratory technology programs, and area studies programs depend largely on courses from other disciplines; to discontinue such programs would produce minimal cost savings and might actually reduce enrollment, and hence lower productivity, in courses in supporting disciplines).

- **Although the number of students enrolled in the program is low, enrollments in the courses supporting the program are satisfactory because they serve students seeking other degrees or certificates** *(e*.g., students seeking licensure only, who are not counted as majors).

- **The program is relatively new and may need more time to develop, or the program has experienced growth since the previous studies (and thus is on an upward trajectory) but has not yet met productivity criteria.**

- **Recent circumstances have changed, and demand for the program is rising**. In many instances, institutions have provided specific and persuasive evidence that changes have been made, or are being made, to make the program more attractive and more accessible. Such circumstances include the following:

    - Legislative changes (e.g., increased pay for earning the advanced master's degree), which should raise enrollment in master's degree programs in education;

    - Revisions in curricula and degree requirements (*e.g*., a new emphasis on environmental studies in natural science programs, which takes advantage of an institution's regional environment);

    - Improved scheduling of courses *(e.g*., late afternoon, evenings, and weekends) to meet the needs of nontraditional students;

    - Addition of students through distance learning technology that combines on-campus and off-campus students in the same courses;

- New leadership or the addition of new faculty in specialized disciplines to revitalize the program; and

- New or renovated facilities and equipment, which will attract and accommodate more students in the program (*e.g.*, a powerful new telescope to support a physics program, a new science facility, or a new fine arts facility).

In addition to these educational reasons, another factor that argues for discretion in eliminating some marginally productive programs concerns the projected enrollment of the University. Between fall 1993 and fall 1996, overall enrollment in the University remained relatively stable, a situation that has undoubtedly contributed to the failure to increase productivity in some programs. However, enrollments are steadily increasing during the current decade as a result of 1) rising numbers of high school graduates enrolling at UNC institutions and 2) the growth in enrollment of nontraditional students off-campus and through distance education. Given these trends, it is advisable to act with some restraint regarding marginally productive programs in high need areas such as the allied health fields, education, and the sciences and at growing institutions.

## VI. Benefits of the Reviews

This review, as well as previous system-wide and biennial productivity reviews, have resulted in benefits to the constituent institutions and the University as a whole in a number of ways. These include:

- **Clearer alignment between university missions and academic program priorities,**

- **More effectiveness in developing programs that are responsive to the needs of the state,**

- **Greater efficiency in identifying and reallocating resources that are available to ensure that programs are current and that can be used by faculty and students to pursue new fields of knowledge,**

- **Improvements in academic program quality which enhance the teaching and learning process and provide a stronger basis of support for faculty and students who are engaged in inquiry, exploration and productive research,**

- **Improved effectiveness in realizing the Strategic Initiatives, which enable the members of UNC academic community to contribute to the mission of The University of North Carolina through teaching, research and service.**

## Appendices

Appendix A outlines the specific criteria that served in conducting the review and evaluating the degree programs for the 2003 Review of Academic Degree Program Productivity. Appendix B provides recommendations and additional information with respect to the programs reviewed in 2003. Appendix C provides a summary of those degree programs that have been discontinued by the Board of Governors from July 1, 1972 through November 30, 2003. The table does not include the programs recommended for discontinuation in this report.

**Appendix A: The University of North Carolina**
**Academic Degree Program Review (2003)**

The 1993 Session of the North Carolina General Assembly passed legislation to implement a Government Performance Audit Committee's recommendations for a review of all academic degree programs in the University of North Carolina. Chapter 407, Section 1 of Senate Bill 393, 1993 Session Laws (GPAC/UNC Review Plan) mandates the following actions:

> Section 1. The Board of Governors of the University of North Carolina shall review all academic degree programs and research and public service activities to identify those programs and activities that are of **low productivity or low priority, or are unnecessarily redundant**. The Board shall develop specific criteria for these reviews, and shall develop a process to review academic degree program productivity biennially. The Board's review shall **emphasize identification of processes and resources to strengthen programs that are or can reasonably be made productive**. With regard to those **programs that are not and cannot be made productive**, if any, the Board shall consider **eliminating** those programs in a manner that does not negatively impact upon the availability of educational opportunities for North Carolina citizens. In making its determination, the Board shall give consideration to the value of maintaining racial and geographic diversity and to assuring reasonable access for students who live off campus.

The act also amended Section 2, General Statutes 116-11(3), which outlines the Board of Governors' responsibilities with respect to academic programs and degrees awarded, by adding the following provision:

> The Board shall review the productivity of academic degree programs every two years, using criteria specifically developed to determine program productivity.

Reviews of academic programs were conducted in 1995, 1997, 1999, and 2001 applying criteria and guidelines developed by the Board of Governors' Committee on Educational Planning, Policies, and Programs. These instructions are for the fifth biennial review.

## I. <u>Low Productivity Guidelines and Criteria</u>

- 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 exceeds 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 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.

All of the programs from your institution that meet these guidelines are listed in **Attachment #2** [not included in the general report]. As explained below, some of these programs will be reviewed at the system level and others that are exempt from system-wide review should be monitored or reviewed at the campus level. Moreover, there may be other academic degree programs not shown in the attachments that you need to review with respect to productivity, institutional priorities, and unnecessary duplication. CAO's are urged to do so.

## II. Understanding the CIP Data

This analysis uses the CIP classification system. Previous reviews have used the API classification system. We now have four-years of data organized under the CIP system, so it seems time to shift to the classification system we are actually using.

The data in the attached list show upper division majors enrolled in **the program** (not the number of students enrolled in courses) and the number of degrees conferred over the past four years. Please note that the count of majors is taken as of the institution's fall census date, while the count of degrees conferred covers the year starting on July 1 and ending June 30. This analysis includes all upper division majors including double majors. A double major will be counted in each program in which the student is recorded as a major. The data for this review are drawn from institutional Student Data files on enrollees and graduates. The data include both on-campus and distance learning enrollments.

## III. Programs Subject to UNC Program Review 2003 and Programs Subject to Campus Review in 2003-2004

The total number of bachelor's, master's, intermediate, first professional and doctoral programs that meet the low productivity criteria for this biennial review totals 241. In order to conduct meaningful review with recommendations to strengthen, consolidate or discontinue programs, it is necessary to divide the review between those programs that will be reviewed at the system level and those that need to be monitored or reviewed at the campus level. To facilitate this process, several categories of programs have been exempted from system review and referred to the campus.

At the **undergraduate level**, the Board of Governors recognizes the importance of a basic core of academic disciplines which each constituent institution (except the North Carolina School of the Arts) is expected to offer and these are excluded from the 2003 program review. The Academic Core consists of programs in the fine arts, humanities, mathematics, computer

science, sciences and social sciences. These disciplines represent many areas of necessary program duplication among the constituent institutions at the undergraduate level and they will not be reviewed at the system-level. The Chief Academic Officers are urged to give serious consideration to the implications of low enrollments and degrees conferred in these disciplines.

The UNC program review will not include area studies and special health related programs such as medical technology for which the majority of courses are supplied by other disciplines. Foreign Language programs were reviewed in a discipline specific system review in 1999-2000 and a system-wide committee has just released a report on foreign languages, so these undergraduate and graduate programs will not be included in the system-level study. Intermediate and Certificate Programs as well as associate degree programs are exempt. There are a large number of teacher education programs at the undergraduate and graduate level identified as falling below the productivity standards. All graduate educations programs will be reviewed at the system level and all undergraduate education programs will be exempt. However, since exempt programs need a campus review, campuses are urged to relate the review of the graduate programs in education to undergraduate needs in education. Recently established programs that have not been in place long enough to attract sufficient enrollments and produce large numbers of graduates will not be subject to this review. Programs that were identified for additional monitoring in 2001 and that have not significantly increased enrollment will be included in the 2003 program review. **All programs that meet low productivity criteria but are exempt from the system review should be reviewed and/or monitored at the campus level in 2003 or 2004.**

**Baccalaureate programs** subject to review are those degree programs that have been authorized to enroll students for eight years and that meet the low productivity criteria and guidelines.

**Master's and intermediate programs** eligible for review are terminal master's degree, EdS and CAS programs that have been authorized to enroll students for six or more years.

At the **first professional level** (medicine, dentistry, veterinary medicine, pharmacy, and law), all programs that have been authorized to enroll students for eight or more years will be reviewed if these programs failed to meet productivity requirements.

**Doctoral degree programs** that have been authorized to enroll students for ten or more years are subject to review.

## IV. The Review Process 2003

The **Criteria for Program Review and Evaluation** of those programs that are subject to review are included as **Attachment #1**. Campuses will be asked to submit reports based on the centrality of the program to the university's mission, the quality of the program. faculty resources, facilities, equipment, demand for the program, duplication and critical mass. These reviews are due May 15, 2003. Within the next few weeks, each campus will be asked to submit information on course enrollment in these programs for the last 3 years. All of the degree programs listed in **Attachment #3** [not included in the general report] as being subject to review are to be reviewed not only in terms of low enrollments and degree productivity, but also in

terms of such factors as quality, costs, occupational demand, and the level of centrality to the institutional mission.

This review requires campuses to make a recommendation about a given program, i.e., whether it can be strengthened, whether it should be continued, whether it should be merged with another program, or whether it should be discontinued. The Senior Vice President for Academic Affairs, after consultation with the CAO's and Academic Affairs staff, will be responsible for making a recommendation to the President and the Planning Committee of the Board of Governors. If, for some reason, there is a difference of opinion about the future of a program, the Senior Vice President may require the campus to submit a status report on the program in the next biennial program review or ask that campus to seek external review or the Senior Vice President can solicit the advice of discipline experts to further advise the campus and the Office of the President.

