

# South Carolina Commission on Higher Education

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CHE  
10/5/2017  
Agenda Item 7.02.E

October 5, 2017

## MEMORANDUM

**To:** Chair Tim Hofferth and Members, SC Commission on Higher Education

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

### Report on Terminated and Approved Academic Degree Programs, Concentrations, Sites, and Certificates and Program Modifications from July 1, 2016 through June 30, 2017

#### **Background and Summary**

This report provides an overview of program activity from July 1, 2016, through June 30, 2017, identifying academic degree programs terminated and approved; program modifications approved; changes to program concentrations; programs extended to or terminated from specific sites; and new and terminated certificates. The report also provides a summary of the program activity by curricular area and institution and a comparison of program activity to previous years for the past ten years. Overall, as stated in the conclusion, there has been an increase in the number of academic degree programs approved; however, these programs are well aligned with state workforce needs. In addition, most institutions with a net increase in degree programs over the past ten years also had an increase in enrollment. Furthermore, a review of the program activity overall shows the institutions continue the cost-effective practice of implementing certificate programs and program concentrations instead of, or prior to, implementing new degree programs. Moreover, the program termination activity shows the institutions continue to re-evaluate and refine their program offerings.

#### **Termination and Approval of Academic Degree Programs**

In fiscal year 2016-17, 11 colleges and universities (four baccalaureate-degree granting institutions and seven associate-degree granting institutions) terminated a total of 18 academic degree programs. During this time, 17 colleges and universities (10 baccalaureate-degree granting institutions and seven associate-degree granting institutions) received approval to offer a total of 46 new academic degree programs. The following tables show the academic degree programs terminated and approved, not including program concentrations.

**Table 1: Academic Degree Programs Terminated and Approved, Four-Year Institutions**

Institution	Terminated	Approved
The Citadel		B.S.B.A., Accounting B.A., Intelligence and Security Studies with concentrations in Military Intelligence; Chinese Area Studies; Counterterrorism; Business Intelligence; and General Intelligence
Clemson University		M.Eng., Civil Engineering with a concentration in Risk Engineering & System Analytics M.R.U.D. (Master of Resilient Urban Design) M.S., Biomedical Data Science and Informatics M.S., Digital Production Arts D.N.P. (Doctor of Nursing Practice), with concentrations in Nurse Practitioner & Clinical Nurse Specialist Ph.D., Biomedical Data Science and Informatics (Joint with MUSC)
Coastal Carolina University	M.Ed., Learning and Teaching	B.A., Anthropology and Geography B.A., Languages and Intercultural Studies with concentrations in Hispanic Studies and Multiple Languages M.A., Music Technology M.Ed., Language, Literacy and Culture
College of Charleston	B.S., A.B., Athletic Training	B.S., A.B., Commercial Real Estate Finance M.A. Community Planning, Policy and Design
Francis Marion University		B.S., Biology, Secondary Education M.S.P. (Master of Speech Pathology)
Lander University	B.S., Athletic Training	B.F.A., Fine Arts with concentrations in 2D Studio, 3D Studio B.S., Criminology
Medical University of South Carolina		Pharm.D.
USC Columbia	B.S., Athletic Training M.Ed., Higher Education Business Administration Master of Software Engineering (M.S.E.) <sup>1</sup> M.S., M.E., Computer Science and Engineering <sup>1</sup> Ph.D., Computer Science and Engineering <sup>1</sup>	M.S., Computer Science <sup>1</sup> M.S., Computer Engineering <sup>1</sup> M.S., Information Security M.S., Technology Innovation and Entrepreneurial Engineering M.S., Software Engineering <sup>1</sup> M.S.N., Adult Gerontology Acute Care Nurse Practitioner M.S.N., Family Nurse Practitioner M.S.N., Psychiatric Mental Health Nurse Practitioner Ph.D., Computer Science <sup>1</sup> Ph.D., Computer Engineering <sup>1</sup> Pharm.D.
USC Upstate		B.A., Urban and Regional Studies B.A., Health Informatics <sup>1</sup> B.A.S, Advanced Manufacturing Management
Winthrop		B.S., Human Development and Family Studies B.S., Special Education, Multi-Categorical with Severe Disabilities

<sup>1</sup> Per [policy](#), these changes were approved through the program modification process.

