Office of the Provost

Realignment Committee Final Report

Fall 2019

Executive Summary

North Carolina Central University (NCCU) is committed to preparing students to become global leaders who transform communities. Located in the Research Triangle, NCCU can position itself to serve as a major player in the economic growth of not only this region but of the state as well. However, aspects of the existing academic organizational structure present a challenge to NCCU's success in carrying out its mission and achieving the metrics for the University by the University of North Carolina System, as well as, the strategic goals outlined in the *2019-2024 Strategic Plan: Charting a New Landscape for Student Centered Success.* The success of the University's Strategic Plan is based on a number of key variables that include leveraging existing resources to optimize results that lead to the following results: increases in retention of low income and rural students; improvement in graduation rates; improvement in the design of innovative degree programs to produce career ready graduates and competent workers in critical areas of workforce needs.

The Realignment Committee was charged to study and advise Chancellor Johnson O. Akinleye and Acting Provost and Vice Chancellor for Academic Affairs Patrick R. Liverpool on a possible realignment of academic programs within the two largest colleges of the University (the College of Arts and Sciences and the College of Behavior and Social Sciences) to position NCCU for growth and the ability to meet the needs of the state and market demands. The Committee discussed existing, new and emerging market opportunities coupled with employment needs in our region and state. The Committee found that NCCU's current structure is not optimal to leverage existing resources to realize the goals and objectives of the Strategic Plan, capitalize on the University's strengths and establish mutually beneficial relationships with organizations in the area. Therefore, the Committee believes that now is a critical time to realign resources, current degree programs and human capital to enhance the ability to support the new strategic plan and the goals that the UNC System have outlined for the University.

To review and assess the organizational placement of each academic degree offering in the two colleges, the Realignment Committee began with the Classification of Instructional Programs (CIP), a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completion activities. CIP was developed by the U.S. Department of Education's National Center for Education Statistics to assess each academic degree program individually and to cluster degree programs by CIP Code. This exercise identified program misplacements within the colleges and indicated ways by which they could be realigned. The Committee reviewed the programs and college structures of other universities. Graduation and retention rates for each program revealed those that might benefit from a special planning and strengthening effort. The results of a review of sponsored program awards by category showed that only 38% of the total awards were actual research programs as opposed to infrastructure or training grants. While the opportunity exists to build competitive research programs directly impacting on the health disparities that plague minority and low wealth communities, this has not occurred under the current structure. Completion of these reviews and assessments led to the recommendations for realignment and five additional recommendations to support the implementation of these changes.

In the interest of shared governance and transparency, the Committee made presentations to the campus academic community that included meetings with the Academic Deans and Department Chairs, the Executive Committee of the Faculty Senate, the Faculty Senate, the full Faculty, the

Academic Planning Committee and the Chancellor's Executive Leadership Team. Feedback, suggestions and comments were received and reviewed by the Committee. Appropriate adjustments were made to the Committee's recommendations and are reflected in the final report from the Committee. While many suggestions for names of the new Colleges were received, those endorsed by the NCCU Executive Leadership Team were adopted for the Committee Report.

Recommendation 1: Aligning the Organization for Effective Academic Delivery
The Committee recommends that two new colleges emerge from a realignment of programs in the College of Arts and Sciences and the College of Behavioral and Social Sciences. The new colleges would be: (1) College of Arts, Social Sciences and Humanities (CASH); and (2) College of Health and Sciences. Each new college contains degree programs that have strong connections with respect to disciplines and high synergies as reflected by CIP code groupings. The new structure will enable NCCU to create synergy between "similar" programs to form innovative programs and experiences that will enhance academic opportunities for students, thus continuing to deliver on The Eagle Promise.

Recommendation 2: Create New Degree Programs in Each College

Recommendation 3: Create Clusters of Advisors Within University College to Support Students in each College

Recommendation 4: Promote Synergy Within and Between Aligned Program Groupings

Recommendation 5: Allocate Program Budgets Consistent with UNC System Funding Formula

Recommendation 6: Facilitate Growth and Development of the Research Enterprise and other Extramural Activities

Members of the Realignment Committee

Chair:
    Dr. Caesar R. Jackson, Professor
    Department of Mathematics and Physics
    College of Arts and Sciences

Co-Chairs:
    Dr. Faye Calhoun, Special Assistant
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    Dr. Michelle Mayo, Associate Provost for Academic Programs and
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    Dr. Sarah Carrigan, Associate Vice Chancellor for Institutional Research

Members:
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    School of Law

    Dr. Deborah Fortune, Faculty Athletic Representative
    Department of Public Health Education
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    Dr. Carolyn Fulford, Associate Professor
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    Dr. Jerry Gershenhorn, Professor
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    Dr. Angela Miles, Professor
    Department of Business Administration
    School of Business

    Dr. Russell Robinson, Faculty Senate Chair
    Department of Mass Communication
    College of Arts and Sciences

INTRODUCTION

Review of NCCU Mission and 2019-2024 Strategic Plan

The vision of North Carolina Central University (NCCU) is:

> To be recognized as one of the region's leading public universities, known for academic excellence in a diverse cultural and educational environment.