## V. Directions for Programs Subject to Review

The program review reports are due with other long range planning submissions on May 15, 2003. Once the list of programs that will be included in the 2003 Program Review has been finalized, we will send course enrollment forms that each department will complete listing courses that have been offered for the fall and spring semesters for the past three years: 1999-2000, 2000-2001, and 2001-2002. The only information that will be required will be the title of the course and the course number. If programs are listed in **Attachment #3** [not included in the general report] in the 2003 UNC Program Review that should have been excluded, please notify **Dr. Jim Sadler, Associate Vice President for Academic Planning by February 28.**

Timetable for Completion of the Review

- Submission of list of courses offered for the last three years for each program subject to review (date will be determined once list of programs to be reviewed is finalized).
- Submission of institutional review and recommendations concerning the programs reviewed to this office by no later than May 15, 2003.
- Presentation of the President's review and recommendations to the Board of Governors' Committee on Educational Planning, Policies, and Programs in September 2003.

Enclosures: Attachment #1: Criteria for Review and Evaluation of Programs

**The University of North Carolina**

**Criteria and Guidelines for Program Review and Recommendations**

Date: _____

Constituent Institution: _____

API Discipline Number: _____

CIP Discipline Specialty Title: _____

CIP Discipline Specialty Number: _____

Level: (B, M, CAS,D, First Professional) _____

Exact Title of the Program _____

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

Directions: Please complete this form for every program requiring review where the recommendation will be to continue or strengthen the program. For programs that will be discontinued, see Enclosure #2. The criteria below are guidelines for program review.

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?
- Is there any discernible 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?
- What indicators are used to assess the quality of the program?
- 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? Are the on-campus numbers declining? Is the program offered off-campus, if so what are the enrollments?
- How many majors/graduate students are in the program currently (2000-2001)?
- How many graduates does the program produce annually?
- What are the job prospects for these graduates?
- Are there courses in the program which are essential supporting courses for other programs inside and outside of the department?

6. Costs

- How many credit hours are required for completion of the program? Is the total greater than the institutional average?
- 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?
- Using the list of courses required in the major (Attachment 2), which you reported earlier to Office of the President, and the report on course enrollments prepared in response and returned to you by General Administration, discuss program productivity as it is reflected in course enrollments.
- Is there a requirement for a minimum number of students to be registered before a course will be offered?
- Given a threshold of less than 10 for undergraduate courses and less than 5 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?
- Would the department rather spend those dollars on other programs /activities?

7. Duplication

- Does the program complement others at the university? How?
- Can this program's objectives be accomplished equally well through another program?
- Are courses in the program duplicated in other programs/departments?
- Has there been any effort to eliminate the duplication of these courses?
- Could enrollment be increased by sharing some courses with another institution through distance education (with your institution as a provider or a recipient)?
- Is this program distinctive in the UNC system? If yes, briefly indicate how.
- Is there a location (geographic/demographic/cultural) advantage to the program?

8. Critical Mass

- What would be the impact on the department if the program under review were eliminated? If it were delivered in part or entirely by another institution through distance education?
- Would the department still exist? For what purpose?
- What would be the impact on other 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 which 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? (If the program recommended for continuation was also subject to review in 1999, the rationale must be especially compelling.) 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?

Signatures:

Chancellor _____

Chief Academic Officer _____

Person to Contact if there are Questions about Information in this form

_____

**Programs Exempt from 2003 System-Level Academic Program Review**
(Note: These programs should be reviewed at the campus level in 2003 or 2004)

I. **Baccalaureate Programs in the Academic Core** Including Fine Arts, Humanities, Mathematics, Computer Sciences, Science and Social Sciences. **Exempt All**.

11.0101 Computer and Information Science
16.0102 Linguistics
16.1201 Classics
23.0101 English
23.0301 Comparative Literature
26.0101 Biology
26.0202 Biochemistry
27.0101 Mathematics
27.0501 Statistics
30.9999 Folklore
36.0101 Art
36.0115 Music
36.0117 Theatre
38.0101 Philosophy
38.0201 Religious Studies
38.9999 Philosophy and Religion
40.0501 Chemistry
40.0601 Geology
40.0703 Earth Sciences
40.0801 Physics
42.0101 Psychology
45.0101 Social Sciences
45.0201 Anthropology
45.0601 Economics
45.0701 Geography
45.0801 History
45.1001 Political Science
45.1101 Sociology
50.0301 Dance
50.0501 Dramatic Arts
50.0703 Art History

II. **Foreign Language Programs** (**Exempt all** Undergraduate and Graduate Programs; Follow recommendations of Committee on Foreign Languages.)

16.0403 Slavic Languages
16.0501 German Language and Literature
16.0901 French Language and Literature
16.0999 Romance Languages and Literature

16.1203 Latin
16.9905 Spanish Language and Literature

III. **Area Studies and Health and Medical Programs** (**Exempt All** Undergraduate and Graduate Programs)

Area Studies

05.0103 Asian Studies
05.0110 Russian & East European Studies
05.0202 American Indian Studies
24.0101 Special Studies

Health and Medical Programs

19.0502 Food and Nutritional Science
51.1005 Clinical Laboratory Sciences
51.2310 Health Psychology
51.2202 Environmental Health
51.1005 Medical Technology

IV**. Intermediate and Certificate Programs** (**Exempt All**)

11.0201 Certificate in Computer Programming
13.1101 Counselor Education
14.0201 Prof. Aerospace Engineering
14.0801 Prof. Civil Engineering
25.0101 Library Science
42.1701 School Psychology

V. **Associate Degrees** (**Exempt All**)

01.0304 Field Crops Technology
01.0401 Food Processing and Distribution
02.0408 Agricultural Pest Control

VI. **Undergraduate Educational Programs** (**Exempt All**)
(All educational master's program not meeting productivity standards are to be reviewed at the system level; campus review of undergraduate programs should be coordinated with review of master's programs.)

# Appendix B: 2003 Review of Academic Degree Program Productivity

## APPALACHIAN STATE UNIVERSITY
### BS COMMUNITY AND REGIONAL PLANNING

(failed review in 2001)

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2906 | ASU | B | 04.0301 | Majors | 16 | 11 | 12 | 20 |
| | | | | Grads | 8 | 6 | 4 | - |

**Campus Response:**

This is the only undergraduate planning program in the western half of the state. It has a small town and rural area focus that is appropriate for this region. D have increased in recent years. Additional measures include: expanded recruitment activities; addition of one full-time faculty member; and combining relate one degree.

**Recommendation:**

The program is a small but cost-effective program that provides entry-level planners to towns and counties in western NC. The campus should be asked whet efficiencies to be achieved through combining programs in community and regional planning, environmental policy and planning, public administration, town management, and sustainable development as well as about the need for an additional faculty member in the planning program. **Recommendation: Continu review in 2004 if productivity criteria are not met.**

## APPALACHIAN STATE UNIVERSITY
### BS ART MANAGEMENT

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2906 | ASU | B | 50.0704 | Majors | 11 | 9 | 6 | 8 |
| | | | | Grads | 4 | 2 | 2 | 2 |

**Campus Response:**

Program provides cost-effective assistance to ASU's two art galleries. Only two courses and an internship are specific to this degree program; other Art major two courses. Institution is considering program to include management in other Arts areas (music, theatre, dance). A faculty line has been assigned for the m Gallery, who will also teach core courses and advise majors in Art Management.

**Recommendation:**

Explore possibility of internships at off-campus sites. Establish a relationship with Masters programs within UNC (for example, UNC Charlotte) to encourag to graduate training, which will be required for most Arts management positions. Pursue expansion of the program to include other Fine Arts areas; however, require new courses in Arts Management within other Arts disciplines. **Recommendation: Continue program and review in 2004 if productivity criteria**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## APPALACHIAN STATE UNIVERSITY
### MA ENGLISH, EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2906 | ASU | M | 13.1305 | Majors | 10 | 11 | 10 | 5 |
| | | | | Grads | 4 | 3 | 4 | 1 |

**Campus Response:**

The program was designed to meet state requirements for Advanced Masters licensure, as well as similar degrees in other subject areas. Compensation for acl may not be adequate to attract teachers to such programs. The program also prepares faculty for community college positions; these colleges are facing an im shortage, and shortage already exists for public schools.

**Recommendation:**

Most of the courses required are also required for the MA in English; little savings will result from elimination. ASU's service region includes many place-bo would not be able to take the degree elsewhere. UNC should examine these programs systematically to determine if they meet the needs of current and future state. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

## APPALACHIAN STATE UNIVERSITY
### MA FAMILY AND CONSUMER SCIENCES, EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2906 | ASU | M | 13.1308 | Majors | 3 | 3 | 2 | 2 |
| | | | | Grads | - | 1 | 2 | 1 |

**Campus Response:**

The Family and Consumer Sciences (FCS) Education curriculum was revised in 1999 to satisfy the requirements for the advanced masters teaching license. C institutions in the state have such a program. Demand for FCS teachers exceeds supply by four to one. Although enrollment and graduate numbers are low, n for the degree are underenrolled.

**Recommendation:**

This is the only FCS graduate program in the western part of the state and is needed for teachers wishing to obtain an advanced teaching credential. No resou saved by ending the program because all courses are also used in other degree programs. **Recommendation: Continue program and review in 2004 if pro are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## APPALACHIAN STATE UNIVERSITY
### MA TECHNOLOGY EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2906 | ASU | M | 13.1309 | Majors | 5 | 4 | 4 | 2 |
| | | | | Grads | 2 | 3 | - | 1 |

**Campus Response:**

Appalachian State University recommends that the program not be eliminated because 1) it is central to its teaching mission, 2) it is the only program in Weste Carolina that focuses on technology education, and 3) the coursework is employed in other programs with the exception of two courses unique to the program

**Recommendation:**

I recommend discontinuing this program. I recommend continuing this program only if a more qualitative review is conducted to determine if it is fulfilling th education practitioners and graduate students for professional development, etc. If it is intended for educators, the program is not located in the appropriate ac program does not prepare students for DPI licensure. On the other hand, the School of Education does offer a masters of arts in Curriculum and Technology w students to receive the instructional technology certification. **Recommendation: Discontinue.**

## APPALACHIAN STATE UNIVERSITY
### MM MUSIC EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2906 | ASU | M | 13.1312 | Majors | 9 | 6 | 2 | 4 |
| | | | | Grads | 4 | 7 | 4 | - |

**Campus Response:**

**Recommendation:**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## APPALACHIAN STATE UNIVERSITY
### MA HEALTH AND PHYSICAL EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2906 | ASU | M | 13.1314 | Majors | 1 | - | - | - |
| | | | | Grads | - | - | - | - |

**Campus Response:**

This program has been in a dormant mode for several years. It has not accepted new students for more than seven years. ASU requests that the program be ke
for two more years until new faculty decide whether they wish to reinvigorate it.