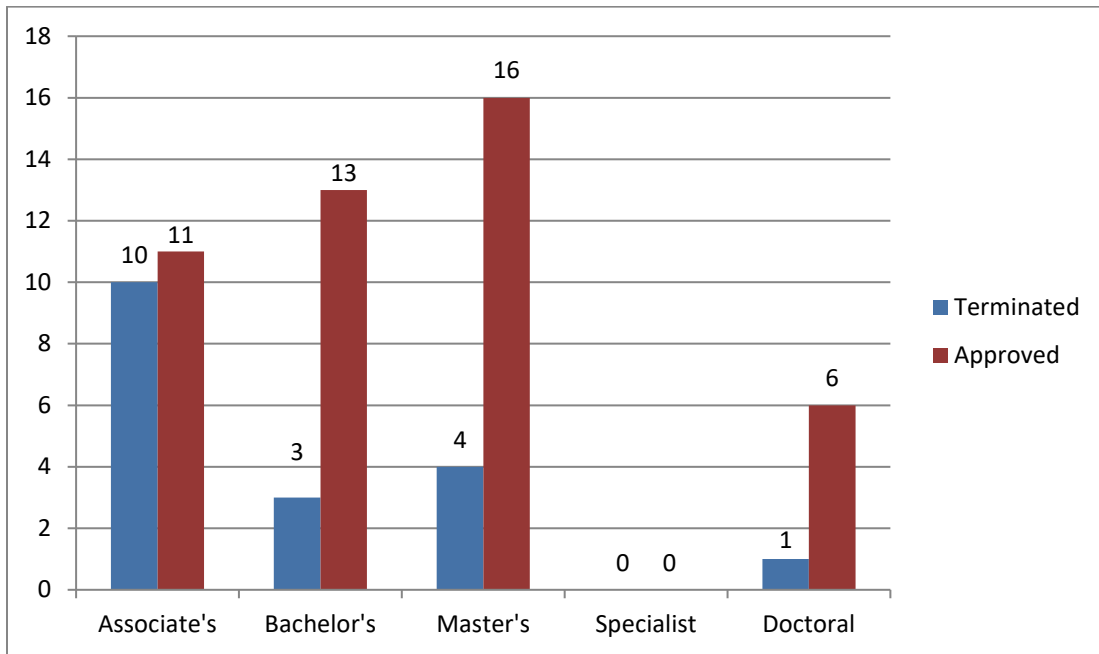
**Table 2: Academic Degree Programs Terminated and Approved, Two-Year Institutions**

<b>Institution</b>	<b>Terminated</b>	<b>Approved</b>
Aiken Technical College	A.A.S., Computer Engineering Technology A.A.S., Dental Hygiene	
Central Carolina Technical College	A.A.S., Electronics Technology A.A.S., Engineering Graphics Technology	A.A.S., Engineering Design Technology <sup>2</sup>
Greenville Technical College	A.A.S., Engineering Graphics Technology A.A.S., Industrial Maintenance Technology	A.A.S., Engineering Design Technology
Horry-Georgetown Technical College		A.A.S., Mechatronics Technology
Orangeburg-Calhoun Technical College		A.A.S., Engineering Design Technology
Piedmont Technical College	A.A.S., Engineering Graphics Technology	A.A.S., Engineering Design Technology
Spartanburg Community College	A.A.S., General Engineering Technology	
Technical College of the Lowcountry	A.A.S., Civil Engineering Technology	
Tri-County Technical College	A.A.S., Engineering Graphics Technology	A.A.S., Business Administration A.A.S., Early Care and Education A.A.S., Engineering Design Technology
York Technical College		A.A.S., Construction Management Technology A.A.S., Digital Arts A.A.S., Paralegal

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

<sup>2</sup> Per policy, the Commission only reviews associate degree programs that are new to the S.C. Technical College System and are transferable. As a result, the Commission reviewed and approved the A.A.S. in Engineering Design Technology offered by Central Carolina Technical College, Greenville Technical College, Piedmont Technical College, and Tri-County Technical College. All other associate degree programs were approved by the S.C. State Board for Technical and Comprehensive Education and added to the Commission's *Inventory of Academic Programs* through the notification process.

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



As shown in Figure 1, the majority of academic degree program terminations occurred at the associate's degree level, while the majority of new programs approved occurred at the master's degree levels. In addition, as shown in Table 3 below, the research institutions received the most new program approvals and the technical colleges terminated the most programs.

**Table 3. Terminated and Approved Academic Degree Programs by Institution Type**

Institution Type	Terminated Programs	Approved Programs	Net
Technical Colleges	10	11	1
Regional Two-Year Campuses	0	0	0
Comprehensive Teaching Institutions	6	17	11
Research Universities	2	18	16
<b>Total</b>	<b>18</b>	<b>46</b>	<b>28</b>

## **Modifications of Academic Degree Programs**

The following program modifications were approved during FY 2016-17. Note that if the modification resulted in the approval or termination of a program, concentration, or site, the approval or termination is also included in those sections of this report.

### **Clemson University**

- B.A., English - curriculum changes
- B.S., Construction Science Management - curriculum changes
- B.S., Material Science and Engineering - curriculum changes
- M.S., Nursing - add new delivery site at Greenville Health System (GHS) and add four concentrations: Clinical Nurse Specialist -Maternal/Child/Adolescent; Clinical Nurse Specialist - Adult/Gerontology, Nursing Administration, and Nursing Education)
- Ph.D., Healthcare Genetics - curriculum changes
- M.S./Ph.D., Applied Health and Research Evaluation - add new delivery site at University Center of Greenville and add non-thesis option for M.S.
- Ph.D., Genetics - add new delivery site at Greenwood Center for Genetics

### **Coastal Carolina University**

- B.A., Music - curriculum changes in Teacher Preparation Precertification Concentration
- M.B.A. - curriculum changes