The NCCU Mission statement is:

> North Carolina Central University, with a strong tradition of teaching, research, and service, prepares students to become global leaders and practitioners who transform communities. Through a nationally recognized law school, highly acclaimed and innovative programs in visual and performing arts, sciences, business, humanities, and education programs, NCCU students are engaged problem solvers. Located in the Research Triangle, the University advances research in the biotechnological, biomedical, informational, computational, behavioral, social, and health sciences. Our students enhance the quality of life of citizens and the economic development of North Carolina, the nation, and the world.

To continue to deliver on The Eagle Promise for each student of North Carolina Central University (NCCU), NCCU has embarked on the execution of a new strategic plan: Charting a New Landscape for Student Centered Success: North Carolina Central University 2019-2024 Strategic Plan. This plan focuses on four strategic goals which will strengthen the University and enable NCCU to serve as a major player in the growth of North Carolina's economic development. These strategic goals are:

- Student Access and Success
- Innovation, Research and Entrepreneurship
- Collaboration and Partnerships
- Institutional Sustainability

Performance Measures

NCCU has aligned its strategic goals with the University of North Carolina System (UNC) Performance Metrics. The UNC Performance Metrics are "performance agreements" that are "specific courses of action" that each of the 17 institutions in the state have made "that will get more students, from more backgrounds, into college and across the finish line." These nine metrics are:

1. Low-income undergraduate enrollment
2. Rural undergraduate enrollments
3. Completions by low-income undergraduates

4. Completions by rural undergraduate students
5. Five-year graduation rates
6. Undergraduate degrees per 100 full-time equivalent students
7. Achievement gaps in undergraduate degree efficiency
8. Critical workforce credentials produced undergraduate and graduate credentials in Education; Science, Technology, Engineering and Mathematics (STEM); and Health Sciences)
9. Research Productivity (sponsored program awards and licensing income)

Stakeholders and Domains of Interest

NCCU is located in the heart of the Research Triangle Region of North Carolina. NCCU is adjacent to the world-renown Research Triangle Park (RTP) which is the home of major corporations and industries that focus on high-technology, data analytics, clinical research and health sciences. The city of Durham is also the hub of many start-up and venture capitalist opportunities. However, NCCU has not capitalized on such opportunities that this region and these industries present, especially as employers of NCCU graduates. During FY 2018-19, the University conducted an environmental scan to investigate the market opportunity and gain insight on the feasibility of restructuring NCCU to be more responsive to the needs of the region and state particularly in the health sciences arena. While several UNC System universities have academic configurations in the health sciences or allied health in varying degrees, there is substantial unmet workforce needs. Consequently, opportunities remain for NCCU to serve as a major contributor to workforce development in this space.

Therefore, to achieve measureable success with the *NCCU Strategic Plan* and the *UNC Metrics*, NCCU must be poised to help produce graduates in critical workforce needs such as STEM and Health Sciences. Furthermore, as the UNC System plans to allocate additional resources in critical workforce areas such as Data Analytics, Physics and Engineering, NCCU must be positioned to take full advantageof such resources to enhance academic degree offerings to meet market and labor demands.

Charge to Realignment Committee

Mindful of the charge of key stakeholders and domains of interests, Dr. Patrick R. Liverpool, NCCU Provost and Vice Chancellor for Academic Affairs, charged a committee to study and advise on possible realignment of academic units, particularly focusing on the two colleges, which would position NCCU for the growth and development consistent with the goals of the University's Strategic Plan and the new and emerging market opportunities in our region and state. Key tasks of the Realignment Committee included:

➢ Review the mission, vision, and purpose of programs and departments within the context of the University's strategic priorities and the needs of the Research Triangle and surrounding areas; and identify opportunities for realignment.

➢ Examine NCCU's current infrastructure and resources to support the organizational realignment.