**Recommendation:**

This is an inactive program. It can be dropped with no impact on students or classes. If faculty wish to start this program again at come point in the future (no
activities are taking place), then ASU can reestablish it. **Recommendation: Discontinue.**

## APPALACHIAN STATE UNIVERSITY
### MA BIOLOGY, EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2906 | ASU | M | 13.1322 | Majors | 7 | 6 | 3 | - |
| | | | | Grads | 2 | - | - | - |

**Campus Response:**

**Recommendation:**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## APPALACHIAN STATE UNIVERSITY
### MA HISTORY, EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2906 | ASU | M | 13.1328 | Majors | 6 | 4 | 4 | 5 |
| | | | | Grads | 5 | 2 | 1 | - |

**Campus Response:**

The program was designed specifically to meet the needs of teachers for Advanced Master's licensure. Courses specific to this degree are limited; most requir required of MA in History students. The department now teaches the required course every other year to ensure adequate enrollment.

**Recommendation:**

Little savings will result from elimination, since courses are taken by MA in History students. The department should follow-up on the possibility of offering campus to place-bound teachers. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

## APPALACHIAN STATE UNIVERSITY
### MA MATHEMATICS
(failed review in 2001)

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2906 | ASU | M | 27.0101 | Majors | 5 | 2 | 1 | 5 |
| | | | | Grads | 3 | 1 | - | - |

**Campus Response:**

**Recommendation:**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## APPALACHIAN STATE UNIVERSITY
### MA SPORTS MANAGEMENT

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2906 | ASU | M | 31.0504 | Majors | 15 | 12 | 10 | 7 |
| | | | | Grads | 5 | 6 | 6 | 1 |

**Campus Response:**

Nationally, Sports Management is a young discipline, and ASU is on the "cutting edge" of developing an emerging areas of study that will continue to grow. . strong for program graduates. Location of the program in Boone is a potential problem, and moving the program off campus to other locations should be cons option..

**Recommendation:**

ASU has been very successful at offering its programs off campus at community college sites, and this program should be encouraged to investigate this possi Development of online courses should also be encouraged as one means to develop a critical mass for course enrollments. **Recommendation: Continue pro in 2004 if productivity criteria are not met.**

## APPALACHIAN STATE UNIVERSITY
### MS APPLIED PHYSICS

(failed review in 2001)

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2906 | ASU | M | 40.0801 | Majors | 8 | 8 | 11 | 9 |
| | | | | Grads | 4 | 1 | 2 | 1 |

**Campus Response:**

High quality interdisciplinary program selected by American Institute of Physics as one of the top 22 (out of 186) Professional Science Masters (PSM) in the l prepares students to enter the high tech job market. High percentage of women and minorities enrolled. Provides opportunity for graduates of other UNC inst graduate study that combines physics, computer technology and electronics in a manner not available elsewhere. Have received grant from Sloan Foundation and enhancing program through industry internships, industry advisory boards, and addition of an emerging technology (electro-optics) concentration.

**Recommendation:**

Program should be highlighted as part of an array of UNC degree programs that address economic development of the state. This could be done on a regional program one of the highlights for northwestern NC. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## APPALACHIAN STATE UNIVERSITY
### MA SCHOOL PSYCHOLOGY

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2906 | ASU | M | 42.1701 | Majors | 5 | 1 | 7 | 1 |
| | | | | Grads | 9 | 4 | 9 | - |

**Campus Response:**

Appalachian State University recommends that the program not be eliminated because 1) the program is accredited by the North Carolina Association of Teac National Association of School Psychology, and the North Carolina Department of Public Instruction, 2) the program attracts quality students who are either e receive employment offers, 3) the program is integrally linked to other psychology graduate programs and 4) the majority of the students are public school em program helps provide professional development). There are only five such programs in the UNC system.

**Recommendation:**

I recommend continuing this program, particularly because it is multidisciplinary, and there will not be much savings for discontinuing the program (unless th not employed). The responders have made a good case for continuation of the CAS in School Psychology. **Recommendation: Continue program and revi productivity criteria are not met.**

## APPALACHIAN STATE UNIVERSITY
### MA PUBLIC HISTORY

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2906 | ASU | M | 45.0805 | Majors | 6 | 2 | 1 | 1 |
| | | | | Grads | 1 | 2 | 1 | - |

**Campus Response:**

ASU has hired a new faculty member with strong credentials to direct the program, which should attract additional majors. The program's courses and faculty undergraduate major and the Appalachian Studies programs. Because of cross-registration, courses have not been under-enrolled. ASU's service region offer opportunities for student internship placements; these programs are generally regionally focused in terms of courses and internships.

**Recommendation:**

Continuation for two more years will allow the new faculty member to begin expanded recruitment. The location of ASU offers additional opportunities for i might be expanded with the arrival of the new faculty member. It may be advisable to conduct a limited review of the numerous public history programs in th determine: 1) if unnecessary duplication exists 2) the adequacy of undergraduate training for jobs in the field 3) the future prospects for the field. **Recommer program and review in 2004 if productivity criteria are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## EAST CAROLINA UNIVERSITY
### BS PUBLIC HISTORY

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2923 | ECU | B | 45.0805 | Majors | 9 | 8 | 9 | 11 |
| | | | | Grads | 2 | 4 | 5 | - |

**Campus Response:**

Faculty turnover has had a negative impact on enrollment; a new faculty member is being recruited to bring new resources to the program and to the Public Hi in the MA program. Courses are taught outside History to support the program: these courses would continue without the program. The program serves num historical sites through internships and placement of graduates.

**Recommendation:**

This program represents 20% of the department's majors; if enrollments do not increase, the institution should consider making this a concentration within the The new faculty member should be charged with promoting the program to potential new majors. The program should explore additional opportunities for int employment for majors, given the reduction in support to many state and federal historic sites. **Recommendation: Continue program and review in 2004 i criteria are not met.**

## EAST CAROLINA UNIVERSITY
### BM THEORY-COMPOSITION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2923 | ECU | B | 50.0904 | Majors | 10 | 13 | 11 | 6 |
| | | | | Grads | 1 | 1 | 3 | - |

**Campus Response:**

**Recommendation:**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## EAST CAROLINA UNIVERSITY
### MAED EDUCATIONAL SUPERVISION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2923 | ECU | M | 13.0404 | Majors | 10 | 12 | 8 | 3 |
| | | | | Grads | 7 | 3 | 5 | 3 |

**Campus Response:**

**Recommendation:**

## EAST CAROLINA UNIVERSITY
### MAED SPECIAL EDUCATION, MENTAL RETARDATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2923 | ECU | M | 13.1006 | Majors | 33 | 13 | 15 | 6 |
| | | | | Grads | 6 | 3 | - | - |

**Campus Response:**

East Carolina University recommends that the program continues because 1) it is providing a critical need in the state, particularly in rural, eastern North Caro program is a licensure track for teachers, 3) the program is one of the main sources for the preparation of master's teachers in special education/mental retarda state, 4) there is a critical shortage of teachers to work with children with mental retardation throughout the state and nation, and 5) the program received a fav accreditation review from NCATE and DPI.

**Recommendation:**

East Carolina University states that the program is nearly 30 years old but has had some revisions in 1999. It might be appropriate to review the program next online program has been marketed more. The respondents state that they have received two federal grants to provide tuition support to MAEd-SPED students
**Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## EAST CAROLINA UNIVERSITY
### MAED ENGLISH

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2923 | ECU | M | 13.1305 | Majors | 5 | 2 | 2 | 6 |
| | | | | Grads | 7 | 1 | - | - |

**Campus Response:**

**Recommendation:**

## EAST CAROLINA UNIVERSITY
### MAED HISTORY, EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2923 | ECU | M | 13.1328 | Majors | 4 | 6 | 6 | 5 |
| | | | | Grads | - | - | 3 | 2 |

**Campus Response:**

The program is the only professional master's degree program for secondary social studies teachers. Elimination of the program would impact the mission anc Education. There is a critical shortage of teachers at the masters level in social studies and the shortage of teacher training programs would contribute to this s program received a favorable accreditation reviews from NCATE, SACs, and DPI.

**Recommendation:**

The respondents state that the revised MAEd program has been in place since 2001-2002 academic year, and the program is not offered off-campus. I recomn Carolina be encouraged to offer the program off-campus, and to offer portions of the program online. Additionally, East Carolina might collaborate with othe colleges/universities to attract students. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## EAST CAROLINA UNIVERSITY
### MS PHYSICS

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2923 | ECU | M | 40.0801 | Majors | 12 | 8 | 6 | 7 |
| | | | | Grads | 8 | 6 | 3 | - |

**Campus Response:**

**Recommendation:**

## EAST CAROLINA UNIVERSITY
### MA ART

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2923 | ECU | M | 50.0701 | Majors | 2 | 2 | 1 | 1 |
| | | | | Grads | - | - | - | - |

**Campus Response:**

The program adds no costs to the institution since the same courses are taken by MFA students. The MA is a one year program in studio art which serves as a MFA for students who cannot meet or maintain the more rigorous standards of the MFA. The program can be used for advanced training by community colle program has no majors and has graduated 3 students in 10 years.