### **College of Charleston**

- Bachelor of Professional Studies (B.P.S.) - add two concentrations: Project Management and Hospitality Operations Management
- B.S., A.B., Data Science - reduce fourteen concentrations (Accounting, Biomechanics, Customer Relationship Management, e-commerce, Economics, Exercise Physiology, Finance, Geoinformatics, Molecular Biology, Organismal Biology, Physics and Astronomy, Psychology, Sociology, and Supply Chain Management) to four concentrations: Sciences, Social Sciences, Arts and Humanities, and Business Analytics

### **Francis Marion University**

- Bachelor of General Studies (B.G.S.) - add two concentrations: Educational Studies and Health Studies
- M.S., Applied Psychology - add concentration: Applied Behavioral Analysis

### **Lander University**

- B.S. Chemistry - add concentration: Forensics Science

### **University of South Carolina Columbia**

- B.S., Sport and Entertainment Management - add three concentrations: Sport Management; Entertainment Management; and Venue and Event Management
- Executive International M.B.A. - add three sites: Chonnam National University, S. Korea; National Taiwan Normal University, Taiwan; and ESAN Graduate School of Business, Peru
- Professional M.B.A. - add three concentrations: Finance, Marketing, and Innovation and Entrepreneurship
- Master of Software Engineering (M.S.E.) - develop into a M.S. in Software Engineering
- M.S., M.E., Computer Science and Engineering - develop into a M.S. in Computer Science and a M.S. in Computer Engineering
- Ph.D., Computer Science and Engineering - develop into a Ph.D. in Computer Science and a Ph.D. in Computer Engineering

### University of South Carolina Upstate

- Upgrade concentration in Health Information Management in the B.A., Information Management and Systems to a B.A. in Health Informatics

### Winthrop University

- B.A., English - curriculum changes and delete two concentrations: Language and Literature and Writing

### Program Concentrations

Table 4 shows program concentrations terminated or added during FY 2016-17 through either the notification or program modification process.

**Table 4: Program Concentrations Terminated and Added**

<b>Institution</b>	<b>Terminated Concentrations</b>	<b>Added Concentrations</b>
The Citadel	<i>Sports Management and Administration from the B.S., Physical Education</i>	<i>Leadership to the M.A., Intelligence and Security Studies</i>
Clemson University	<i>Elementary Education; English Education; Mathematics Education; Science Education; Social Studies Education; and Early Childhood Education from the M.Ed., Teaching and Learning</i>	<i>Clinical Nurse Specialist-Maternal/Child/Adolescent; Clinical Nurse Specialist-Adult/Gerontology; Nursing Administration; and Nursing Education to the M.S., Nursing Non-thesis option to the M.S., Applied Health and Research Evaluation</i>
College of Charleston	<i>Accounting, Biomechanics, Customer Relationship Management, e-Commerce, Economics, Exercise Physiology, Finance, Geoinformatics, Molecular Biology, Organismal Biology, Physics and Astronomy, Psychology, Sociology, and Supply Chain Management from the B.S., A.B., Data Science Meteorology from the B.S., B.A., A.B., Physics</i>	<i>Project Management and Hospitality Operations Management to the B.P.S. Sciences, Social Sciences, Arts and Humanities, and Business Analytics to the B.S., A.B., Data Science</i>
Francis Marion University		<i>Educational Studies and Health Studies to the B.G.S. Applied Behavioral Analysis to the M.S., Applied Psychology</i>
Lander University		<i>Forensics Science to the B.S., Chemistry</i>
South Carolina State University		<i>Cybersecurity to the B.S., Computer Science</i>
USC Columbia	<i>Human/Economic Geography from the B.S., Geography Applied Physiology; Health Aspects of Physical Activity; and Rehabilitation Sciences from the M.S., Exercise Science Theory &amp; Practice; Foreign Policy Analysis; Comparative Politics/Area Studies; and Int'l Law &amp; Organization from the M.A., International Studies</i>	<i>Sport Management, Entertainment Management, and Venue and Event Management to the B.S., Sport and Entertainment Management Finance, Marketing, and Innovation and Entrepreneurship to the P.M.B.A. Community Engagement to the M.M., Music Performance Leadership in the Global Economy to the B.A., Global Studies Children's Law to the J.D.</i>
USC Upstate		<i>American Chemical Society Certification to the B.S., Chemistry</i>

<b>Institution</b>	<b>Terminated Concentrations</b>	<b>Added Concentrations</b>
Winthrop University	<i>Language and Literature and Writing</i> from the B.A., English	
Aiken Technical College	<i>Automotive</i> from the A.A.S., General Technology	
Piedmont Technical College	<i>Spanish</i> from the A.A.S., Administrative Office Technology	
Spartanburg Community College	<i>Culinary Arts and Medical Electives</i> from the A.A.S., Management <i>A+ Certification and Networking</i> from the A.A.S., Electronic Engineering Technology	<i>General</i> to the A.A.S., Administrative Office Technology <i>General</i> to the A.A.S., Electronics Engineering Technology

### Programs Terminated from and Extended to Specific Sites

The programs terminated from or extended to specific sites during FY 2016-17 are listed below.

