History: North Carolina’s economy, like that of the nation as a whole, suffered a significant downturn beginning approximately December 2007. By the summer of 2010, with continuing growth in unemployment and faltering tax revenues, actions in the N.C. General Assembly suggested that UNCG might be called upon to enact vertical budget reductions on very short notice. In response, Provost David H. Perrin appointed a committee in Fall 2010 to develop a program review process that could, if necessary, be implemented quickly to assist the University’s leadership in decision-making related to institutional resource reallocation. This committee was charged to finish its work by March 1, 2011. Subsequently, UNC General Administration announced that Dr. Jim Woodward, former Chancellor of UNC Charlotte, would oversee a review of programs system-wide to identify unnecessary duplication. The program review process at UNCG was therefore implemented, not to respond to the state’s fiscal crisis, but in order to be prepared to respond to Chancellor Woodward’s report in case it included recommendations to discontinue any of UNCG’s programs or to combine them with programs at other universities.

Rationale: The initial context of this review included an environment of diminishing resources in higher education, changes in mandates from the North Carolina legislature and UNC Board of Governors, and an impending UNC GA review of program duplication across the UNC system. Although the focus of concern changed in response to contextual factors as the process unfolded, the purpose of academic program review was from the beginning to position UNCG to be as strong academically as possible while maintaining a sound and balanced educational program that is consistent with its mission, strategic plan, and its functions and responsibilities as an institution of higher education. A planned outcome of the process, also since its conception, was the reallocation of resources with the possibility of the enhancement of some programs and the discontinuation, curtailment, or combination of others.

Process: A total of 254 undergraduate and graduate programs were reviewed during the process, a number that excluded programs that had been in place for two years or less. “Program” was defined as a subcategory (or an area of study) of an undergraduate major or field of graduate study in a degree offered at a particular level. This definition included interdisciplinary programs but not initiatives that apply across programs such as disciplinary honors.

The program review process was designed to mimic the promotion and tenure process as closely as possible, including the bottom-up flow of review, the independence of levels of review, and the involvement of faculty at the department, unit (college, schools), and university levels. Faculty comprised the majority of each program review committee; 73 faculty members served on the various committees and many more participated by providing responses to department and program surveys. The University Program Review Committee (UPRC) consisted of faculty representatives from each academic unit, along with the deans of undergraduate and graduate studies and two additional non-voting administrators whose role was to provide procedural and policy guidance to the committee. Also similar to the promotion and tenure process, the university-level committee made recommendations to the Provost for cases to consider further
and the Provost then considered all available evidence before making recommendations to the Chancellor. The outcome of program review has an effect on staff and students as well as on faculty. As such, one difference between this process and the promotion and tenure process was that at least one representative of staff, undergraduate students, and graduate students was included on each program review committee.

A wide-range of criteria were considered as part of the process at all levels of review in recognition of differences in their salience and relative salience across units and even across programs in the same units. The criteria reviewed and supplemented by departments with programs under review, by the unit-level committees, and by the UPRC included 19 measures of quality (nine quantitative and 10 qualitative) and 12 measures of functions and demand (seven quantitative and 5 qualitative). At the beginning of the process, program leadership was given the opportunity to interpret and correct the centrally-provided quantitative data, to provide peer data, to explain how criteria were related to each other (e.g., graduation rate and SAT scores should be examined together), and to provide additional qualitative information. Unit-level committees worked with the deans of academic units to develop weights for the criteria to guide their review of programs. The UPRC honored the integrity of these processes and made recommendations for further review of only those programs that the units themselves had rated as relatively low on quality and/or function/demand.

Eight stages have comprised the program review process thus far: (1) development of the list of programs to be reviewed through consultation between deans and program leadership; (2) preparation, collection, and correction of quality, function/demand, and efficiency data by the Office of Institutional Research in collaboration with program leadership; (3) modification of the process and the list of criteria to be considered in response to faculty feedback; (4) submission of department and program surveys; (5) completion of unit-level reviews conducted by faculty-majority committees in collaboration with each dean; (6) completion of university-level review conducted by a faculty-majority committee charged by the Faculty Senate; (7) discussions of the university-level report by the Provost with deans and other stakeholders; (8) submission of recommendations from the Provost to the Chancellor on strong programs to consider for future investment, challenged programs central to UNCG’s mission requiring intervention, and programs to be discontinued. The final steps of the process will include the Chancellor’s report to the Board of Governors, that body’s approval of any recommendations that programs be modified or discontinued, notification of substantive changes to and approval of teach-out plans and agreements by the Southern Association of Colleges and Schools, and the reassignment of faculty and staff to realign resources strategically.

