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CAAL
9/8/2016
Agenda Item 6

September 8, 2016

MEMORANDUM

TO: Chair Terrye Seckinger, and Members, Committee on Academic Affairs and Licensing

FROM: John Lane, DMA, Director of Academic Affairs

Report on Terminated and Approved Academic Degree Programs, Concentrations, Sites, and Certificates and Program Modifications from July 2015 – June 2016

Background

This report is presented to members of the Committee to provide an overview of program activity from July 1, 2015, through June 30, 2016. The report includes academic degree programs terminated and approved; program modifications approved; changes to program concentrations; programs extended to specific sites or terminated from specific sites; and new and terminated certificates.

Termination and Approval of Academic Degree Programs

In fiscal year 2015-16, five colleges and universities (three four-year and two two-year institutions) terminated a total of eight academic degree programs. During this time, 13 colleges and universities (11 four-year and two two-year institutions) received approval to offer a total of 26 new academic degree programs. The following table shows the academic degree programs terminated and approved.
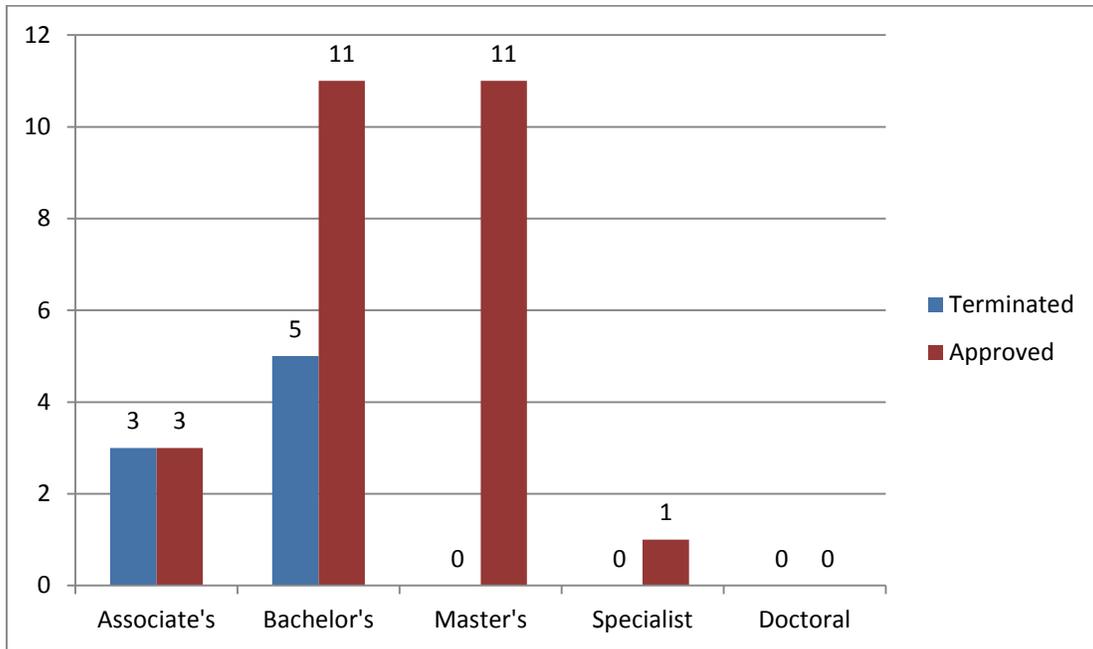
Table 1: Academic Degree Programs Terminated and Approved

Institution	Terminated	Approved
The Citadel		B.S., Nursing M.A., Intelligence and Security Studies M.S., Civil Engineering M.S., Electrical Engineering M.S., Mechanical Engineering
Clemson University		B.A., B.S., Justice Studies
Coastal Carolina University		B.A., Art History M.Ed., Instructional Technology M.Ed., Special Education with Concentrations in Twice-Exceptional (Learning Disabilities and Gifted and Talented); Twice-Exceptional (Emotional Disabilities and Gifted and Talented); Emotional Disabilities; Intellectual Disabilities; Learning Disabilities; or Severe Disabilities M.S., Information Systems Technology
College of Charleston		B.A., A.B., Meteorology M.F.A., Creative Writing
Francis Marion University		B.S., Healthcare Administration
Lander University	B.S., Criminal Justice Management B.S., Mass Communications and Theatre	B.S., Chemistry, with Secondary Education B.S., Mass Communications and Media Studies
Medical University of South Carolina		B.S., Healthcare Studies M.S., Cardiovascular Perfusion M.S., Cardiovascular Perfusion, Post-Professional
South Carolina State University	B.S., Civil Engineering Technology[1]	B.S., Civil Engineering[1]
USC Aiken		B.S., Clinical Laboratory Science
USC Columbia	B.A., European Studies[1] B.A., Latin American Studies[1]	B.A., Global Studies[1] M.S., Physician Assistant Studies
Winthrop		Ed.S., Educational Leadership
Aiken Technical College	A.A.S., Human Services A.A.S., Administrative Office Technology	
Greenville Technical College		A.A.S., Computer Numerical Control (CNC) Programming and Operations
Horry-Georgetown Technical College	A.A.S., Health Information Management	A.A.S., Occupational Therapy Assistant A.A.S., Respiratory Care

Note: If an institution is not listed in the table, it did not terminate programs or receive approval for new programs during the reporting period.