**Recommendation:**

Although this program is described as an alternative to the more rigorous MFA, few students have availed themselves of this safety net--no degrees have been past five years. While the institution argues that the program creates no additional costs, it also seems to exist only for students who "wash out" of the MFA p possibility of requiring all students to complete the MA before completing the MFA seems entirely unnecessary. While the program costs nothing, it seems tc Art program, which probably should not consider admitting or retaining students who cannot make it in the MFA program. **Recommendation: Discontinue**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## EAST CAROLINA UNIVERSITY
### MM THEORY-COMPOSITION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2923 | ECU | M | 50.0904 | Majors | 1 | - | 2 | 3 |
| | | | | Grads | - | - | - | - |

**Campus Response:**

**Recommendation:**

## EAST CAROLINA UNIVERSITY
### PHD INTERDISCIPLINARY BIOLOGICAL SCIENCES

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2923 | ECU | D | 26.9999 | Majors | 3 | 3 | 5 | 6 |
| | | | | Grads | 1 | - | - | - |

**Campus Response:**

This is a program that was reconstituted in 2000 from a specific focus to an interdisciplinary focus and the campus makes the case that it is a young but growi current manifestation. They project having enough graduates to meet the low productivity threshold. It will provide interdisciplinary research and programma drawing on a wide variety of faculty within the university including the medical school.

**Recommendation:**

The campus should attend to recruiting for this reconstituted interdisciplinary program to build the numbers to exceed the low productivity threshold. Given t reconstitution, it seems reasonable to allow a period of time to build the program. **Recommendation: Continue program and review in 2004 if productivi met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## EAST CAROLINA UNIVERSITY
### PHD ANATOMY AND CELL BIOLOGY

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2923 | ECU | D | 51.1305 | Majors | 6 | 3 | 5 | 5 |
| | | | | Grads | 2 | 1 | - | - |

**Campus Response:**

This program is responsibility for four major courses in the first-year of medical education: Gross Anatomy, Embryology, Histology, and Neuroanatomy. To faculty the medical school wants to teach these courses, the school must offer doctoral level work and doctoral level research opportunities for the faculty. In program is a kind of service program for the medical school. The institution sees the program as essential for high-quality medical education.

**Recommendation:**

The program makes a case for the quality of the training of students in the program and for the essential role this program plays in the medical school, but they attention to expanding the program and recruiting enough students to the program to move it above the low productivity threshold. Indications are that the fac accommodate more graduate students. I would urge a review of program size and recruitment opportunities. **Recommendation: Continue program and re productivity criteria are not met.**

## EAST CAROLINA UNIVERSITY
### PHD PHYSIOLOGY

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2923 | ECU | D | 51.1313 | Majors | 11 | 10 | 11 | 16 |
| | | | | Grads | 1 | - | 1 | - |

**Campus Response:**

This is one of six doctoral programs housed in the School of Medicine and is there to help attract research faculty to the School of Medicine. This program ha enrollment and is growing. It also serves other programs in the university in addition to the School of Medicine. The campus believe the program is of high q external review in 1988 confirms this but indicating that graduates have gone to excellent post-doc opportunities around the country. The issue is whether the to a level that regularly graduates students in the program in addition to its service role within the School of Medicine.

**Recommendation:**

Due to the role this program plays in the School of Medicine I recommend that it be continued. According to the data presented by the program they will have graduates for 2001/2002 thus moving them above the low productivity threshold. **Recommendation: Continue program and review in 2004 if productivi met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## ELIZABETH CITY STATE UNIVERSITY
### BS PHYSICS, GENERAL

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2926 | ECSU | B | 40.0801 | Majors | 3 | 8 | 6 | 6 |
| | | | | Grads | - | - | - | - |

**Campus Response:**

Enrollment numbers fluctuate, although they do reflect the current national trend toward low numbers in physics. The physics program serves the needs of a r departments, and these enrollments are not reflected in the numbers of physics majors and graduates. The program prepares students, particularly minority stu tech-related jobs in northeastern NC and for graduate work in the sciences. Approximately 50 percent of the program's graduates attend graduate school. Enh will be conducted through high school visits, television and radio, and direct contact. Equipment will be upgraded and faculty will be assigned more time to w research and to advise students.

**Recommendation:**

I regard this as a fundamental Arts & Sciences degree program that should be available for an appropriate array of undergraduate majors and for non-majors v to take a course as part of their own major. Greater recruitment not only with prospective students but with first-year students already enrolled could lead to a majors. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## FAYETTEVILLE STATE UNIVERSITY
### BS MANAGERIAL ECONOMICS

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2928 | FSU | B | 52.0601 | Majors | 35 | 23 | 26 | 23 |
| | | | | Grads | 6 | 7 | 9 | - |

**Campus Response:**

The program is important to majors in Accounting, Banking and Finance, Marketing Education, Business Administration, Management, and Business Educati nine or more hours in economics. Due to this, enrollment in most required courses far exceeds 10 students. The program educates minority students who are in economics-related careers. Job prospects for these students are good. Steps will be taken to recruit majors, encourage students to double major, publicize j weekend and evening classes, develop online courses to offer the entire degree online, and increase retention of students by providing tutorial services.

**Recommendation:**

Reasonable steps are proposed to increase enrollments. The Economics program provides many "service" courses that serve other majors, and these courses v offered regardless of whether a Managerial Economics degree is available. **Recommendation: Continue program and review in 2004 if productivity crit**

## FAYETTEVILLE STATE UNIVERSITY
### MA HISTORY
(failed review in 2001)

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2928 | FSU | M | 45.0801 | Majors | 11 | 12 | 14 | 7 |
| | | | | Grads | 3 | 2 | 5 | - |

**Campus Response:**

This program is important to other master's programs, especially secondary teacher education and middle grades education. Many students who take graduate teachers completing requirements for license renewal. Online courses have been developed, and the potential exists for shared courses with UNCP. These en always reflected in graduation rates. The program will seek to provide more internships, work study, and assistantships to support graduate students. New br developed to advertise the program and will be sent to undergraduate programs in the UNC system.

**Recommendation:**

The program is important to M.Ed. programs in secondary and middle grades education. Useful steps for increasing enrollments are proposed. UNC should c coordinated plan for marketing its graduate programs to UNC undergraduate students. **Recommendation: Continue program and review in 2004 if produ not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## NC A&T STATE UNIVERSITY
### BS ENGINEERING PHYSICS

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2905 | NCA&T | B | 14.1201 | Majors | 7 | 10 | 12 | 14 |
| | | | | Grads | 2 | 1 | 4 | 1 |

**Campus Response:**

The Department of Physics plays a central role in almost all interdisciplinary research and training, and Engineering Physics is an interdisciplinary program th minority students for careers in a field where they are underrepresented. During 2001-02, there was a 41 percent increase in undergraduate enrollment in phys revised curriculum was approved during 2002-03, and new courses were developed. Long-time lack of stable leadership in the department has been solved, a short-term growth plans have been devised.

**Recommendation:**

The program serves a large number of other majors as well as physics students. The major is central to the NCA&T engineering and science focus. **Recomm Continue program and review in 2004 if productivity criteria are not met.**

## NC A&T STATE UNIVERSITY
### MS BIOLOGY

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2905 | NCA&T | M | 13.1322 | Majors | 5 | 4 | 5 | 4 |
| | | | | Grads | 1 | 1 | - | - |

**Campus Response:**

Institution indicates that the cost to continue the program is negligible since same courses and instructors are used for the biology programs. Also noted that i produce African American science teachers who can serve as models.

**Recommendation:**

Continue, but recommend campus develop a recruitment effort for the program. Campus has TRIO & GEAR-UP programs. These programs should be utiliz pipeline to attract students into math and science education. **Recommendation: Continue program and review in 2004 if productivity criteria are not me**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## NC A&T STATE UNIVERSITY
### MS CHEMISTRY, SECONDARY EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2905 | NCA&T | M | 13.1323 | Majors | 2 | 5 | 2 | - |
| | | | | Grads | 1 | - | - | - |

**Campus Response:**

North Carolina Agricultural and Technical State University recommends that the program continue because 1) producing teacher educators is essential to the r program, and the BS in Chemistry, fulfill a societal need by preparing African American science educators 3) elimination of the program would impact the mi pipeline for graduate, professional schools and careers and 4) the program is accredited by NCATE, SACs, and DPI.

**Recommendation:**

I recommend that NCA&T be encouraged to offer the program off-campus, and to offer portions of the program online. Additionally, NCA&T might collabo colleges/universities to attract students. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

## NC A&T STATE UNIVERSITY
### MS APPLIED MATHEMATICS

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2905 | NCA&T | M | 27.0301 | Majors | 7 | 6 | 7 | 7 |
| | | | | Grads | 6 | - | 2 | 1 |

**Campus Response:**

Courses in this program support graduate programs in engineering and the sciences. Graduates of the program work in various industries in math-related posi On campus declining numbers mirror a national trend, although low enrollments (5-7 students) have always been expected. The department is in the process c new concentration (computational sciences), which should make the applied mathematics program more attractive. Shared courses with other UNC campuses consider.

**Recommendation:**

No resources would be saved from program elimination, and the program does contribute to overall strength of graduate programs and to advanced undergrad prepares minority students in a field where they are underrepresented. **Recommendation: Continue program and review in 2004 if productivity criteria a**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## NC CENTRAL UNIVERSITY
### BM JAZZ

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2950 | NCCU | B | 50.0903 | Majors | 9 | 13 | 9 | 11 |
| | | | | Grads | 1 | 3 | 4 | - |

**Campus Response:**

Since its establishment as the first UNC BM in Jazz Performance in 1978, this program has had periods of inactivity and renewal. It is currently in a period of additional part-time faculty added and a range of performance groups developed. There are currently 28 students enrolled in the program. The NCCU BM in nationally recognized and is a publicly acclaimed program that benefits the University in ways that go well beyond enrollment and graduation numbers. The r enrolled in the program is appropriate for the single full-time faculty member associated with the program. The Jazz Studies program is approximately 80 per supporting, generating scholarship funds to support its students. It could enroll more students if another faculty position were allocated to the program.