**Table 5: Programs Terminated from and Extended to Specific Sites**

<b>Institution</b>	<b>Programs Terminated from Specific Sites</b>	<b>Programs Extended to Specific Sites</b>
Clemson University	<i>Clemson Architecture Center – Charleston</i> from the M.S., Historic Preservation (joint program with College of Charleston) <i>Lowcountry Graduate Center</i> from the M.Ed., Administration and Supervision <i>Lowcountry Graduate Center</i> from the Ed.S., Administration and Supervision <i>Lowcountry Graduate Center</i> from the Ph.D., Educational Leadership <i>Lander University</i> site from the M.Ed., Counselor Education <i>The Citadel</i> site from the M.S., Civil Engineering <i>The Citadel</i> site from the M.S., Computer Engineering <i>The Citadel</i> site from the M.S., M.Engr., Electrical Engineering <i>Santiago, Chile</i> site from the M.B.A, Business	B.S.N. (RN to B.S.N. Completion) to <i>Online M.S., Historic Preservation</i> (joint program with College of Charleston) to <i>Clemson Design Center</i> M.S., Wildlife and Fisheries Biology to <i>Online</i> (non-thesis option only) M.S., Nursing to <i>Greenville Health System</i> M.S., Applied Health and Research Evaluation to <i>University Center of Greenville</i> Ph.D., Applied Health and Research Evaluation to <i>University Center of Greenville</i> Ph.D., Genetics to <i>Greenwood Center for Genetics</i>
USC Beaufort		B.A., Sociology to <i>Blended Distance Education</i> B.A., Psychology to <i>Blended Distance Education</i> B.S., Hospitality Management to <i>Blended Distance Education</i> B.S., Health Promotion to <i>Blended Distance Education</i> Certificate in Spanish with concentrations in Hispanic Studies/Culture and Professional Spanish/Business to <i>Hilton Head Gateway Campus</i>
USC Columbia		E.I.M.B.A. to <i>Chonnam National University, S. Korea; National Taiwan Normal University, Taiwan; and ESAN Graduate School of Business, Peru</i>

Institution	Programs Terminated from Specific Sites	Programs Extended to Specific Sites
		Post-baccalaureate Certificate, Human Resources to <i>Online</i> Post-baccalaureate Certificate, Global Strategy to <i>Online</i> Post-baccalaureate Certificate, International Finance to <i>Online</i>
Winthrop University	<i>Hybrid Delivery</i> from the M.Ed., Special Education Intervention	M.Ed., Special Education Intervention to <i>Online</i>
Greenville Technical College	<i>Brashier Campus</i> from the A.A.S., Respiratory Care	A.A.S., Computer Numerical Control Programming and Operations to <i>Center for Manufacturing Innovation</i> A.A.S., Machine Tool Technology to <i>Center for Manufacturing Innovation</i> A.A.S., Respiratory Care to the <i>Main Campus (Barton)</i>
Horry-Georgetown Technical College	<i>Conway Campus</i> from the A.A.S., Culinary Arts Technology <i>Georgetown Campus</i> from the A.A.S., Early Care and Education	
Piedmont Technical College (see footnote on p. 13)	<i>Main Campus</i> from A.A.S., Diversified Agriculture	A.A.S., Diversified Agriculture to <i>Saluda County Center</i> A.A.S., Occupational Therapy Assistant to <i>Main Campus</i> A.A.S., Veterinary Technology to <i>Main Campus</i> A.A.S., Funeral Services to <i>Distance Education</i> A.A.S., Criminal Justice Technology to <i>Abbeville County Center, Edgefield County Center, Laurens County Center, McCormick County Center, Newberry County Center, and Saluda County Center</i> A.A.S., Administrative Office Technology to <i>Abbeville County Center, Edgefield County Center, McCormick County Center, Saluda County Center, online, and Blended Distance Education</i> A.A.S., Computer Technology to <i>Laurens County Center, Newberry County Center, and Blended Distance Education</i> A.A. (Associate in Arts) to <i>Abbeville County Center, Edgefield County Center, McCormick County Center, Newberry County Center, Saluda County Center, online, and Blended Distance Education</i> A.A.S., General Technology to <i>Distance Education</i> A.S. (Associate in Science) to <i>Abbeville County Center, Edgefield County Center, Laurens County Center, McCormick County Center, Newberry County Center, Saluda County Center, and Blended Distance Education</i> A.A.S., Human Services to <i>Abbeville County Center, Edgefield County Center, McCormick County Center, Saluda County Center, and Blended Distance Education</i>