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[1] These programs at various institutions were terminated and approved through the program modification proposal process. Furthermore, staff elevated the program modification proposal from South Carolina State University for consideration by the Committee on Academic Affairs and Licensing (CAAL) and the full Commission because the University was on probation with the Southern Association of College and Schools Commission on Colleges (SACSCOC); probation was removed in June 2016. See page 4 of this report for additional information.

Figure 1. Terminated and Approved Academic Degree Programs by Degree Level

As shown in Figure 1, the academic degree program terminations occurred at the associate's and bachelor's degree levels, while the majority of new programs approved occurred at the bachelor's and master's degree levels. In addition, as shown in Table 2 below, the comprehensive teaching institutions received the majority of new program approvals.

Table 2. Terminated and Approved Academic Degree Programs by Institution Type

Institution Type	Terminated Programs	Approved Programs	Net
Technical Colleges	3	3	**0**
Regional Two-Year Campuses	0	0	**0**
Comprehensive Teaching Institutions	3	17	**14**
Research Universities	2	6	**4**
Total	**8**	**26**	**18**

Modifications of Academic Degree Programs

The following program modifications were approved during FY 2015-16.

Clemson University
- B.S., Nursing - added new location at the Academic Health Center at the Greenville Health System
- M.B.A. - Added a concentration in Business Analytics

College of Charleston
- Bachelor of Professional Studies - Added concentrations in Healthcare and Medical Services Management and Project Management
- B.S., A.B., Physics - Added a concentration in Atmospheric Physics[2]
- M.Ed., Teaching, Learning and Advocacy - Added concentrations in Diverse Learners; New Literacies; Science and Mathematics; and Curriculum and Instruction[2]
- M.S., Marine Biology - Changed the location of the program from the Main Campus to the Grice Marine Laboratory in Charleston
- M.S., Mathematics - Modified the program to change its name to M.S. in Mathematical Sciences with concentrations in Mathematics and Statistics

Medical University of South Carolina
- Doctor of Nursing Practice - Added a concentration in Psychiatric-Mental Health

South Carolina State University
- B.S., Civil Engineering Technology – Developed the program into a B.S. in Civil Engineering[2]
- M.B.A. – Extended the Healthcare Management concentration to the Lowcountry Graduate Center[2]

University of South Carolina Columbia
- B.A., Global Studies - Merged two programs (B.A., European Studies and B.A. in Latin American Studies) into a single program
- Ed.S., Counselor Education – added a concentration in Clinical Mental Health Counseling

In addition, several institutions modified programs in teacher education to comply with the *Read to Succeed Act* of 2014 which states that by the beginning of the fall semester of the 2016-2017 school year, all pre-service teacher education programs, including MAT degree programs, must require:

> all candidates seeking certification at the early childhood or elementary level to complete a twelve credit hour sequence in literacy that includes a school-based practicum and ensures that candidates grasp the theory, research, and practices that support and guide the teaching of reading. The six components of the reading process that are comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary will provide the focus for this sequence to ensure that all teacher candidates are skilled in diagnosing a child's reading problems and are capable of providing an effective intervention…[and] candidates seeking certification at the middle or secondary level to complete a six credit hour sequence in literacy that includes a course in the foundations of literacy and a course in content-area reading (§59-155-180 of the South Carolina Code of Laws 1976 as amended).

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[2] Staff elevated these program modification proposals for consideration by the Committee on Academic Affairs and Licensing and the Commission.

The following programs were modified as a result of the *Read to Succeed Act*:

The Citadel
- B.A., Chemistry (Secondary Chemistry Broad Field Science)
- B.A., Modern Languages (Teaching French, Teaching German, Teaching Spanish)
- B.S., Biology (Secondary Biology Broad Field Science)
- B.S., Physical Education (Teaching)
- B.S., Secondary Education, Social Studies
- Ed.S., School Psychology
- M.A.T., Secondary Education (Biology, English, Mathematics, and Social Studies)
- M.A.T., Middle Grades (English, Mathematics, Science, and Social Science) - Joint program with the College of Charleston
- M.A.T., Physical Education
- M.Ed., Counselor Education (Elementary and Secondary)
- M.Ed., Educational Leadership-School Administration (Elementary and Secondary)