> ➤ Advise the Provost on new organizational arrangements that would emerge from the realignment process.
> ➤ Identify mutually beneficial partnerships that could support the establishment of new organizational arrangements.

Present Academic Organizational Structure

In review of the current academic organizational structure of the University, NCCU has two colleges and four schools:

- ✓ **Two Colleges**
  - o College of Arts and Sciences (CAS)
  - o College of Behavioral and Social Sciences (CBSS)
- ✓ **Four Schools**
  - o School of Business
  - o School of Education (SOE)
  - o School of Law
  - o School of Library and Information Sciences

The current composition of each college and school is listed below:

Arts & Sciences
- Art
- Biological & Biomedical Sciences
- Chemistry & Biochemistry
- Environmental, Earth & Geosciences
- History
- Language
- Mass Communications
- Music
- Pharmaceutical Sciences
- Mathematics and Physics
- Theatre and Dance

Behavioral/Social Sciences
- Criminal Justice
- Human Sciences
- Kinesiology/Recreation Admin
- Nursing
- Political Science
- Psychology
- Public Administration
- Public Health Education
- Social Work

Education

❑ Allied Professions
  - Communication Disorders
  - Counselor Education
  - Educational Leadership

❑ Curriculum & Instruction
  - Elementary Education
  - Middle Grades Education
  - Educational Technology
  - Special Education

Business
- Accounting
- Business Administration
- Hospitality & Tourism
- Computer Science & Business

LAW

Library & Information Sciences

The Realignment Committee set out to review the existing NCCU academic structure of colleges and schools with respect to the following guiding questions:

- Does our current structure allow for NCCU to leverage resources in order to produce the types of graduates who can meet the needs of the region and state?
- Does our current structure position NCCU to be more competitive for federal grants or contracts?
- Does our current structure position NCCU to leverage its resources to build an academic portfolio that can produce local, regionally and global leaders?
- Does our current structure, highlight and celebrate the artistic and cultural significance that North Carolina Central has contributed not only to the state of North Carolina but to the nation?

After robust dialog, the Committee concurred that the present academic structure does not lend positive answers to the guiding questions. NCCU is accomplished and has a number of distinguished programs and accolades. However, they are primarily accomplished in "silos." For example, some departments are making strides in terms of the award of sponsored programs, while other departments, that could benefit from participation and collaboration, are not included. In terms of looking at **Goal One** of the NCCU Strategic Plan, *Student Access and Success*, the current structure and mix of departments yields overall four-year graduation rates for each college that range between 20% and 30% with the five-year rate between 40% and 47%, shown in **Table One** below.

Table One. College Graduation Rates: CBSS and CAS					
College/School at Graduation or When Last Retained	**Entry Year**	**Number in Program**	**4 year Grad Rate**	**5 Year Grad Rate**	**6 Year Grad Rate**
			Pct	**Pct**	**Pct**
Col of Behavioral & Social Sciences	**2010**	644	20.2	42.6	47.2
	2011	669	22.6	41.1	48.4
	2012	808	22.9	45.7	50.5
	2013	512	25.8	47.5	.
	2014	436	31.2	.	.
College of Arts & Sciences	**2010**	300	23.3	40.7	46.0
	2011	326	17.5	37.4	42.6
	2012	338	20.7	37.0	42.0
	2013	222	31.5	50.5	.
	2014	256	28.1	.	.

The companion Table 1a in the APPENDIX reveals the programs in need of special attention based on the number of students and the graduation rates. Programs that have consistently underperformed in terms of recruitment, retention and graduation rates are Biology, Chemistry, Math, Pharmaceutical Sciences, Physics, Art, Music, Nursing, Theatre and Dance. If such programs were grouped with programs of similar academic interests, "synergy" might be created to help enhance existing programs and produce new degree programs that could draw exceptional faculty and exceptional students. For instance, NCCU has a concentration in Dietetics and Nutrition. Yet, it is not a stand-alone program. If NCCU could create a specific degree program that is housed with programs such as Nursing, Public Health and Chemistry, imagine the exceptional education and academic experiences that might result. Not only would students received a depth and breath of knowledge, but they would be market-ready for a career in the Health Sciences.