**Recommendation:**

The Jazz Studies program and its related music performance groups are a prominent aspect of NCCU's public identity. The program is largely self-supporting serves as many students as it can with only one full-time faculty member and a number of part-time adjuncts. The program would only increase substantially another faculty position to it. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

## NC CENTRAL UNIVERSITY
### MED MIDDLE GRADES

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2950 | NCCU | M | 13.1203 | Majors | 6 | - | 1 | 5 |
| | | | | Grads | 7 | 2 | - | - |

**Campus Response:**

**Recommendation:**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## NC CENTRAL UNIVERSITY
### MA ENGLISH, SECONDARY EDUCATION
(failed review in 2001)

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2950 | NCCU | M | 13.1305 | Majors | 1 | 1 | 1 | - |
| | | | | Grads | - | - | - | - |

**Campus Response:**

These programs are currently being revised to meet the new standards established by the State Department of Public Instruction.

**Recommendation:**

In its submission, NCCU noted that the programs listed above are being revised to meet new SDPI standards. **Recommendation: Continue program and r**
**productivity criteria are not met.**

## NC CENTRAL UNIVERSITY
### MS FAMILY AND CONSUMER SCIENCES EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2950 | NCCU | M | 13.1308 | Majors | - | - | - | - |
| | | | | Grads | 14 | 1 | - | - |

**Campus Response:**

**Recommendation:**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## NC CENTRAL UNIVERSITY
### MS MATHEMATICS, SECONDARY EDUCATION
(failed review in 2001)

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2950 | NCCU | M | 13.1311 | Majors | 1 | 1 | -1 | - |
| | | | | Grads | - | - | - | - |

**Campus Response:**

**Recommendation:**

## NC CENTRAL UNIVERSITY
### MS PHYSICAL EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2950 | NCCU | M | 13.1314 | Majors | 2 | - | - | - |
| | | | | Grads | 1 | - | - | - |

**Campus Response:**

**Recommendation:**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## NC CENTRAL UNIVERSITY
### MS BIOLOGY, SECONDARY EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2950 | NCCU | M | 13.1322 | Majors | 2 | 2 | 1 | 2 |
| | | | | Grads | - | - | - | - |

**Campus Response:**

**Recommendation:**

## NC CENTRAL UNIVERSITY
### MA HISTORY, SECONDARY EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2950 | NCCU | M | 13.1328 | Majors | 1 | 4 | 2 | 1 |
| | | | | Grads | - | - | - | - |

**Campus Response:**

**Recommendation:**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## NC CENTRAL UNIVERSITY
### MS MATHEMATICS

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2950 | NCCU | M | 27.0101 | Majors | 9 | 8 | 7 | 9 |
| | | | | Grads | - | - | 2 | - |

**Campus Response:**

The program helps to address the serious shortage of a mathematics-trained workforce, particularly for minority individuals and for secondary school teachers the only MS in Mathematics in its regions to offer an evening program that is convenient for school teachers. Enrollment numbers, although not high, have be last decade. As NCCU develops programs such as the Biomedical and Biotechnology program and a Bioinformatics program, there must be a concerted effor mathematics, especially at the graduate level. The new science complex will provide the needed space instrumentation, and equipment needed to increase the enrolled in the graduate program.

**Recommendation:**

The campus administration should be asked about its plans to provide the program with tuition remission funds to support graduate students and about additio for the program. Mathematics is central to NCCU's aspirations in the Biotechnology and Bioinformatics fields. **Recommendation: Continue program and productivity criteria are not met.**

## NC CENTRAL UNIVERSITY
### MS ADAPTED PHYSICAL EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2950 | NCCU | M | 31.0502 | Majors | - | - | - | - |
| | | | | Grads | 1 | - | - | - |

**Campus Response:**

NCCU has the only MS in Physical Education with licensure in the Triangle area. It is designed to meet the needs to non-traditional, part-time students and is preparation of minority students for the teaching profession and for advanced degrees. The MS in Physical Education with Licensure was started in 2001 with SDPI. An adapted physical education program has been added to the traditional licensure program in the last two years and is growing. The program is on tra predicted number of students.

**Recommendation:**

The program was established in its present format two years ago. It serves non-traditional part-time students who are teaching in the public schools. Addition allowed to track the growth in enrollments in the program. **Recommendation: Continue program and review in 2004 if productivity criteria are not met**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## NC CENTRAL UNIVERSITY
### MS CHEMISTRY
(failed review in 2001)

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2950 | NCCU | M | 40.0501 | Majors | 9 | 8 | 12 | 6 |
| | | | | Grads | - | 3 | 2 | - |

**Campus Response:**

The program emphasizes diversity in its student enrollments: 4 of the 10 current graduate students are female and all come from underrepresented minority gr partnerships have recently been initiated with RTI and the EPA to support MS graduate students in Chemistry. The Chemistry Department has established res collaborations with the BBRI and hopes to expand in the future with the creation of the Bioprocessing Center. Curriculum changes have been made in recent this initiative. With construction of the new science Complex and enrollment increases, the Department will increase faculty size by two and hire a scientific specialist.

**Recommendation:**

The program is important for educating minority scientists and for supplying MS-prepared students to nearby PhD programs. Most students are enrolled beca recruitment activities. Potential for growth exists through collaboration with the BBRI and involvement in the Bioprocessing initiative. **Recommendation: and review in 2004 if productivity criteria are not met.**

## NC CENTRAL UNIVERSITY
### MS EARTH SCIENCES
(failed review in 2001)

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2950 | NCCU | M | 40.0703 | Majors | 8 | 6 | 10 | 6 |
| | | | | Grads | - | 1 | 3 | - |

**Campus Response:**

The Department has established a long term relationship with the US Geological Survey. A laboratory that mirrors the facilities housed at the main USGS cer established with funds provided so that students have to undergo a minimal transition adjustment from the degree program to the job site. Job prospects are g of the program, and innovations are occurring in this field that make graduates attractive to a number of governmental agencies and industries. Classes are scl hours, permitting students who are employed during the day to enroll. This frequently results in an extended program requiring more than two years for comp

**Recommendation:**

This program fills a strategic niche for NCCU and offers opportunities for minority students to advance in a field that is important to urban, regional, and envi planning. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## NORTH CAROLINA STATE UNIVERSITY
### MS SPECIAL EDUCATION, BEHAVIOR DISORDERS

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2972 | NCSU | M | 13.1005 | Majors | - | 12 | 9 | 6 |
| | | | | Grades | - | 3 | 3 | 1 |

**Campus Response:**

Department claims a prior agreement says Special Ed. productivity would be evaluated collectively across all 3 licensing areas and not separately, this justifica unnecessary. Program also claims N=6 in BD program is wrong, actual number, N=12. Current demand includes N=14 in BD; 10 students seeking second lic lateral entry. More data disputing reported numbers. Institution recommends continuation.

**Recommendation:**

Program Assessment staff, DIR at NC State, and School of Education faculty should clarify: 1) reported data & discrepancies pointed out by the department f clarification of whether the data is to be reported by disability area or collectively for Special Ed. and revisit the prior understanding that department faculty re **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

## NORTH CAROLINA STATE UNIVERSITY
### MS AGENCY COUNSELING

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2972 | NCSU | M | 13.1102 | Majors | - | 18 | 11 | 6 |
| | | | | Grads | 13 | 2 | 6 | 1 |

**Campus Response:**

Due to internal misunderstandings at NCSU, enrollments for these programs have not been reported correctly. When CIP codes were revised in 1999, prograr were not informed that they needed to use the specific codes that cover their programs when completing the admission forms for the Graduate School. Only o rather than the three codes that should have been used. The three programs generally have more applicants than they have available spaces.

**Recommendation:**

Reporting and record keeping errors at NCSU led to these two programs being identified as low productivity. When enrollments are attributed to the appropri programs do not meet the low productivity criteria. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## NORTH CAROLINA STATE UNIVERSITY
### MS CURRICULUM AND INSTRUCTION, ELEMENTARY EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2972 | NCSU | M | 13.1202 | Majors | - | 3 | 7 | 8 |
| | | | | Grads | 1 | - | 1 | 1 |

**Campus Response:**

Elementary Education is one of 4 concentrations in Curriculum and Instruction and staff believes it should not be classified as a separate degree program. Ho
acknowledges low enrollment in this strand. Institution recommends continuation and the addition of a "licensure only" offering.

**Recommendation:**

Provisional continuation and review in one year. The institution has a faculty coordinator dedicated to this "strand". **Recommendation: Continue program**
**2004 if productivity criteria are not met.**

## NORTH CAROLINA STATE UNIVERSITY
### MS MIDDLE GRADES EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2972 | NCSU | M | 13.1203 | Majors | 11 | 6 | 6 | 6 |
| | | | | Grads | 10 | 8 | 4 | - |

**Campus Response:**

The program has a faculty coordinator. In 2000, due to a requirement by DPI to realign the program with new advanced master's requirements, there has been
enrollment while students wait for the new program to be approved and become effective. Also, only two faculty were dedicated to serve both the undergradu
programs. Recently, two additional faculty members have been added to this area.