**Provost’s Recommendations to the Chancellor:** The process resulted in the identification of 44 programs (12 undergraduate, 20 master’s, and 12 doctoral) identified as exceptionally strong in quality and/or function and demand to be considered for possible future investment. Sixteen programs (six undergraduate, nine master’s, one doctoral) were identified as having challenges in quality and/or function/demand but necessary to retain due to their importance to UNCG’s vision and mission. For these programs, specific interventions for strengthening were recommended for consideration by deans and department heads/chairs. Forty-two programs (26 undergraduate, seven post-baccalaureate or post-master’s certificate, seven master’s, and two doctoral) were
recommended for discontinuation based on recommendations coming forward largely (although not exclusively) from the academic units.

Fall 2011 enrollment in the programs identified for discontinuation totaled 486 students. Fewer students were actually affected, however, because several discontinuations were intended to enhance the ease with which students could matriculate in certain fields. For example, the Department of Mathematics had 12 different undergraduate areas of study, including six for secondary licensure. This was very confusing to students and advisers and probably discouraged students from completing courses to qualify for licensure. In 2010-11 there were 34 students enrolled in the BA with licensure and only five enrolled in the other five areas of study for licensure programs combined. Now all Math students seeking licensure will be enrolled in the BA degree program and they will be advised by Math faculty who work closely with the faculty in the Department of Teacher Education and Higher Education. Providing a single pathway for these students should increase the number graduating with secondary licensure in Math.

Excluded from the list of programs recommended to be discontinued in response to program review are many programs that are already inactive (approximately 70) but have not been officially discontinued. Although these programs became inactive before program review started, the necessary paperwork to discontinue these programs will be submitted and acted upon as part of the current program review process.

**Obstacles, Modifications to the Process, and Benefits of Academic Program Review:** The context in which this process was rolled-out created challenges, but ultimately attempts to meet these challenges resulted in important benefits. From the beginning faculty were divided on whether and how they should be involved in the process, whether staff and students should serve on review committees, whether few or many criteria should be considered, and the nature of the criteria. The uncertainty of the fiscal situation, previous restructuring initiatives, and increased workload as the result of previous budget cuts exacerbated faculty concerns regarding faculty involvement in the process, academic freedom, and job security. Faculty expressed concern about the accuracy and relevance of the centrally-provided data. In response to these concerns, the Provost extended the deadline for the submission of department and program surveys; hired an outside consultant to check the centrally-provided data for accuracy, clarity, and appropriateness; formed an ad hoc committee of faculty to work with the Office of Institutional Research to refine data definitions; appointed an ad hoc committee to work with the Vice Provost to recommend whether efficiency data should be reviewed by program leadership, the unit-level committees, and the university-level committee; eliminated some criteria from consideration by committees, including the efficiency data; and engaged the past-chairs of Faculty Senate in an ongoing dialogue about the process. One benefit of this process was thus the re-engagement of faculty in shared governance especially on matters related to the curriculum. This renaissance is evidenced by the leadership role Faculty Senate took as the process unfolded.

Another benefit of this process was the surfacing of issues regarding the data UNCG collects on its academic programs. Although the deans reached consensus before the process began that it would be more useful to review academic programs than departments, most data are collected at the department level and cannot be readily distributed across programs. Furthermore, the external consultant noted several issues with data definitions, the perception of accuracy of data (which in
some cases was timing issues), and the relevance of the data to what was being measured. Another realization regarding these data that emerged during the process was that program quality, function and demand, and efficiency must be judged within the context of each specific unit. Reaching consensus during such a short time frame on what data to review, how to weight them, and the process to be used was not a realistic goal. Finally, many faculty developed a renewed commitment to the assessment of student learning, as evidenced by the concerns expressed in unit reports that these data are essential indicators of program quality. Faculty Senate is now discussing an ongoing process for program review which will eventually be informed by these lessons learned.

As a result of Academic Program Review, the UNCG curriculum will be more efficient and focused; further, external constituencies will recognize that the institution has taken seriously the need to improve and enhance its capability to negotiate an uncertain fiscal situation through strategic allocation and reallocation of fewer, existing, and additional resources. In the future, departmental/unit reviews and academic program review criteria will be more closely aligned so that departments are generating and tracking the information most useful for monitoring performance. Finally, the results of program review will also provide an important foundation for the development of the next UNCG Strategic Plan.

**Conclusion:** Institutional review is an important and universal component of management of any complex organization, particularly in times of economic uncertainty, if the University is to adapt successfully to the requirements of a changing society. UNCG has implemented and concluded an academic program review process designed to focus the curriculum more sharply while giving appropriate attention to the historic role of UNCG as a constituent institution of the University of North Carolina and an institution that values teaching and student success. The process has endeavored to be open and inclusive of disparate opinions and points-of-view while understanding the uncertainty and feelings of vulnerability that review processes cause. The process will help to position The University of North Carolina at Greensboro to be as strong academically as possible while maintaining a sound and balanced educational program that is consistent with its mission, strategic plan, and its functions and responsibilities as an institution of higher education.
Provost’s Academic Program Review Recommendations to the Chancellor

The following programs have been identified as Exceptionally Strong in Quality and/or Function/Demand and should be considered as candidates for future investment, as resources become available. Inclusion of a program on this list does not guarantee that additional resources will be forthcoming. Resources may be allocated to programs not on this list because of factors not adequately represented in the review (e.g., programs not reviewed due to establishment in the past two years).