Additionally**, Goal One** calls for NCCU to address emerging fields relative to North Carolina workforce demands such as healthcare, technology, and data science and graduate more students in critical workforce areas by fall 2022 by expanding degree opportunities in these areas. As stated earlier, the greatest workforce demand in the Research Triangle area is in the health sciences and healthcare fields. For example, gene therapy has become a major emerging field in the health sciences. The Pfizer Pharmaceutical Company built a large complex dedicated to this growing field in Sanford, N.C. with plans to hire hundreds of workers. Other companies have moved to the area with specific needs for trained workers. However, despite system-wide efforts, there are not enough graduates from local UNC schools in the specialized areas to meet the workforce demand for the region. The need for nurses and other health care professionals remains high. Strengthening science majors with specialty programs and certificates in these particular areas is essential. While, expertise exists within the NCCU faculty, there is a need for NCCU to showcase and highlight such strengths and expertise. NCCU

offers health and allied health related programs, however they are dispersed throughout different schools and colleges. The recommended realignment places these departments in the same college such that they might form synergistic relationships, foster the development of additional workforce ready programs and support student retention and graduation rates. In addition, the opportunity exists to work with the community colleges to collaborate on workforce development programs, create certificate programs and increase transfer rates between the institutions.

Goal 2. Innovation, Research and Entrepreneurship. Of the $32 million generated for sponsored programs during the FY 2018-19, only 38% ($12 million) of the sponsored activities can be categorized as research. Other sponsored activities build infrastructure, support program development,

FUNDED ACTIVITY	WARD AMOUNT	PERCENT
INFRASTRUCTURE	$ 3,118,993	10%
PROGRAM	$ 1,702,803	5%
RESEARCH	$ 12,098,252	38%
Title III	$ 9,990,672	31%
TRAINING	$ 5,134,063	16%
	$ 32,044,783	

support training or are supported by the U.S. Department of Education Title III funding. Of the research funding, the Biomedical/Biotechnology Research Institute (BBRI) was awarded 50% and the Science Departments within the College of Arts and Sciences (CAS) generated 38%. The College of Behavioral and Social Sciences (CBSS) generated 0.1% of Research funding.
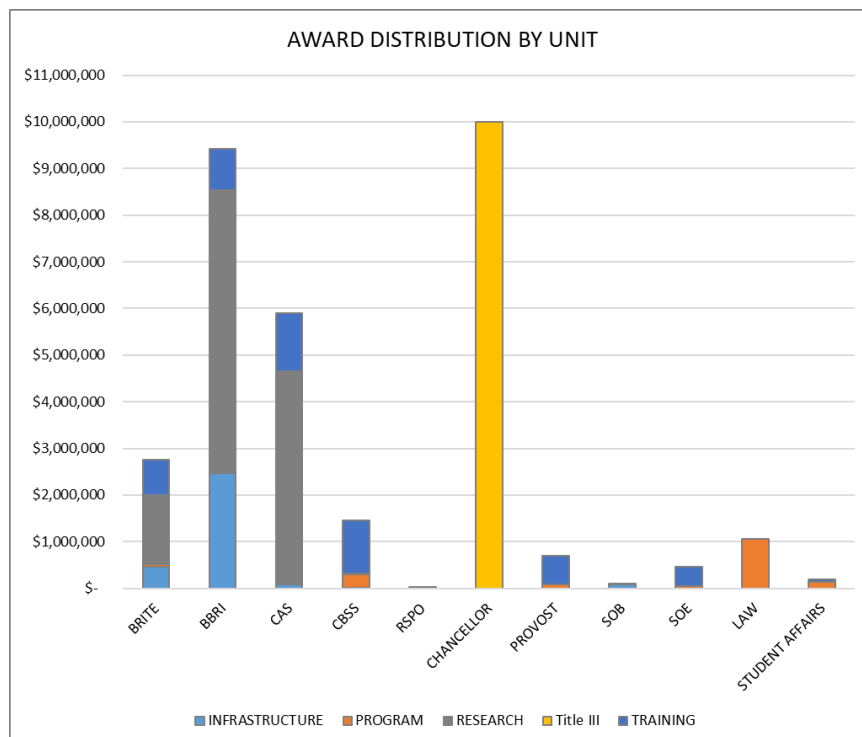
NCCU is unable to respond to a number of funding opportunities, from health science agencies of the federal government and private foundations, which require interdisciplinary research teams. Examples of such recently active opportunities are:

a. An NIH Funding Opportunity Announcement (FOA) to provide support for the development of innovative interventions that improve cancer-related health behaviors across diverse racial/ethnic populations.

b. An NIH FOA for innovative research to enhance the quality of measurements of dietary activity.

c. An NIH FOA issued by the National Institute of Nursing Research (NINR) to employ innovative research to identify mechanisms of influence and/or promote positive sustainable health behavior(s) in children and youth (birth to age 18).

d. The Kresge Foundation's Climate Change, Health & Equity initiative is anchored by a multi-year effort that seeks to strengthen the leadership and effectiveness of community organizations working to implement policies and practices that improve climate resilience and reduce health risks equitably.

e. A recent call for applications in response to the NCCU-Duke Clinical Translational Science Institute Partnership resulted in a response from NCCU that showed weaknesses in translational research capability.