**Recommendation:**

The institution has a well thought out set of strategies to both increase enrollment and to increase productivity. **Recommendation: Continue program and**
**productivity criteria are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## NORTH CAROLINA STATE UNIVERSITY
### MS CURRICULUM AND INSTRUCTION, SOCIAL STUDIES EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2972 | NCSU | M | 13.1318 | Majors | - | 10 | 12 | 7 |
| | | | | Grads | 1 | 4 | 4 | - |

**Campus Response:**

Program reports discrepancy in data in OP files and in the program office files. It is indicated that this is a campus issue where the reporting process needs to

**Recommendation:**

Admissions were suspended one semester to comply with state while DPI reviewed the program for the "Advanced Master of Education Programs." Enrollme increase past two years. Good plan of action. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

## NORTH CAROLINA STATE UNIVERSITY
### MS HEALTH OCCUPATIONS EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2972 | NCSU | M | 13.1327 | Majors | 11 | 6 | 3 | - |
| | | | | Grads | 7 | 3 | 3 | - |

**Campus Response:**

**Recommendation:**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## NORTH CAROLINA STATE UNIVERSITY
### EDD TECHNOLOGY EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2972 | NCSU | D | 13.1309 | Majors | 7 | 10 | 15 | 15 |
| | | | | Grads | 2 | - | 1 | - |

**Campus Response:**

This is one of only six doctoral programs in Technology Education in the nation. Technology Education programs bridge the gaps for elementary and seconda between science and practice. Although there is one or more technology teachers in almost every middle and secondary school in NC, only three universities teachers to meet a great demand. Doctoral programs are needed to prepare university faculty to teach in these programs. Three years of work (1999-2002) res curriculum. The program was also strengthened when it was moved into the Department of Mathematics and Science.

**Recommendation:**

Enrollments in the program are growing in recent years, and the curriculum has been recently revised. Technology education is central to NC's economic grov program prepares the university faculty who will prepare NC public school teachers. **Recommendation: Continue program and review in 2004 if product not met.**

## NORTH CAROLINA STATE UNIVERSITY
### PHD AEROSPACE ENGINEERING

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2972 | NCSU | D | 14.0201 | Majors | 13 | 10 | 11 | 11 |
| | | | | Grads | 2 | 4 | - | - |

**Campus Response:**

This doctoral program is unique in NC and SC. It provides highly trained engineers and a technical workforce to industry and faculty to higher education. Th ranked 16th in the most recent rankings by the National Research Council. NCSU is a founding member of the National Institute for Aerospace because of its area. A recent report documented that the aerospace industry has lost close to 50 percent of its technical workforce over the past 10 years. There is a growing engineers.

**Recommendation:**

Enrollments in this doctoral program rise and fall with the availability of federal aerospace grants. They have been on a downswing, but are now headed back recently awarded NIA grant. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC ASHEVILLE
### BS MUSIC TECHNOLOGY

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2907 | UNCA | B | 50.0999 | Majors | 11 | 14 | 16 | 22 |
| | | | | Grads | 3 | 4 | 4 | - |

**Campus Response:**

This program was originally established in 1982 as a "Music with Recording Arts" concentration in the general music BA degree. As part of the UNC review 1999, the program was elevated from a concentration to a new BS degree program and the name was changed to Music Technology. The program continues t to other degree programs in the department. The trend in upper level Music Technology majors for spring semesters since the beginning of the degree prograı from 5 students in 2000 to 23 students in 2003. Industry demand is high for graduates. The rapid growth of audio technology industries and applications has ability of educational institutions to produce employees.

**Recommendation:**

Enrollments have increased substantially since the degree was created four years ago. Job prospects are good for graduates. I anticipate that this program wil as low productivity in two years. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

## UNC ASHEVILLE
### BS INDUSTRIAL AND ENGINEERING MANAGEMENT

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2907 | UNCA | B | 52.0205 | Majors | 12 | 8 | 7 | 5 |
| | | | | Grads | 5 | 4 | 5 | - |

**Campus Response:**

This program capitalizes on existing courses in accounting, chemistry, economics, engineering (NCSU), management, mathematics, physics, and statistics as arts general education requirements. The program was specifically designed to meet the needs of western NC production and service industries. The most im this program is that the community wants and supports the program. A local industry has cancelled a cooperative program with major non-NC universities be superior written and oral communication skills of UNCA students.

**Recommendation:**

This program is meeting a regional need for individuals with good management and communication skills for local industry, and it is an interdisciplinary prog consume additional resources. This program should be highlighted as one baccalaureate program helping to meet western NC's economic development needs, considered in the context of the ongoing engineering discussion within the UNC system. **Recommendation: Continue program and review in 2004 if pro are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC CHAPEL HILL

### BSPH ENVIRONMENTAL SCIENCE AND POLICY

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2974 | UNC-CH | B | 51.2202 | Majors | 23 | 10 | 3 | 7 |
| | | | | Grads | 18 | 9 | 1 | 1 |

**Campus Response:**

The department views this as an important program that has had good enrollment until two other degree programs were introduced on the campus. Those prog apparently drawn students from this program. They believe this major is even more important after 9/11 and have proposed to bring advising for the three deg a common format so the students will select the most appropriate program. The department has also initiated a plan to change the name of the program so it is being offered--the new name they propose is Environmental Health Sciences. The faculty for this program is in place for other programs and would not likely the program were discontinued.

**Recommendation:**

I think the program needs some time to review and determine if it truly has a role along with the other two degree programs in this area. I would recommend there needs to be a serious and sustained review of the three programs. In the past this program had adequate numbers but the numbers have dropped dramatic couple years. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

## UNC CHAPEL HILL

### BSPH BIOSTATISTICS

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2974 | UNC-CH | B | 51.2204 | Majors | 21 | 20 | 19 | 14 |
| | | | | Grads | 12 | 7 | 8 | 1 |

**Campus Response:**

The program makes the case that it is a small high quality program with low cost since the faculty mostly have primary responsibilities elsewhere. Many of th program are being taught anyway and several are graduate courses in which these undergraduates are allowed. They also document a shortage of graduates in statistics and biostatistics, and that their graduates find excellent opportunities.

**Recommendation:**

The program has a director who devotes attention to recruiting students for the program. This effort needs to be increased and perhaps by gaining the assistan office to illustrate the opportunities available for graduates of this program. **Recommendation: Continue program and review in 2004 if productivity crit**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC CHAPEL HILL
### MED EDUCATIONAL PSYCHOLOGY

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2974 | UNC-CH | M | 13.0802 | Majors | 3 | 2 | 4 | 8 |
| | | | | Grads | 2 | 1 | 1 | 1 |

**Campus Response:**

**Recommendation:**

## UNC-CHAPEL HILL
### MED SPECIAL EDUCATION, LEARNING DISABILITIES

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2974 | UNC-CH | M | 13.1011 | Majors | 23 | - | - | - |
| | | | | Grads | 15 | 11 | - | 1 |

**Campus Response:**

**Recommendation:**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC-CHAPEL HILL
### PHD LINGUISTICS
(failed review in 2001)

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2974 | UNC-CH | D | 16.0102 | Majors | 9 | 11 | 7 | 10 |
| | | | | Grads | 2 | 1 | - | - |

**Campus Response:**

Continuation in light of: 1) the high quality of the program and placement record of graduates (half in academic positions, half in industry such as informatio
Successful competitive funding, including grants from NSF 3) The six faculty positions (currently with 4 filled, 2 more being hired) also support the bachelor'
programs and often teach doctoral students as an overload; the positions would be needed even if the Ph.D were eliminated.

**Recommendation:**

The Ph.D. program is likely to remain small, as is the case for most such programs across the country. The institution notes that increased support for graduat
assist in increasing enrollment. The program builds on the BA and MA programs; current faculty would be needed to continue these programs, and graduate s
important in supporting the undergraduate program. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

## UNC-CHAPEL HILL
### PHD ECOLOGY

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2974 | UNC-CH | D | 26.0603 | Majors | 12 | 13 | 16 | 16 |
| | | | | Grads | 1 | - | 2 | 1 |

**Campus Response:**

This is an interdisciplinary program with a part-time chair and two faculty whose lines are entirely in other departments. The program is unique within the UN
almost so nationally. The College of Arts & Sciences has recently completed negotiations with the Carolina Environmental Program (CEP) concerning four f
that will be joint between CDP and departments in the College and dedicated to teaching undergraduates in the College programs administered by CEP as wel
the Curriculum in Ecology. The Curriculum serves a unique training need while consuming few resources associated with a standard department.

**Recommendation:**

Program is interdisciplinary with limited faculty or departmental costs. The current enrollments are at a level the campus has set, although they may increase
faculty resources that are being allocated, as noted above**. Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC-CHAPEL HILL
### PHD GEOLOGICAL SCIENCES

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2974 | UNC-CH | D | 40.0601 | Majors | 9 | 10 | 13 | 13 |
| | | | | Grads | 7 | - | 1 | 1 |

**Campus Response:**

Geological Sciences is an integral part of the University's program in Environmental Sciences that addresses ongoing environmental change. The Ph.D. progr
University to attract and retain the best faculty. The program ranks near the top of programs with comparable faculty size, although the number of faculty is s
most top-ranked programs (down from 15 to 10 in the last six years, although a new faculty position will be added this year.) Given the number of faculty, do
are approximately right.

**Recommendation:**

The most direct way to increase enrollments is to increase the number of department faculty, which has dwindled in recent years. One faculty position will be
**Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC CHARLOTTE
### BSET MANUFACTURING ENGINEERING TECHNOLOGY

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2975 | UNCC | B | 15.0603 | Majors | 25 | 13 | 3 | 1 |
| | | | | Grads | 3 | 10 | 5 | - |

**Campus Response:**

During the most recent Technology Accreditation Commission (TAC) of ABET accreditation visit, this program received serious criticism because of a misun program title and applicable criteria. As a result, the program suspended admission of new students in fall 2000. Accreditation expired in fall 2002. This pro remain on the books over the next years to allow the newly hired Department Chair to review its status and potential long-term viability. Currently the progra students have graduated) and does not require any additional expenditures.