Institution	Programs Terminated from Specific Sites	Programs Extended to Specific Sites
		A.A.S., Mechatronics Technology to <i>Abbeville County Center, Edgefield County Center, McCormick County Center, Saluda County Center, and Blended Distance Education</i>
Spartanburg Community College	<i>Downtown Campus</i> from the A.A.S., Mechatronics Technology <i>Downtown Campus</i> from A.S. <i>Main Campus</i> from A.A.S., Management with Fire Service concentration and Marketing Electives concentration <i>Main Campus</i> from A.A.S., Administrative Office Technology with Medical Electives <i>Main Campus</i> from A.A.S., Accounting <i>Main Campus</i> from A.A.S., Administrative Office Technology with Legal Electives <i>Main Campus</i> from A.A.S., Early Care and Education <i>Downtown Campus</i> from A.A.S., Automated Manufacturing Technology	A.A.S., Management to <i>Downtown Campus</i> and to <i>Online</i> and <i>Blended Distance Education</i> formats A.S. to <i>Cherokee campus</i> and <i>Online</i> A.A.S., Management with Fire Service concentration and Marketing Electives concentration to <i>Downtown Campus</i> A.A.S., Administrative Office Technology with Medical Electives to <i>Downtown Campus</i> A.A.S., Accounting to <i>Downtown Campus</i> A.A.S., Administrative Office Technology with Legal Electives to <i>Downtown Campus</i> A.A.S., Early Care and Education to <i>Downtown Campus</i> A.A.S., Automated Manufacturing Technology to <i>Cherokee Campus</i>
Technical College of the Lowcountry		A.A. to <i>New River</i> A.S. to <i>New River</i>
Tri-County Technical College		A.A.S., Heating, Ventilation, and Air Conditioning Technology to <i>Main Campus</i>
York Technical College	<i>Kershaw-Heath Springs Center</i> from the A.A.S., Administrative Office Technology <i>Kershaw-Heath Springs Center</i> from A.A. <i>Kershaw-Heath Springs Center</i> from A.S.	

## Certificate Programs

The certificate programs<sup>3</sup> terminated or added by institutions during FY 2016-17 are listed below.

**Table 6: Certificate Programs Terminated and Added**

Institution	Certificate Programs Terminated	Certificate Programs Added
The Citadel		Post-baccalaureate Certificate, Structural Post-baccalaureate Certificate, Composites Post-baccalaureate Certificate, Aeronautical Post-baccalaureate Certificate, Manufacturing Post-baccalaureate Certificate, Power and Energy Post-baccalaureate Certificate, Mechatronics Post-baccalaureate Certificate, Geotechnical Post-baccalaureate Certificate, Transportation Post-baccalaureate Certificate, Built Environment and Public Health Post-baccalaureate Certificate, Computer Engineering
Clemson University		Post-baccalaureate Certificate, Integrated Project Delivery Post-baccalaureate Certificate, Translational Genomics Post-baccalaureate Certificate, System Analytics Post-baccalaureate Certificate, Risk Management Certificate, Sales Engineering Certificate, Automotive Engineering Post-baccalaureate Certificate, Automotive Engineering Post-baccalaureate Certificate, Risk Engineering
Coastal Carolina University	Certificate, Applied Computing and Information Systems	
College of Charleston		Certificate, Project Management
Lander University		Certificate, Warfare, Military and Diplomatic Studies
SC State University		Certificate, Ag Innovation and Entrepreneurship Post-baccalaureate Certificate, Healthcare Management
USC Columbia	Post-baccalaureate Certificate, Criminal Justice Leadership	

<sup>3</sup> Per policy, certificate programs offered by the state's technical colleges do not require Commission approval; therefore, this table only includes certificates offered by the four-year institutions.

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

Table 7 shows the total number of academic degree programs, program concentrations, sites, and certificate programs terminated or approved/added by category.

**Table 7. Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates**

<b>Category</b>	<b>Terminated</b>	<b>Approved</b>	<b>Net</b>
<b>Academic Degree Programs (Associate, Bachelor, Master, and Doctoral)</b>	18	46	<b>28</b>
<b>Concentrations</b>	38	29	<b>-9</b>
<b>Sites</b>	25	80	<b>55</b>
<b>Certificates</b>	2	22	<b>20</b>
<b>Total</b>	<b>83</b>	<b>177</b>	<b>94</b>

Table 8 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. Overall, the most notable growth in programs by curricular area occurred in business (22), engineering (17), liberal arts/general studies (17), and health professions (15), which is consistent with trends in statewide workforce needs. It is worth noting that 14 of the net total 17 additions in liberal arts/general studies resulted from Piedmont Technical College adding the Associate of Arts and Associate of Science to new sites. Education (-10) and computer and information sciences (-6) had the most notable decreases; however, these decreases are a result of streamlining the programs. For example, Clemson University terminated six concentrations from its M.Ed. in Teaching and Learning so students can work with an advisor to select an area of interest instead. In addition, the College of Charleston modified its B.S./A.B. in Data Science in the curricular area of computer and information sciences to reduce the number of concentrations from 14 to 4. Furthermore, the number of terminations in concentrations in both education and computer and information sciences is also an indicator of the transition from concentrations to full degree programs as nine new degree programs were added in these areas. Likewise, the net growth in engineering reflects the practice of implementing certificate programs instead of, or prior to, implementing new degree programs. Interestingly, the curricular areas with the most academic degree programs approved also had the most academic degree program terminations: engineering technologies and related fields (7 approved, 6 terminated); health professions (7 approved, 4 terminated); and computer and information sciences (5 approved, 4 terminated); such approvals and terminations show the institutions continue to evaluate and refine their program offerings.