Coastal Carolina University
- B.A., Early Childhood Education
- B.A., Elementary Education
- B.A., Middle Level Education (Mathematics/Science, Mathematics/Social Studies, Mathematics/English, Science/Social Studies, Science/English, and Social Studies/English)
- B.A., Special Education (Learning Disabilities, Multicategorical)
- B.S., Physical Education
- M.A.T., Secondary Teacher (English; Math; Science; Social Studies; PK-12 Art; and Music - Choral/Instrumental)

College of Charleston
- B.S., Early Childhood Education
- B.S., A.B., Elementary Education
- B.S., Foreign Language Education (French and Francophile, Spanish, German, and Classics)
- B.S., A.B., Middle Level Education (Mathematics/Science, Mathematics/Social Studies, Mathematics/English, Science/Social Studies, Science/English, and Social Studies/English)
- B.S., A.B., Physical Education (Teacher Education)
- B.S., Secondary Education (Biology, Chemistry, Physics, English, History, Political Science, Sociology, and Math)
- M.A.T., Early Childhood Education
- M.A.T., Elementary Education
- M.A.T., Performing Arts
- Francis Marion University
- B.S., Early Childhood Education
- B.S., Elementary Education
- M.A.T., Learning Disabilities

Lander University
- B.A., English (Secondary Education)
- B.A., B.S., History (Teacher Education)
- B.S., Early Childhood Education
- B.S., Early Childhood Education (Montessori)
- B.S., Elementary Education
- B.S., Mathematics (Teacher Education)
- B.S., Music K-12 Teacher Certification (Choral, Instrumental, and Keyboard)
- B.S., Physical Education (Physical Education Teacher Education)
- B.S., Special Education
- B.S., Visual Arts (K-12 Teacher Certification)

South Carolina State University[3]

- B.A., Dramatic Arts (Secondary Education)
- B.A., English (Secondary Education)
- B.A., Social Studies Education
- B.S., Art Education K-12
- B.S., Business Education
- B.S., Biology (Secondary Education)
- B.S., Chemistry (Secondary Education)
- B.S., Early Childhood Education
- B.S., Elementary Education
- B.S., Industrial Education (Industrial Technology)
- B.S., Mathematics (Secondary Education)
- B.S., Middle Level Education (Mathematics/Science, Mathematics/Social Studies, Mathematics/English, Science/Social Studies, Science/English, and Social Studies/English)
- B.S., Music Education (Choral/Voice, Choral/Piano, and Instrumental)
- B.S., Physical Education
- B.S., Special Education (LD, EMD, and ED)
- M.A.T., Early Childhood Education
- M.A.T., Elementary Education
- M.A.T., Secondary Education and Teaching (English, Biology, and Mathematics)
- M.Ed., Counselor Education

University of South Carolina Aiken

- B.A., Early Childhood Education
- B.A., Elementary Education;
- B.A., Middle Level Education (English/Social Studies, Mathematics/Science, Mathematics/Social Studies, Science/Social Studies, Science/English, and English/Mathematics)
- B.A., Music Education
- B.A., Secondary Education (English and Social Studies)
- B.A., Special Education (Multicategorical)
- B.S., Secondary Education (Biology, Chemistry, Mathematics, and Comprehensive Science)

University of South Carolina Beaufort

- B.A., Early Childhood Education
- B.A., Elementary Education
- B.S., Mathematics (Secondary Teacher Education)

University of South Carolina Columbia

- B.A., Classics (Latin: PK-12 Teacher Certification)
- B.A., Dance (Dance Education K-12 Certification)
- B.A., Early Childhood Education
- B.A., French (PK-12 Teacher Certification)
- B.A., German (PK-12 Teacher Certification)
- B.A., B.S., Middle Level Education (Mathematics/Science, Mathematics/Social Studies, Mathematics/English, Science/Social Studies, Science/English, and Social Studies/English)
- B.A., Spanish (PK-12 Teacher Certification)
- B.F.A. Art Education
- B.M., Music (Music Education Choral and Music Education Instrumentation)
- B.S.P.E., Physical Education
- M.A.T., Art Education
- M.A.T., Elementary Education
- M.A.T., English
- M.A.T., Foreign Language
- M.L.I.S., Library and Information Science

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[3] Staff elevated these program modification proposals for consideration by CAAL and the Commission because the University was on probation with SACSCOC; probation was removed in June 2016.

University of South Carolina Continued
- M.A.T., Mathematics
- M.A.T., Music Education
- M.A.T., Physical Education
- M.T., Secondary Teacher Education (English, Math, Science, and Social Studies)
- M.A.T., Sciences
- M.A.T., Social Studies
- M.A.T., Theatre
- M.C.D., Speech-Language Pathology
- M.S.P., Speech Pathology

Winthrop University
- B.S., Early Childhood Education
- B.S., Elementary Education
- B.S., Special Education (Learning Disabilities/Emotional Disabilities and Mental Disabilities/Several Disabilities)

Program Concentrations

Table 3 shows program concentrations terminated or added during FY 2015-16 through either the notification or program modification process.