- BA Biology (U117,U119,U220)
- BS Biology (U114,U116,U218)
- BA English(U155,U157)
- BA History (U175,U177)
- BFA Interior Architecture (U540,U791)
- BA Media Studies (U134)
- BA Psychology (U215,U217)
- BS Biochemistry (U860)
- BS Speech Pathology and Audiology (U143)
- BM Instrumental Music Educ Cert (U629)
- BM Choral-General Music Educ Cert (U626)
- BFA Art: Design (U111)

- MS Computer Science (G167)
- MS Counsel and Ed Development (G227,G241,G286,G545,G806,G848)
- MSN Adult/Gerontological Nursing Practitioner (G653,G725)
- MSN Nurse Anesthesia (G651,G726)
- MSN Nursing Administration-Health Management (G683,G603)
- MSN Nursing Education (G727,G724,G610)
- MFA Creative Writing (G154)
- MSES Counsel and Ed Development (G536,G537,G538,G543,G544,G548,G807,G858)
- MM Music Education (G830)
- MS Accounting (G215,G850,G851,G852)
- MS Biology (G108)
- MA Speech-Language Pathology (G818)
- MS Biochemistry (G173)
- MS Information Systems (G710)
- MS Educational Research, Measurement, and Evaluation (G236)
- MS Gerontology (G669,G763,G749)
- MFA Dance Choreography (G681)
- MFA Media Studies (G690)
- MFA Studio Arts (G105)
- MPA Political Science (G816,G814,G181,G180)
- MA-PhD Psychology (Experimental) (G794,G795,G796,G811,G812,G797,G798,G799,G184)
- MA-PhD Psychology (Clinical) (G183,G793,G185)
- PhD English (G152)
- PhD Counseling and Counselor Ed. (G211)
- PhD Nursing Science (G652)
- PhD Nutrition (G425,G843)
- PhD Educational Research, Measurement, and Evaluation (G360)
- PhD Information Systems (G709)
- DPH Community Health Education (G713)
- DMA Music Performance (G581,G587,G588,G589)
- PhD Human Dev. and Fam. Studies (G410)
- PhD Music Education (G510)

The following programs have been identified as having challenges with Quality and/or Function/Demand, or have been identified for further study. The APR process suggests they are important to the mission and vision of the University and should be retained with consideration given to the interventions noted.

BFA in Sculpture (U115)
Consider restructuring the undergraduate studio art degree to provide a more logical configuration of concentrations.

BA in Philosophy with Pre-Law Concentration (U190)
Begin offering the BA online in Fall, 2012, and consider making the Pre-Law concentration available online within two years.

BA in General Music (U602)
Review the implications of recent curricular changes and first-year retention rates on enrollment in this program. This program is the first choice for students who do not wish to pursue performance or education degrees with the School of Music, Theatre and Dance, but has had a significant decline in enrollment over the past five years.

BS Middle Grades Education 6-9 Licensure (U254)
Establish as a priority recruitment efforts for Middle Grades Education and other high needs areas, especially STEM related programs for 2012-2013. The Middle Grades Education program addresses an area considered “high needs” by the State of North Carolina, which argues for devoting more resources to it. As part of a larger effort to address the need for additional faculty in the Teacher Education program, three new tenure line faculty have been hired and will begin in the fall of 2012.

BS Elementary Education k-6 Licensure (U251)
Review the number of students admitted to this program and explore the potential of replacing adjunct faculty with clinical faculty. The addition of three new tenure line faculty in the Teacher Education program this year should also provide greater stability to this licensure program.
**BS Operations Management and Supply Chain Management (U339, U330, U786, U783)**
Work with Community Colleges to determine how the program can be developed as part of the Online Degree Completion program.

**MA in Urban Planning & Economic Development (G817)**
Explore the feasibility of offering the program online so as to increase its appeal to working professionals and draw enrollments from beyond the immediate area.

**MA in European History (G153)**
Combine the MA in European History (G153) and the MA in American History (G149) into a single MA in History. Combining these concentrations will give students greater flexibility in planning their programs of study.