**Table 8. Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates by Curricular Area**

Note: T=Terminated and A = Approved

Curricular Area	Degree Programs		Concentrations		Sites		Certificates		Total		Net
	T	A	T	A	T	A	T	A	T	A	
Agriculture, Agriculture Operations and Related Sciences					1	2		1	1	3	2
Area, Ethnic, Cultural, Gender, and Group Studies				1					0	1	1
Architecture and Related Services		2			1	1			1	3	2
Computer and Information Sciences	4	5	14	5		3	1		19	13	-6
Personal and Culinary Services					1	1			1	1	0
Education	2	4	7		7	2			16	6	-10
Engineering		4			3			16	3	20	17
Engineering Technologies and Engineering Related Fields	6	7	2	1	2	8			10	16	6
Foreign Language, Literature, and Linguistics		1				1			0	2	2
Legal Professions and Studies		1		1					0	2	2
Family and Consumer Science		1							0	1	1
English Language and Literature			2						2	0	-2
Liberal Arts and Sciences, General Studies and Humanities				2	3	18			3	20	17
Biological and Biomedical Sciences		2							0	2	2
Military Science		1		1				1	0	3	3
Multi/Interdisciplinary Studies			1	2		1			1	3	2
Parks, Recreation, Leisure, and Fitness Studies				3					0	3	3
Physical Sciences			1	2					1	2	1
Psychology				1					0	1	1
Homeland Security, Law Enforcement, etc.						7			0	7	7
Public Administration and Social Service						5			0	5	5
Social Sciences		3	5			1	1		6	4	-2
Mechanic and Repair Technologies	2					1			2	1	-1
Visual and Performing Arts		3		1					0	4	4
Health Professions and Related Programs	4	7	3	5	1	9		2	8	23	15
Business, Management, Marketing and Related Studies		5	3	4	6	20		2	9	31	22
<b>Total</b>	<b>18</b>	<b>46</b>	<b>38</b>	<b>29</b>	<b>25</b>	<b>80</b>	<b>2</b>	<b>22</b>	<b>83</b>	<b>177</b>	<b>94</b>

Tables 9 and 10 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 9. 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		1						3	0	-3
Central Carolina	2	1							2	1	-1
Denmark									0	0	0
Florence-Darlington									0	0	0
Greenville	2	1			1	3			3	4	1
Horry-Georgetown		1			2				2	1	-1
Midlands									0	0	0
Northeastern									0	0	0
Orangeburg-Calhoun		1							0	1	1
Piedmont	1	1	1		1	44 <sup>4</sup>			3	45	42
Spartanburg	1		4	2	8	11			13	13	0
Tech Coll of Lowcountry	1					2			1	2	1
Tri-County	1	3				1			1	4	3
Trident									0	0	0
Williamsburg									0	0	0
York		3			3				3	3	0
<b>Subtotal Two-years</b>	<b>10</b>	<b>11</b>	<b>6</b>	<b>2</b>	<b>15</b>	<b>61</b>	<b>0</b>	<b>0</b>	<b>31</b>	<b>74</b>	<b>43</b>
<b>USC Regional Campuses</b>									<b>0</b>	<b>0</b>	<b>0</b>
The Citadel		2	1	1				10	1	13	12
Clemson		6	6	5	9	7		8	15	26	11
Coastal Carolina	1	4					1		2	4	2
College of Charleston	1	2	15	6				1	16	9	-7
Francis Marion		2		3					0	5	5
Lander	1	2		1				1	1	4	3
Medical Univ. of SC		1							0	1	1
South Carolina State				1				2	0	3	3
USC Aiken									0	0	0
USC Beaufort						5			0	5	5
USC Columbia	5	11	8	9		6	1		14	26	12
USC Upstate		3		1					0	4	4
Winthrop		2	2		1	1			3	3	0
<b>Subtotal Four-years</b>	<b>8</b>	<b>35</b>	<b>32</b>	<b>27</b>	<b>10</b>	<b>19</b>	<b>2</b>	<b>22</b>	<b>52</b>	<b>103</b>	<b>51</b>
<b>Total</b>	<b>18</b>	<b>46</b>	<b>38</b>	<b>29</b>	<b>25</b>	<b>80</b>	<b>2</b>	<b>22</b>	<b>83</b>	<b>177</b>	<b>94</b>

<sup>4</sup> Per the SC Technical College System, the figure presented is a result of the institution reviewing its program offering and being consistent in its reporting to both SACSCOC and CHE. Courses offered at the site in addition to courses offered through distance education can lead to program completion so the programs are now being reported as these respective sites (see p. 8).

**Table 10. Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates by Institution Type**

Institution Type	Terminated	Approved	Net
Technical Colleges	31	74	43
Regional Two-Year Campuses	0	0	0
Comprehensive Teaching Universities	23	50	27
Research Universities	29	53	24
<b>Total</b>	<b>83</b>	<b>177</b>	<b>94</b>

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

Table 11 compares 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 for the past ten years.