**Recommendation:**

Manufacturing should become a concentration in Mechanical Engineering Technology. **Recommendation: Discontinue.**

## UNC CHARLOTTE
### MA ENGLISH EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2975 | UNCC | M | 13.1305 | Majors | 8 | 7 | 8 | 8 |
| | | | | Grads | - | 2 | 5 | - |

**Campus Response:**

The institution recommends continuing this program for several reasons: 1) in response to the 1997 NC Excellent Schools Act, this program was revised to me performance-based and content standards; it has satisfied this mandate and has graduated successful teachers 2) enrollments have recently been affected by the alternative pathways to licensure, but it is premature to conclude that this program lacks potential for additional growth 3) the program quality far surpasses th pathways 4) discontinuing the program would not result in significant resource advantages, because the program requires only modest budget and personnel c

**Recommendation:**

The quality of this program is high; the requirements are rigorous and the program meets rigorous performance-based and content standards. In addition, stud that the retention of teachers with master's level teacher education degrees is significantly higher than teachers with bachelor's degrees or alternative route lice program is relatively new; four years may not be enough time to evaluate enrollment. The institution indicates that there is a strong pool of potential applicant **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC CHARLOTTE
### MA MATHEMATICS EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2975 | UNCC | M | 13.1311 | Majors | 10 | 12 | 10 | 7 |
| | | | | Grads | 1 | 1 | 8 | 3 |

**Campus Response:**

Institution believes numbers "are not seriously low" and the math program has typically run in cycles with enrollment. Institution sees the program as comple MAT and the new PhD being planned. Math teachers are a serious shortage and the program serves current teachers from Char-Meck schools. Institution rec continuation.

**Recommendation:**

This is an essential area for the public schools. However, a more aggressive marketing program should be considered. The faculty resources available could l such an effort. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

## UNC CHARLOTTE
### MS APPLIED PHYSICS

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2975 | UNCC | M | 40.0801 | Majors | 15 | 17 | 11 | 9 |
| | | | | Grads | 5 | 5 | 5 | 2 |

**Campus Response:**

The MS in Applied Physics has attracted students and generated funding that facilitated establishment of the UNCC Center for Optoelectronics and Opital Co the Charlotte Research Institute. A research emphasis in optoelectronics, optical communications, and medical technology will allow UNCC to progress in wl most economically important technologies of this decade. Active collaboration with existing and new high tech industry will benefit the city and the state. Th Physics and Optical Science is in a growth mode, with enrollments increasing and additional faculty being hired.

**Recommendation:**

The program is growing and central to UNCC's aspirations. UNC should consider highlighting the various graduate programs that contribute to the state's eco **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC GREENSBORO
### BM COMPOSITION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2976 | UNCG | B | 50.0904 | Majors | 7 | 5 | 4 | 3 |
| | | | | Grads | 1 | 1 | 2 | - |

**Campus Response:**

Music composition is an essential complement to its comprehensive music program; performance majors have the opportunity to perform new music. Faculty reputation of the program. Only two faculty are assigned to this program and teach BM and MM students. Much of the instruction is delivered through privat classes include students from other music programs. Graduates often move into MM and PhD programs and go on to teaching positions.

**Recommendation:**

Faculty demands for this program are small--two faculty members. Courses are important for other music majors. The institution is beginning a composition school students, which may attract additional students. Combined enrollment and degrees awarded seem adequate for a critical mass of students. **Recommer Continue program and review in 2004 if productivity criteria are not met.**

## UNC GREENSBORO
### MED EDUCATIONAL SUPERVISION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2976 | UNCG | M | 13.0404 | Majors | 13 | 20 | 15 | 7 |
| | | | | Grads | 6 | 2 | 1 | 1 |

**Campus Response:**

**Recommendation:**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC GREENSBORO
### MED HIGHER EDUCATION, ADMINISTRATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2976 | UNCG | M | 13.0406 | Majors | - | 10 | 7 | 2 |
| | | | | Grads | - | 6 | 2 | 2 |

**Campus Response:**

The institution recommends continuing the program for at least an additional 3-5 years. The School of Education plans to take the following steps to make th productive: 1) offer shared M.Ed. In Higher Education Administration (with other UNC institutions) via distance delivery 2) develop and implement a un feature (e.g. focus on community college teaching) 3) enhance recruitment efforts 4) develop effective procedures to monitor appropriate coding of majors in reflect proper credit for majors and course enrollment.

**Recommendation:**

The School of Education has formulated a sound, multi-faceted plan for improving the program. This program has rigorous standards and requirements; there the graduates is high. In addition, the program has received high ratings based on student and employer feedback The program also has an advisory panel of professionals to monitor quality and advise directions. The institution states that enrollment is expected to increase. **Recommendation: Continue program 2004 if productivity criteria are not met.**

## UNC GREENSBORO
### MED MIDDLE GRADES EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2976 | UNCG | M | 13.1203 | Majors | 17 | 12 | 4 | 1 |
| | | | | Grads | 14 | 3 | - | - |

**Campus Response:**

**Recommendation:**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC GREENSBORO
### MED HUMAN DEVELOPMENT AND FAMILY STUDIES

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2976 | UNCG | M | 13.1204 | Majors | 10 | 8 | 10 | 9 |
| | | | | Grads | 2 | 2 | 3 | - |

**Campus Response:**

This interdisciplinary program is offered jointly by two departments, Human Development and Family Studies (HDF) and Specialized Education Services (SE
for enrollment and degrees awarded that UNCG submitted only reflect students pursuing the degree through HDF.

**Recommendation:**

UNCG mistakenly did not report enrollments and graduations from one of two departments that administer this interdisciplinary program. With the additional
program does not fit the "low productivity" criteria. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

## UNC GREENSBORO
### MSBE BUSINESS EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2976 | UNCG | M | 13.1303 | Majors | 20 | 3 | 2 | - |
| | | | | Grads | 15 | 6 | 1 | - |

**Campus Response:**

**Recommendation:**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC GREENSBORO
### MED BIOLOGY, SECONDARY EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2976 | UNCG | M | 13.1322 | Majors | 1 | 1 | - | - |
| | | | | Grads | 1 | - | 1 | - |

**Campus Response:**

**Recommendation:**

## UNC GREENSBORO
### MED CHEMISTRY, SECONDARY EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2976 | UNCG | M | 13.1323 | Majors | 1 | - | - | - |
| | | | | Grads | 1 | - | - | - |

**Campus Response:**

**Recommendation:**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC GREENSBORO
### MED COMMUNICATION STUDIES

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2976 | UNCG | M | 13.1331 | Majors | 1 | 1 | - | 1 |
| | | | | Grads | 1 | - | - | - |

**Campus Response:**

**Recommendation:**

## UNC GREENSBORO
### MA POLITICAL SCIENCE

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2976 | UNCG | M | 45.1001 | Majors | 4 | 2 | 1 | - |
| | | | | Grads | - | - | - | - |

**Campus Response:**

While the program is not expected to produce significant numbers of graduates, it provides the flexibility for the department to continue to offer to graduate co
a degree program tailored for a number of graduate students seeking to teach at the community college and secondary level or to pursue doctoral study elsewh
department incurs no additional costs since it shares resources with the MPA program and undergraduate programs in the department.

**Recommendation:**

This is a marginal program with very few graduates. It does offer some flexibility for students seeking master's degrees at no additional cost because the cour
the MPA program. Although there seems to be little prospect of increasing enrollments, the program does give the department some added flexibility in its pr
**Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC GREENSBORO
### MM COMPOSITION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2976 | UNCG | M | 50.0904 | Majors | 2 | - | 2 | 4 |
| | | | | Grads | - | 2 | - | - |

**Campus Response:**

**Recommendation:**

## UNC GREENSBORO
### PHD NUTRITION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2976 | UNCG | D | 19.0502 | Majors | 15 | 10 | 12 | 9 |
| | | | | Grads | 4 | 3 | 2 | 1 |

**Campus Response:**

The campus makes a case that the program attracts strong students as evidenced by state and national awards. While there has been a slight decline in enrollm
the number of doctorates awarded, they show that with the present number of enrolled students they can reasonable exceed the low productivity threshold by t
review. Grant funding has started to build again as well and can be a source for supporting graduate students.

**Recommendation:**

I believe it would be reasonable to continue the program, since they have reconstituted the faculty and have the students to produce an adequate number of gra
field that support of graduate students is important for the size of the enrollment. The campus should focus on expanding external funding for the support of g
**Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

t

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC GREENSBORO
### PHD TEXTILE PRODUCTS MARKETING

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2976 | UNCG | D | 19.0901 | Majors | 5 | 5 | 7 | 10 |
| | | | | Grads | - | 1 | 1 | - |

**Campus Response:**

This is a small program that was suspended for a number of years until the undergraduate and master's programs could be rebuilt. The program is intentionall small and they are holding down enrollment as the faculty is grown to accommodate the doctoral work of the program. Even with a small program it may not be announcing the discontinuation of a program for the textile industry.

**Recommendation:**

I recommend continuing, in part, because the campus has tried to make good, responsible decisions about this program and is continuing to evaluate the progr The campus should continue to evaluate the appropriate size for this program. **Recommendation: Continue program and review in 2004 if productivity c met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC PEMBROKE
### BS RECREATION MANAGEMENT/ADMINISTRATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2954 | UNCP | B | 31.0301 | Majors | 18 | 22 | 17 | 20 |
| | | | | Grads | 4 | 7 | 5 | 2 |

**Campus Response:**

This degree program is very important to the surrounding Native American community, which uses recreational facilities extensively. New facilities are being
60-foot Alpine tower and climbing wall, which add to the attractiveness of the program. Program offerings off-campus will be expanded to Richmond, Sandh
Southeastern community colleges.