**MS in Interior Product Design & Architecture (G454) and MS in Historic Preservation (G475)**
Replace the MS in Interior Product Design & Architecture (G454), the MS in Historic Preservation (G475), and the MS in Museum Studies (G474) with a new MFA in Interior Architecture. The MFA is the more appropriate degree for a studio program and eliminating separate concentrations will give students greater flexibility in planning their programs of study.

**MA in Applied Mathematics (G161)**
Combine the MA in Pure Mathematics (G722) and the MA in Applied Mathematics (G161) into a single MA in Mathematics. [*Note: This combination has already been submitted by the department and approved by the Graduate Studies Committee.*] Combining these programs will consolidate enrollments with no loss of program quality and align the Master’s degree more closely with the new PhD in Computational Mathematics.

**MA Conflict Resolution (G865) and MA Conflict Resolution Online (G865)**
Begin conversations between the program faculty and Dean of the College of Arts and Sciences, Dean of the School of Health and Human Sciences, and Dean of the School of Education to explore relocation of these programs to a permanent academic unit.

**MS Consumer, Apparel, and Retail Studies-Thesis (G415) and MS Consumer, Apparel, and Retail Studies-NonThesis (G416, G840)**
Continue plans to develop a revised version of the MS non-thesis concentration that would be offered entirely online, to fulfill a critical need to supply globally-oriented learning opportunities to an internationally dispersed workforce. This revision should address current industry needs and be accessible to a variety of constituents in the global apparel and textile industries.

**PhD Higher Education (G250)**
Clarify the programmatic function and review the number of students by a small number of faculty either through reduced enrollment or increased resources. The program appears to meet a community/workforce need in the region.
The following programs are recommended for discontinuation based on advice coming forward largely from the academic units. The relevant discontinuation paperwork should be prepared (if not already completed) by the program leadership in the affected programs and submitted to the University Curriculum Committee or the Graduate Studies Committee, whichever is appropriate. Where appropriate, Deans and Department Heads/Chairs should work with faculty on the potential of reassignment to higher priority programs within the department or academic unit.

- BA Biology 4+1 Medical Technology (U231)
- BS Biology 4+1 Medical Technology (U186)
- BA Environmental Biology (U122)
- BA Chemistry 4+1 Medical Technology (U232)
- BS Chemistry 4+1 Medical Technology (U188)
- BS Mathematics Concentration in Computer Science (U182, U854)*
- BS Interdisciplinary Math (U178)
- BS Statistics High School Teaching (U855)*
- BS Applied Math (U852, U850)*
- BS Pure Math (U853, U851)*
- BS Mathematics High School Teaching (U185)*
- BA Elec Media News (U846)
- BA Moving Image (U845)
- BS Financial Economics (U329, U778)
- BS Bioinformatics-Computer Science (U838)
- BS Elem. Education (K-6 Lic 2+2) (U788)
- BS 2+ Educ of DeafAud-Oral-B-K L (U790)
- BS B-K-Hard of Hearing Tch Lic (U162)
- BA IGS: European Studies (U812)
- BS Community Youth Sport Development (U422)
- BS Health Studies Online (U415, U787)
- BS Entrepreneurship/Small Business (U337, U784)
- LIC Art Licensure (UL01)^
- LIC Chemistry Licensure (UL02) ^
- LIC Latin Licensure (UL03) ^
- LIC Professions in Deafness (UL05)
- PB Certificate Geographic Information Science (U879)
- PB Certificate History: Museum Studies (G472)
- PB Computer Sc: Comp (U920)
- PM CERT Marriage and Fam. Coun. (G539)
- PM CERT Financial Analysis (G880)
- PM CERT Management (G217)
- PM CERT International Business (G210)
• MEd Instructional Tech (M Lic-MEd) (G790)
• MA Financial Economics (G719)
• MA History: Historic Preservation (G471)
• MA European History (G153)+
• MA American History (G149)+
• MA Applied Math (G161)**
• MA Pure Math (G722)**

• PhD Curr and Tch-Cultrl Studies (G547)
• EdD Exercise and Sport Science (Kinesiology) (G319)

*Mathematics had 12 different undergraduate area of study codes, including six for secondary licensure. This was very confusing to students and advisers and probably discouraged students from getting licensure. In 2010-11 there were 34 students in BA with licensure and only five in the other five area of study licensure programs combined. Now all Mathematics students seeking licensure will be in the BA degree program and they will be advised by Mathematics faculty who work closely with the faculty in TEHE. Providing a single pathway for these students should increase the number who graduate with secondary licensure in Mathematics. The Applied Mathematics and Pure Mathematics concentrations have been combined into a new BS in Mathematics.

^The LIC designation was added to help track students who were returning for licensure only in subject areas. Another method was found to do this tracking through NC Teach and the designations were inactive although they had never been eliminated from the program inventory.

+These two concentrations will be combined in a new MA in History

**These two concentrations have been combined in a new MA in Mathematics