**Table 11. Terminated and Approved Academic Degree Programs, Program Concentrations, Sites, and Certificates by Year**

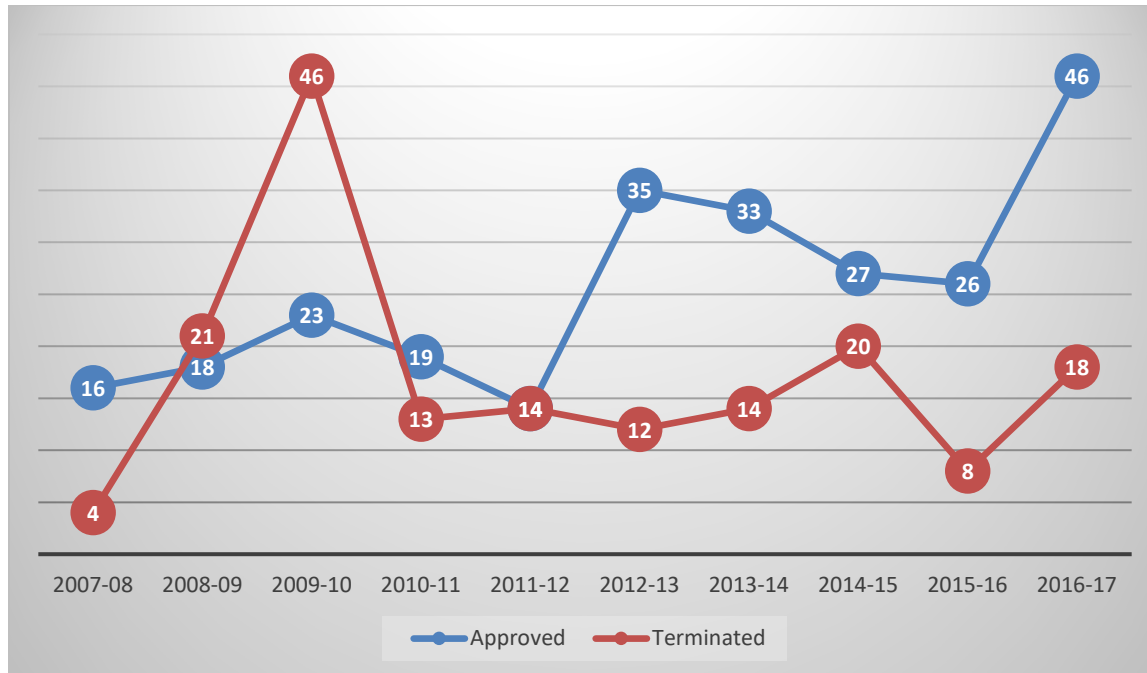
Year	Academic Degree Programs			Academic Degree Programs, Concentrations, Sites, and Certificates		
	Terminated	Approved	Net	Terminated	Added	Net
2016-17	18	46	28	83	177	94
2015-16	8	26	18	50	77	27
2014-15	20	27	7	61	125	64
2013-14	14	33	19	48	103	55
2012-13	12	35	23	38	90	52
2011-12	14	14	0	49	67	18
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
<b>Total</b>	<b>170</b>	<b>257</b>	<b>87</b>	<b>464</b>	<b>801</b>	<b>337</b>

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 new degree programs. As shown above, of the 337 net total program additions, approximately twenty-five percent (87) resulted from new academic degree programs.

## Conclusions

Data presented in this report show that, for the past few years, there has been an increase in the number of approved academic degree programs (see Figure 2), matching South Carolina's identified workforce needs. From FY 2007-08 to FY 2016-17, South Carolina's public colleges and universities added an average of 26 new academic degree programs per year; whereas, for the past five years, the institutions have added average of 33 annually.

**Figure 2. Terminated and Approved Academic Degree Programs, FY 2007-08 to FY 2016-17**



Overall, the institutions added a net total of 337 academic degree programs, program concentrations, sites, and certificates since FY 2007-08, with the majority of program additions in the following curricular areas:

- business/management
- education
- engineering and engineering technologies
- health professions and related programs.

Again, 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."<sup>5</sup> This report states that "together, these occupation groups will represent over 78 percent" of the workforce shortage for jobs requiring higher education in 2030.<sup>6</sup> Furthermore, these curricular areas align well with the Statewide Industry Clusters prioritized in the Final Report of the *South Carolina Talent Pipeline Project*; these clusters are: (1) Diversified Manufacturing - Metal and Metal Fabricating

<sup>5</sup> 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](http://www.competingthroughknowledge.org/assets/uploads/references/Higher_Education_Report.pdf)

<sup>6</sup> Ibid.