Table 3: Program Concentrations Terminated and Added

Institution	Terminated Concentrations	Added Concentrations
Clemson University	- *Metals and Ceramics; Polymers;* and *Polymer and Fiber Sciences* from both the M.S., Materials Science and Engineering and Ph.D., Materials Science and Engineering	- Non-Thesis option to the M.S., Materials Science and Engineering - *Business Analytics* to the M.B.A.[4]
Coastal Carolina University	- *Technical and Professional Writing* from the B.A., English - *Classical Chemistry; Environmental Chemistry; Biochemistry;* and *General* from the B.S., Chemistry - *Theoretical* and *Information Systems* from the B.S., Computer Science	- *Forensics* to the B.A., Psychology
College of Charleston	- *Marketing* from the B.S., A.B., Business Administration - *Meteorology* from the B.S., B.A., A.B., Physics	- *Music Industry* to the B.A., A.B., Arts Management - *Digital Media* to the B.A., A.B., Computing in the Arts - *Healthcare and Medical Services Management* and *Project Management* to the Bachelor of Professional Studies[4] - *Atmospheric Physics* to the B.S., A.B., Physics[4] - *Diverse Learners; New Literacies; Science and Mathematics;* and *Curriculum and Instruction* to the M.Ed., Teaching, Learning and Advocacy[4] - *Mathematics* and *Statistics* to the M.S., Mathematics[4]
Francis Marion University		- *Healthcare Executive Management* to the M.B.A.
Medical University of SC		- *Psychiatric-Mental Health* to the D.N.P.[4]
South Carolina State University		- *Healthcare Management* to the M.B.A.

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[4] These concentrations were added through the program modification process. See page 4 of this report for additional information.

Institution	Terminated Concentrations	Added Concentrations
USC Columbia	- *Public Health; Motor Development; Scientific Foundations;* and *Health Fitness* from the B.S., Exercise Science - *Acute Care Clinical Specialist; Community Health Promotion and Education; Community/Public Health Nursing Administration; Gerontologic Clinical Specialist; Occupational/ Environmental Health Nursing; Primary Care Nurse Practitioner, Adult; Primary Care Nurse Practitioner, Gerontologic; Primary Care Nurse Practitioner Pediatric; Psychiatric Clinical Nurse Specialist; Psychiatric Nurse Practitioner/Specialist, Adult; School Health Nursing;* and *Women's Health Nurse Practitioner* from the D.N.P., Nursing Practice	- *Global Business* to the B.S.B.A., International Business - *Applied Biotechnology* to the M.S., Biomedical Sciences - *Clinical Mental Health Counseling* to the Ed.S., Counselor Education[4]
USC Upstate	- *Government* and *Public Administration* from the B.A., Political Science	
Spartanburg Community College	*Healthcare Information Management and Systems* and *Information Management and System*s from the A.A.S., Computer Technology	

Programs Terminated from and Extended to Specific Sites

The programs terminated from or extended to specific sites during FY 2105-16 are listed below.

Table 4: Programs Terminated from and Extended to Specific Sites

Institution	Programs Terminated from Specific Sites	Programs Extended to Specific Sites
The Citadel		- *Online Delivery* to the B.A., Criminal Justice - *Online Delivery* to the B.S., Business Administration - *Online Delivery* to the M.B.A.
Clemson University	- *Meeting Street* location from the M.S., Historic Preservation (Joint Program with the College of Charleston)	- *Academic Health Center at the Greenville Health System* to the B.S, Nursing[5] - *Clemson Design Center* to the M.S., Historic Preservation (Joint Program with the College of Charleston) - *Online Delivery* to the Ph.D., Parks, Recreation and Tourism Management (PRTM)
Coastal Carolina University		- *Blended Delivery* to the B.A., B.S., Interdisciplinary Studies
College of Charleston	- *Main Campus* from the M.S., Marine Biology[5]	- *Grice Marine Laboratory* in Charleston to the M.S., Marine Biology[5]
South Carolina State University		- *Lowcountry Graduate Center* to the Healthcare Management concentration only of the M.B.A. [5]
USC Columbia		- *Blended Delivery* to the B.S.E., Electrical Engineering - *Blended Delivery* to the B.S.N., Nursing-BSN Completion (RN to BSN)
Winthrop University	- *Hybrid Delivery* from the M.Ed., Special Education Intervention	- *Online Delivery* to the M.Ed., Special Education Intervention
Technical College of the Lowcountry	- *Hilton Head Center* from the A.A.S., General Business	- *Mungin Center* to the A.A.S., General Business
Tri-County Technical College	- *Main campus* from the A.A.S., Heating, Ventilation, and Air Conditioning Technology	- *Blended Distance Education and Traditional On Campus* to the A.A.S., Manufacturing, Management & Leadership - *Blended Distance Education and Traditional On Campus* to the A.A.S., General Engineering Technology - *Industrial Technology Center* to the A.A.S., Heating, Ventilation, and Air Conditioning Technology

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[5] These changes were made through the program modification process. See page 4 of this report for additional information.