**Recommendation:**

This program is important to the local Native American community. Off-campus offerings at regional community colleges are planned, which will increase e
Combination of the degree with another Physical Education degree would not save any resources. **Recommendation: Continue program and review in 20**
**criteria are not met.**

## UNC PEMBROKE
### MAED MIDDLE GRADES EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2954 | UNCP | M | 13.1203 | Majors | 13 | 4 | 4 | 6 |
| | | | | Grads | 6 | 2 | - | - |

**Campus Response:**

The institution recommends continuing this program as a separate degree program because middle grades teacher education program enrollments are declining
Carolina; despite the need for middle grades teachers, few students are opting for the middle grades teacher education program. A working committee has bee
review and to make recommendations for restructuring the program.

**Recommendation:**

I recommend continuing this program at the present time; however, I would recommend reassessing the program in 1-2 years to determine the status of plans/
recruitment and the progress of working committee that has been established to review and make recommendations for restructuring the program. My primary
recommending continuation are as follows: 1) a critical need exists for high-quality middle school teachers; eliminating this program would decrease opportu
middle school teachers to advance their expertise and knowledge in the field 2) the quality of this program is high, based on ratings by NCATE, SACS, and N
**Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC PEMBROKE
### MA MATHEMATICS EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2954 | UNCP | M | 13.1311 | Majors | 6 | 5 | 7 | 6 |
| | | | | Grads | 1 | 2 | 2 | - |

**Campus Response:**

The institution claims that the program can be made more productive primarily through more systematic recruiting efforts. In addition, the institution suggest program coding can be consolidated with other content-area M.A. licensure programs. Discontinuation of the program would not result in significant conserv

**Recommendation:**

The state of North Carolina is currently experiencing a shortage of highly qualified mathematics teachers; eliminating this program would decrease opportunit mathematics teachers to advance their expertise and knowledge in the field. Further, the institution states that this program is the only program of its kind in s Carolina. The quality of this program is high, based on ratings from NCSBE, SACS, NCDPI, and NCATE, as well as results on comprehensive exams. In ad was recently strengthened in response to revised competencies for M licensure. **Recommendation: Continue program and review in 2004 if productivity met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC WILMINGTON
### MED SPECIAL EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2984 | UNCW | M | 13.1001 | Majors | 7 | 12 | 13 | 9 |
| | | | | Grads | 2 | 3 | 5 | - |

**Campus Response:**

The institution recommends continuation of the program at this time until further study of the licensure implications resulting from the state changes is comple
of the program is consistently ranked as excellent by students and employers, and the demand for the program is high. In addition, the cost of the program is r
faculty teach solely in this program and the courses are taken by students in other disciplines as either required or elective courses.

**Recommendation:**

All Special Education programs are currently under revision to meet the state's new licensure requirements, and faculty are studying the need to continue offer
program. If continued, this program will be significantly revised. UNCW is in the process of constructing a new School of Education, which is due for occup
of 2004. This new building may help to attract more students to the school. According to the institution, this program is the only advanced licensure program
North Carolina. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

## UNC WILMINGTON
### MED MIDDLE GRADES EDUCATION

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2984 | UNCW | M | 13.1203 | Majors | 9 | 3 | 2 | 1 |
| | | | | Grads | 3 | 1 | 1 | - |

**Campus Response:**

The institution recommends continuation of the program in order to provide opportunities for middle school teachers to earn advanced licensure. The instituti
quality of the program is consistently ranked very high by students and employers, and all graduates are currently employed as teachers. In addition, the cost
negligible, since no faculty teach solely in this program and the courses are taken by students in other disciplines as either required or elective courses.

**Recommendation:**

I recommend continuing this program at the present time; however, I would recommend reassessing the program in 2-3 years to determine whether enrollment
addressed adequately and/or whether any program changes/enhancements have been made. My primary bases for recommending continuation are as follows
exists for high-quality middle school teachers; eliminating this program would decrease opportunity for practicing middle school teachers to advance their exp
knowledge in the field, as the closest other public institution offering masters degree in middle grades education (UNCP) is over 2 hours away 2) the quality
high, based on a recent NCATE/SDPI review; in addition, suggestions for modifications were implemented 3) UNCW is in the process of constructing a new
Education, which is due for occupancy in the spring of 2004. This new building may help to attract more students to the school. **Recommendation: Contin
review in 2004 if productivity criteria are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## UNC WILMINGTON
### MAT MASTER OF ARTS IN TEACHING

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2984 | UNCW | M | 13.1299 | Majors | - | 6 | - | 6 |
| | | | | Grads | - | 3 | - | - |

**Campus Response:**

The institution recommends continuation of the program in order to provide opportunities for individuals who have degrees in English, mathematics, history o licensure and an advanced degree. This program was initiated in Fall 2001, so the first graduate is anticipated in 2003. Enrollment growth is anticipated. In a the program is negligible, since no faculty teach solely in this program and the courses are taken by students in other disciplines as either required or elective c

**Recommendation:**

I would recommend continuing program for the reasons stated above; since this program was implemented as recently as 2001, it is premature to evaluate low addition: 1) the program is strongly aligned with the institutional mission 2) this program is the only advanced program that allows students to earn licensure graduate degree in southeastern North Carolina. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## WESTERN CAROLINA UNIVERSITY
### MAED ENGLISH, 2-YR COLLEGE TEACHING

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2981 | WCU | M | 13.1305 | Majors | 2 | 3 | 4 | 3 |
| | | | | Grads | 1 | 1 | - | - |

**Campus Response:**

**Recommendation:**

## WESTERN CAROLINA UNIVERSITY
### MAED MATHEMATICS, 2-YR COLLEGE TEACHING
(failed review in 2001)

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2981 | WCU | M | 13.1311 | Majors | 3 | 2 | 1 | - |
| | | | | Grads | - | - | 1 | - |

**Campus Response:**

**Recommendation:**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## WESTERN CAROLINA UNIVERSITY
### MAED BIOLOGY, 2-YR COLLEGE TEACHING

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2981 | WCU | M | 13.1322 | Majors | 1 | 1 | 2 | 2 |
| | | | | Grads | 1 | - | 1 | - |

**Campus Response:**

**Recommendation:**

## WESTERN CAROLINA UNIVERSITY
### MS TECHNOLOGY

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2981 | WCU | M | 15.0603 | Majors | 6 | 4 | 5 | 8 |
| | | | | Grads | 4 | 3 | 2 | - |

**Campus Response:**

**Recommendation:**

# Appendix B: 2003 Review of Academic Degree Program Productivity

## WESTERN CAROLINA UNIVERSITY
### MS APPLIED MATHEMATICS
(failed review in 2001)

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2981 | WCU | M | 27.0301 | Majors | 8 | 7 | 5 | 5 |
| | | | | Grads | 5 | 4 | 2 | 1 |

**Campus Response:**

The MS in Applied mathematics serves as the foundation for careers in a number of technical areas. Applied mathematics serves as the foundation for new ad informatics, engineering, and other technological areas. Admissions of new students for 2003-04 are up significantly from last year. A distance learning optic proposed for the program, which would broadcast one course per term to Asheville, thus allowing full-time workers to work on a degree part-time. A second to the most advanced students the opportunity to complete a BS and MS in a five-year program, which should increase demand for the graduate program.

**Recommendation:**

Initiatives for growing enrollments (distance courses to Asheville and combined BS/MS degree option) seem reasonable. The program assists in WCU's effor economic development in western NC. **Recommendation: Continue program and review in 2004 if productivity criteria are not met.**

## WESTERN CAROLINA UNIVERSITY
### MFA FINE ARTS

| FICE Code | Institution | Level | CIP | | 99-00 Count | 00-01 Count | 01-02 Count | Fall 2002 |
|---|---|---|---|---|---|---|---|---|
| 2981 | WCU | M | 50.0702 | Majors | 6 | 8 | 3 | - |
| | | | | Grads | 1 | 4 | 3 | - |

**Campus Response:**

This degree has not been offered due to a delay in the construction of the Fine and Performing Arts Building. This program will begin in Spring Semester 20(

**Recommendation:**

No recommendations because the program will not begin until Spring 2004.

## Appendix C

Summary of New Programs Discontinued by the Board of Governors for Constituent Institutions of the University of North Carolina by Program Area and Level:
July 1, 1972 – November 30, 2003

| Program Area | Degree Level | | | | |
|---|---|---|---|---|---|
| | **Bachelor's** | **Master's** | **Professional** | **Doctoral** | **Total** |
| Agriculture & Natural Resources | 5 | 2 | | | 7 |
| Architecture & Environmental Design | | 1 | | | 1 |
| Area Studies | 2 | | | | 2 |
| Biological Sciences | 7 | 3 | | 2 | 12 |
| Business and Management | 12 | 2 | | | 14 |
| Communications | 4 | 1 | | | 5 |
| Computer & Information Sciences | | | | | 0 |
| Education | 59 | 80 | | 3 | 142 |
| Engineering | 8 | 3 | | 1 | 12 |
| Fine and Applied Arts | 9 | 3 | | | 12 |
| Foreign Languages | 11 | 12 | | | 23 |
| Health Professions | 15 | 3 | | 1 | 19 |
| Home Economics | 7 | 4 | | 2 | 13 |
| Law | 1 | | | | 1 |
| Letters | 2 | 3 | | | 5 |
| Library Science | 2 | | | | 2 |
| Mathematics | 2 | 4 | | | 6 |
| Physical Sciences | 8 | 8 | | | 16 |
| Psychology | 1 | 7 | | | 8 |
| Public Affairs & Services | 4 | 1 | | | 5 |
| Social Sciences | 17 | 12 | | | 29 |
| Interdisciplinary Studies | 8 | 2 | | | 10 |
| **Total** | **184** | **151** | | **9** | **344** |
| Associate (AA) programs discontinued | | | | | 18 |
| Intermediate (CAS & EdS) programs discontinued | | | | | 77 |
| **Total (all programs)** | **178** | **139** | | **9** | **439** |