(including Vehicles), Textiles, Lumber and Wood Products, Chemicals, Rubber, and Plastics; (2) Business and Information Technology Services; (3) Health Care; (3) Transportation, Logistics, and Wholesale Trade; and (4) Construction.<sup>7</sup>

These workforce areas require skilled workers with postsecondary credentials. According to a report by the Georgetown University Center on Education and the Workforce, “the U.S. economy’s largest and fastest growing sectors – business services, finance, healthcare, and education – have little room for high school educated workers.”<sup>8</sup> The report also notes that “contrary to conventional wisdom, the good jobs in the middle haven’t been ‘hollowed out’ by the collapse in manufacturing; despite de-industrialization, the share of middle-skill jobs declined only modestly from 39 percent to 36 percent of the overall workforce” and “mid-skill jobs have declined only slightly, but have shifted from high school-educated industrial workers toward industrial technicians and service workers with at least some college.”<sup>9</sup> As a result, the report finds “the transition from an industrial to a post-industrial economy has resulted in a shift away from an economy rooted in high school-level skills to an economy anchored in postsecondary education and training.”<sup>10</sup>

Another report by the Center, titled *America’s Divided Recovery*, also emphasizes the need for postsecondary education and training and 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.”<sup>11</sup> 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 12, which shows the academic degree programs terminated or approved and the change in enrollment for the past ten years, from FY 2007-08 to FY 2016-17.

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<sup>7</sup> Maher & Maher. *Final Report: South Carolina Talent Pipeline Project* submitted to the State of South Carolina Department of Employment and Workforce. June 2016

<sup>8</sup> Carnevale, Anthony P. and Stephen J. Rose. *The Economy Goes to College: The Hidden Promise of Higher Education in the Post-Industrial Service Economy*. Georgetown University Center on Education and the Workforce. 2015. <https://cew.georgetown.edu/wp-content/uploads/EconomyGoesToCollege.pdf>

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

<sup>11</sup> 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 12. Ten-Year Change in Academic Degree Programs Terminated or Approved and Change in Enrollment, from FY 2007-08 to FY 2016-17**

Institution	Terminated Programs, FY 2007-08 to FY 2016-17	Approved Programs, FY 2007-08 to FY 2016-17	Net	FTE Enrollment Fall 2007	FTE Enrollment Fall 2016	% Change from Fall 2007 to Fall 2016
Aiken	11	4	-7	1672	1512	-9.58%
Central Carolina	6	2	-4	1870	2164	15.70%
Denmark	1	0	-1	1084	483	-55.47%
Florence-Darlington	5	2	-3	2710	3682	35.89%
Greenville	5	5	0	8809	7403	-15.97%
Horry-Georgetown	8	9	1	3608	4644	28.72%
Midlands	2	1	-1	6965	7149	2.65%
Northeastern	0	0	0	623	640	2.76%
Orangeburg-Calhoun	6	2	-4	1636	1664	1.66%
Piedmont	3	7	4	3189	3055	-4.21%
Spartanburg	8	3	-5	3076	3037	-1.28%
Technical College of the Lowcountry	4	0	-4	1156	1295	11.98%
Tri-County	4	5	1	3580	4452	24.36%
Trident	1	2	1	7559	8280	9.54%
Williamsburg	0	0	0	354	378	6.83%
York	0	3	3	3040	3096	1.82%
<b>Subtotal Technical Colleges</b>	<b>64</b>	<b>45</b>	<b>-19</b>	<b>50932</b>	<b>52933</b>	<b>3.93%</b>
<b>USC Regional Campuses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2724</b>	<b>2970</b>	<b>9.01%</b>
The Citadel	2	16	14	3063	3497	14.16%
Clemson	17	35	18	16250	23499	44.61%
Coastal Carolina	5	29	24	7177	9934	38.41%
College of Charleston	9	23	14	9903	10257	3.57%
Francis Marion	2	9	7	3319	3373	1.62%
Lander	6	10	4	2177	2642	21.37%
Medical Univ. of SC	7	16	9	2816	3403	20.84%
South Carolina State Univ.	5	5	0	4644	2648	-42.98%
USC Aiken	1	3	2	2711	3029	11.72%
USC Beaufort	0	7	7	1101	1833	66.47%
USC Columbia	46	40	-6	23991	31691	32.10%
USC Upstate	3	11	8	4451	4762	6.99%
Winthrop	2	11	9	5360	5387	0.49%
<b>Subtotal Four-Year Institutions</b>	<b>105</b>	<b>215</b>	<b>110</b>	<b>86965</b>	<b>105956</b>	<b>21.84%</b>
<b>Total</b>	<b>169</b>	<b>260</b>	<b>91</b>	<b>140622</b>	<b>161858</b>	<b>15.10%</b>

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 and/or are situated in areas of high jobs growth opportunities, such as the Lowcountry. For USC Columbia in the Midlands, given the 32.1% increase in enrollment, the net decrease in degree programs is surprising, warranting more in-depth investigation to determine potential reasons. Program consolidation, however, is one concurrent development. 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 and low enrollment growth at some colleges 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.<sup>12</sup> As the economy has improved, enrollment has decreased for several 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 (61, 50, and 83) as institutions continue to evaluate their program offerings.

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<sup>12</sup> 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.