Certificate Programs

The certificate programs terminated or added by institutions during FY 2015-16 are listed below.

Table 5: Certificate Programs Terminated and Added

Institution	Certificate Programs Terminated	Certificate Programs Added
The Citadel		- Post-baccalaureate Certificate in Military Leadership
Clemson University		- Certificate in Advanced Manufacturing - Post-baccalaureate Certificate in Science, Technology, Engineering, Art, and Mathematic (STEAM) Certificate in Teaching and Learning
Coastal Carolina University		- Certificate in Sustainability - Certificate in Geospacial Technologies - Certificate in Cultural Heritage Studies - Certificate in American Studies - Certificate in Applied Ethics
Medical University of SC	- Post-baccalaureate Certificate in Biomedical Sciences	
USC Columbia	- Post-baccalaureate Certificate in Visual Anthropology	- Post-baccalaureate Certificate in Enterprise Resource Planning Systems - Post-baccalaureate Certificate in Global Strategy - Post-baccalaureate Certificate in International Finance - Post-baccalaureate Certificate in Railway Engineering
USC Upstate		- Post-baccalaureate Certificate in Informatics, Intermediate - Post-baccalaureate Certificate in Informatics, Advanced
Winthrop University		- Post-baccalaureate Certificate in Middle Level Education

Summary of Terminated and Approved Academic Degree Programs and Program Concentrations, Sites, and Certificates

Table 6 shows the total number of academic degree programs, program concentrations, sites, and certificate programs terminated or approved/added by institution.

Table 6. Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates

Category	Terminated	Approved	Net
Academic Degree Programs (Associate, Bachelor, Master, and Doctoral)	8	26	**18**
Concentrations	35	20	**-15**
Sites	5	16	**11**
Certificates	2	15	**13**
Total	**50**	**77**	**27**

Table 7 shows that academic degree programs, program concentrations, sites, and certificate programs terminated and approved encompass a variety of disciplines as it lists the number of terminated and approved/added programs by curricular area. The most notable growth in degree programs by discipline occurred in health professions (9), engineering (4), and education (3), which is consistent with trends in statewide workforce needs. Education also showed the most growth for a single discipline by concentration (5). The other growth leaders by degree program, health professions and engineering, also endured the greatest number of terminations in concentrations, 12 and six respectively, an indicator of the transition from concentrations to full degree programs.

Tables 8 and 9 compare the number of academic degree programs, program concentrations, sites, and certificate programs terminated with the number of those approved/added by institution and type of institution, respectively.

Table 7. Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates
Note: T=Terminated and A = Approved

Curricular Area	Degree Programs		Concentrations		Sites		Certificates		Total	
	T	A	T	A	T	A	T	A	T	A
Area, Ethnic, Cultural, Gender, and Group Studies	2	1						1	2	2
Communication/ Journalism	1	1							1	1
Computer and Information Sciences		2	4	1					4	3
Education		**3**		**5**	1	1		2	1	11
Engineering		**4**	6	1		2			6	7
Engineering Technologies and Engineering Related Fields	1				1	1		2	2	3
Family and Consumer Science	1								1	0
English Language and Literature		1	1						1	1
Biological and Biomedical Sciences							1		1	0
Mathematics				2					0	2
Military Science								1	0	1
Multi/Interdisciplinary Studies				2	2	3		2	2	7
Parks, Recreation, Leisure, and Fitness Studies			4			1			4	1
Philosophy and Religious Studies								1	0	1
Physical Sciences		2	5	1					5	3
Psychology				1					0	1
Homeland Security, Law Enforcement, etc.	1	2				1			1	3
Public Administration									0	0
Social Sciences			2				1	1	3	1
Visual and Performing Arts		1		1					0	2
Health Professions and Related Programs	1	**9**	**12**	2		2			13	13
Business, Management, Marketing and Related Studies	1		1	4	1	5		5	3	14
Total	**8**	**26**	**35**	**20**	**5**	**16**	**2**	**15**	**50**	**77**

Table 8. Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates by Institution

Note: T=Terminated and A = Approved

Institution	Degree Programs		Concentrations		Sites		Certificates		Total		Net
	T	A	T	A	T	A	T	A	T	A	
Aiken	2								2	0	**-2**
Central Carolina									0	0	**0**
Denmark									0	0	**0**
Florence-Darlington									0	0	**0**
Greenville		1							0	1	**1**
Horry-Georgetown	1	2							1	2	**1**
Midlands									0	0	**0**
Northeastern									0	0	**0**
Orangeburg-Calhoun									0	0	**0**
Piedmont									0	0	**0**
Spartanburg			2						2	0	**-2**
Technical College of the Lowcountry					1	1			1	1	**0**
Tri-County					1	3			1	3	**2**
Trident									0	0	**0**
Williamsburg									0	0	**0**
York									0	0	**0**
USC Regional Campuses									0	0	**0**
Subtotal Two-years	3	3	2	0	2	4	0	0	7	7	**0**
The Citadel		5				3		1	0	9	**9**
Clemson		1	6	2	1	3		2	7	8	**1**
Coastal Carolina		4	7	1		1		5	7	11	**4**
College of Charleston		2	2	11	1	1			3	14	**11**
Francis Marion		1		1					0	2	**2**
Lander	2	2							2	2	**0**
Medical Univ. of SC		3		1			1		1	4	**3**
South Carolina State Univ.	1	1		1		1			1	3	**2**
USC Aiken		1							0	1	**1**
USC Beaufort									0	0	**0**
USC Columbia	2	2	16	3		2	1	4	19	11	**-8**
USC Upstate			2					2	2	2	**0**
Winthrop		1			1	1		1	1	3	**2**
Subtotal Four-years	5	23	33	20	3	12	2	15	43	70	27
Total	**8**	**26**	**35**	**20**	**5**	**16**	**2**	**15**	**50**	**77**	**27**

Table 9. Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates by Institution Type

Institution Type	Terminated	Approved	Net
Technical Colleges	7	7	0
Regional Two-Year Campuses	0	0	0
Comprehensive Teaching Universities	16	47	31
Research Universities	27	23	-4
Total	**50**	**77**	**27**

Comparison of Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates by Year

Both Table 10 and Figure 2 compare the number of academic degree programs terminated and approved and the total number of terminated and approved/added academic degree programs, program concentrations, sites, and certificates by year.

Table 10. Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates by Year

Year	Academic Degree Programs			Academic Degree Programs, Concentrations, Sites, and Certificates		
	Terminated	Approved	Net	Terminated	Added	Net
2014-15	8	26	18	50	77	27
2014-15	20	27	7	61	125	64
2013-14	14	33	19	48	103	55
2012-13	12	35	23	38	90	52
2011-12	14	14	0	49	67	18
2010-11	13	19	6	26	66	40
2009-10	46	23	-23	65	49	-16
2008-09	21	18	-3	28	31	3
2007-08	4	16	12	16	16	0
2006-07	22	19	-3	22	19	-3
Total	**174**	**230**	**56**	**403**	**643**	**240**

It is worth noting that the net total program additions shown in this table reflects the more cost-effective practice of implementing certificate programs or program concentrations instead of, or prior to, implementing a new degree program. As shown above, only 56 of the 240 net total program additions (23%) since 2006 resulted from new academic degree programs.

Figure 2. Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates by Year
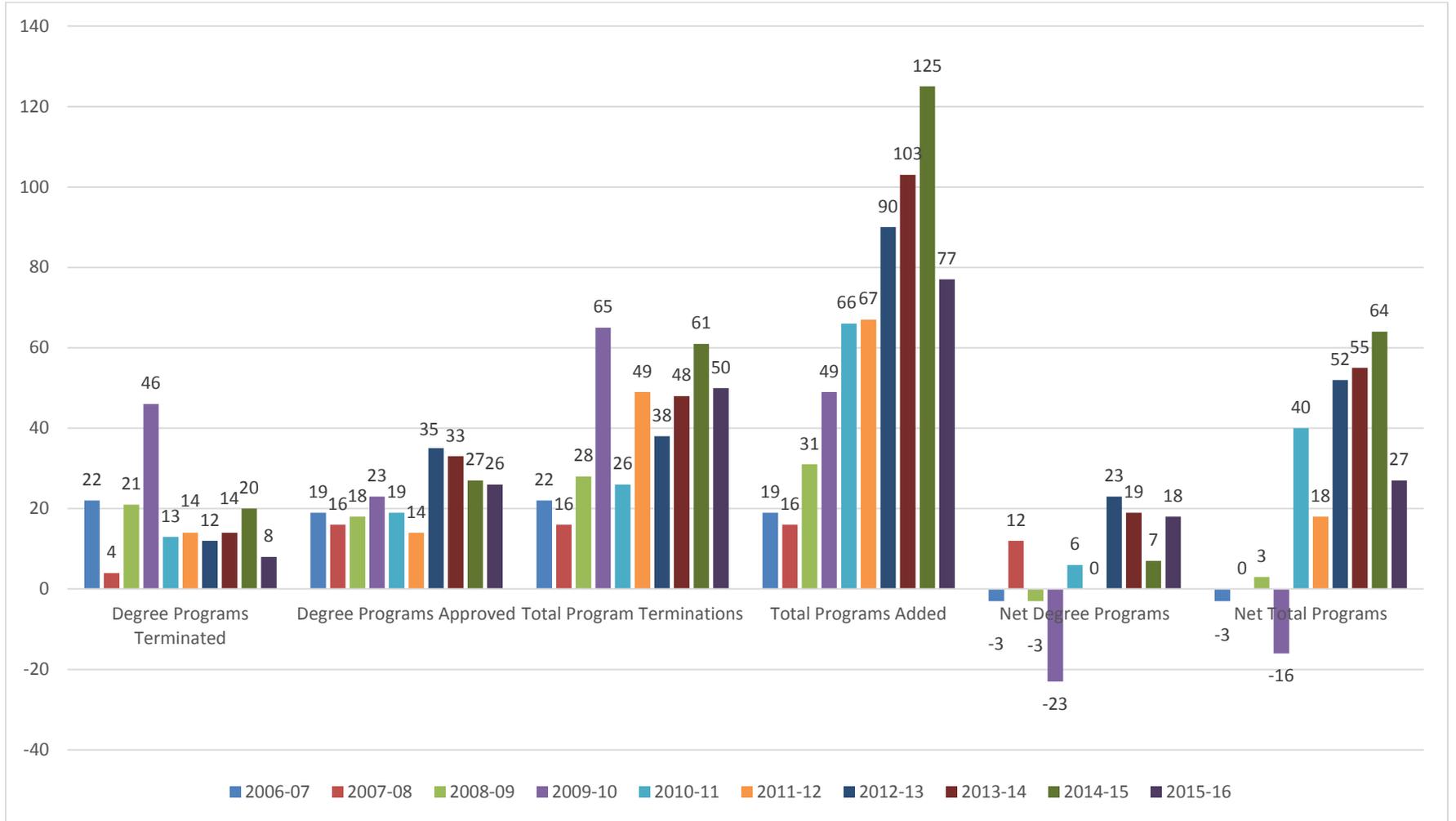
Conclusions

Data presented in this report show that, for the past four years, there has been an increase in the number of academic degree programs approved by the Commission. From 2006-2011, South Carolina's public colleges and universities added an average of 18 new academic degree programs per year; whereas, for the past four years, the institutions have added 35, 33, 27, and 26 programs, respectively, for an average of 30 annually.

Overall, the institutions added a net total of 240 academic degree programs, program concentrations, sites, and certificates since 2006, with the majority of program additions in the following curricular areas:
- business/management
- education
- engineering and engineering technologies
- health professions and related programs.

The increase in programs in these curricular areas is a result of the workforce needs of the state. According to a recent report, *South Carolina's Education-Workforce Matchup: 2013-2030 Identifying the Higher Education Needs of the 21st Century*, "the five occupation groups requiring higher education that are projected to have the highest workforce shortages in 2030 are: (1) Healthcare Practitioners; (2) Management; (3) Education; (4) Business and Financial Operations; and (5) Computers and Mathematics."[6] This report claims that "together, these occupation groups will represent over 78 percent" of the workforce shortage for jobs requiring higher education in 2030.[7] In addition, a report by the Georgetown University Center on Education and the Workforce states that by 2018, 56% of jobs in South Carolina will require postsecondary education and cites business, healthcare, and education as among the occupations where the most jobs will be available[8]. Another report by the Georgetown University Center on Education and the Workforce, titled *America's Divided Recovery*, states that high-skill occupations are leading the nationwide economic recovery and most of these jobs are going to college graduates. According to this report, "workers with a Bachelor's degree or higher have taken nearly all of the jobs in high-skill occupations added in the recovery, almost 5.8 million out of 6.4 million jobs" and that of the total 11.6 million jobs added to the economy since the bottom of the recession, "11.5 million, or 99 percent of them, have gone to workers with at least some college education."[9] This demand for college educated workers post-Recession, particularly for workers with a Bachelor's degree or higher for high-skill occupations could be driving both the overall increase in programs offered, particularly in the fields identified above. In addition, this demand may also be driving the overall increase in enrollment for the four-year institutions. This increase is seen in Table 11, which shows the academic degree programs terminated or approved and the change in enrollment post-Recession, from FY 2009-10 to FY 2015-16.

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[6] Woodward, Douglas P. and Joseph C. Von Nessen. *South Carolina's Education-Workforce Matchup: 2013-2030 Identifying the Higher Education Needs of the 21st Century.* Darla Moore School of Business at the University of South Carolina. November 2013.
http://www.competingthroughknowledge.org/assets/uploads/references/Higher_Education_Report.pdf
[7] Ibid.
[8] Carnevale, Anthony P, Nicole Smith, and Jeff Strohl. *Help Wanted: Projections of Jobs and Education Requirements Through 2018.* Georgetown University Center on Education and the Workforce. June 2010.
https://cew.georgetown.edu/cew-reports/help-wanted/#report
[9] Carnevale, Anthony P, Tamara Jayasundra, and Artem Gulish. *America's Divided Recovery: College Haves and Have Nots.* Georgetown University Center on Education and the Workforce. 2016
https://cew.georgetown.edu/wp-content/uploads/Americas-Divided-Recovery-web.pdf

Table 11. Change in Academic Degree Programs Terminated or Approved and Change in Enrollment Post-Recession, from FY 2009-10 to FY 2015-16

Institution	Terminated Degree Programs FY 2009-10 to FY 2015-16	Approved Degree Programs FY 2009-10 to FY 2015-16	Net	FTE Enrollment Fall 2009	FTE Enrollment Fall 2015	% Change from Fall 2009 to Fall 2015
Aiken	7	2	-5	2175	1419	-34.77%
Central Carolina	2	1	-1	2413	2201	-8.80%
Denmark	1	0	-1	1010	773	-23.44%
Florence-Darlington	5	2	-3	3688	3763	2.03%
Greenville	2	3	1	9834	7571	-23.01%
Horry-Georgetown	6	7	1	4673	4605	-1.45%
Midlands	0	0	0	7751	7287	-5.98%
Northeastern	0	0	0	661	688	4.02%
Orangeburg-Calhoun	1	1	0	2103	1742	-17.15%
Piedmont	2	2	0	3757	3302	-12.12%
Spartanburg	6	2	-4	3922	3164	-19.32%
Technical College of the Lowcountry	2	0	-2	1610	1363	-15.33%
Tri-County	3	2	-1	4960	4463	-10.01%
Trident	1	2	1	9562	9555	-0.08%
Williamsburg	0	0	0	473	401	-15.22%
York	0	0	0	3912	3106	-20.61%
USC Regional Campuses	0	0	0	2945	2901	-1.49%
The Citadel	2	14	12	3202	3474	8.49%
Clemson	16	25	9	18238	21653	18.73%
Coastal Carolina	4	22	18	7865	9777	24.31%
College of Charleston	4	19	15	10191	10364	1.70%
Francis Marion	2	6	4	3465	3437	-0.81%
Lander	5	7	2	2647	2551	-3.62%
Medical Univ. of SC	6	12	6	2776	3307	19.12%
South Carolina State Univ.	5	4	-1	4122	2728	-33.83%
USC Aiken	1	3	2	2797	2986	6.75%
USC Beaufort	0	6	6	1444	1814	25.62%
USC Columbia	39	22	-17	25939	31543	21.60%
USC Upstate	3	7	4	4839	5047	4.31%
Winthrop	2	6	4	5355	5378	0.42%
Total	**127**	**177**	50	158329	162363	2.55%

As shown in the table, in most cases, the institutions that have added the most programs overall (such as The Citadel, Clemson, and Coastal Carolina), have had a significant increase in enrollment. While the College of Charleston added a net total of 15 degree programs and only had a 1.7% increase in enrollment, the institution may be responding to regional workforce needs as a result of the arrival of Boeing and related industries in the Lowcountry. In addition, given the 21.6% increase in enrollment for USC Columbia, the net decrease in degree programs is surprising. However, by looking at the programs terminated and added, it appears as if the institution is increasing efficiency by consolidating programs (for example, in 2013, the institution terminated several Master's degrees in music to create a single Master of Music program with multiple concentration instead and in 2016, the institution merged programs in European Studies and Latin American Studies into a single program: Global Studies). In addition, as expected given the demand for workers with at least a Bachelor's degree, most of the four-year institutions show an increase in enrollment. For the technical colleges, it is worth noting that the decrease in enrollment can also be attributed to the economic recovery. Many studies have linked economic conditions to the enrollment at technical or community colleges; when the unemployment rate is high, people often register for classes at community or technical colleges.[10] As the economy has improved, enrollment has decreased for most of the technical colleges.

It is also worth noting that the largest increase in both academic degree and total program terminations occurred in FY 2009-10, most likely as a result of institutions reevaluating their programs during the economic recession. However, the number of total program terminations for the past three years remains high (48, 61, and 50) as institutions continue to evaluate their program offerings, especially considering the shift toward more-educated workers.[11]

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[10] Betts and McFarland in 1995; Pennigton, McGinty and Williams in 2002; and Dellas and Sakellaris in 2003 discuss the connection between the economy and enrollment in community or technical colleges.
[11] Carnevale, Anthony P,Tamara Jayasundra, and Artem Gulish. *America's Divided Recovery: College Haves and Have Nots.* Georgetown University Center on Education and the Workforce. 2016
https://cew.georgetown.edu/wp-content/uploads/Americas-Divided-Recovery-web.pdf