Although federal agencies have a significantly greater portion of their budgets allocated to fund contracts versus grants, NCCU is not structured to respond effectively to federal, state, local or industry contracting opportunities. Yet, opportunities are available if NCCU can provide the proper infrastructure for health and science disciplinary academic units and the two NCCU research centers, Julius L. Chambers Biomedical/Biotechnology Research Institute (BBRI) and Bio-manufacturing Research Institute and Technology Enterprise (BRITE), to quickly assemble interdisciplinary teams of faculty researchers who will be competitive in garnering larger research grants and contracts. NCCU has partnered with the MSRDC (MSI Research & Development Consortium) to facilitate contracting with the Department of Defense (DOD). Currently, the University has only two active sub-contracts from DOD through its relationship with MSRDC. However, NCCU must establish the appropriate infrastructure and/or partnerships to manage and comply with contract terms accordingly. Additionally, support is needed for the behavioral and social science departments to develop plans to increase grantsmanship.

Health Science and Translational Research Growth & Development

Today, more emphasis is placed upon translational research in the medical and public health fields. Funding agencies, such as the National Institute of Health, strongly support translation research that is achieved through interdisciplinary research teams. NCCU is poised to be a leader in seeking solutions for reducing health disparities among African American and Hispanic populations, who tend to suffer greater from diseases such as type II diabetes, hypertension, and cancer. Fundamental science and translational research together are important in addressing health disparities among racial/ethnic minorities with the intent to get new treatment and preventive health modalities/practices to the community sooner. Facilitating easy engagement and interactions among the basic science and health researchers and practitioners at NCCU would encourage and stimulate collaboration and teaming that has not been realized to date, and lead to increased capacity and improved readiness to deliver bench-to-practice research outcomes.

Enterprising the NCCU's Cultural and Artistic Authority

NCCU has a rich history in the areas of the fine arts and music. Many great artists and musicians have either attended NCCU or taught at NCCU. Donald Byrd, Tom Brown, William Eaton, Shirley Caesar, Elvira Green, Phonte Coleman, Branford Marsalis, and 9th Wonder have graced the halls of NCCU as instructors and/or students to inspire the next generation of musicians. Noted artist Ernie Barnes, international fashion editor- Andre' Talley; and comedian/actress- Kim Coles all attended NCCU as

undergraduate students. However, many of NCCU's undergraduate students are not aware that they are continuing the legacy of NCCU alumni in the area of the arts. Realignment of a college that focuses solely on the arts and social sciences can help bring prominence and visibility to the contributions NCCU has made in this particular area.

The Committee also recognized that the contributions of the arts, particularly NCCU music ensembles are not commoditized which warrants the need for change. For instance, NCCU's jazz studies program was recently selected as one of ten programs in the country to participate of an inaugural jazz program at the Lincoln Center in New York City. In general, the disciplines rooted in the humanities and the creative and performing arts do not acquire extramural funding by means of grants to produce highly demanded artistic, creative, and intellectual output. A keen observation of the Committee is the lack of a value proposition and an under-defined business model for the creative and artistic incubators and generators at NCCU. Consequently, the natural extramural funding potential for these areas routinely has been missed and consistently has not been capitalized upon. A new, multidisciplinary, synergistic configuration for the liberal arts disciplines would utilize for its extramural activities, a business model that operates on an internal fee structure for in-house services and bid cost contracts for products and services to external stakeholders.

Strategic Development for Social & Societal Influence & Positioning

NCCU also has a rich history of social and societal influence with a strong record of positioning graduates in high-level administration and decision-making positions in local, state and federal government and industry. NCCU can continue this record of success through deliberate organizational changes in academics that strengthens synergies and enhances strategic plan implementation to better position the University for the following:

- Sustaining community engagement and partnerships by addressing societal and industry needs such as industry market direction and job market demands
- Enhancing community visibility in Technology and Health fields
- Positioning to expand and broaden the Liberal Arts through infusing and advancing technology, intensifying socialization activities (festivals), and emphasizing and popularizing community and cultural art.
- Providing opportunities for heightened student experiential learning through synergistic program alignment.
- Programing academic offerings that attract more students and providing support to retain, develop, and graduate students at higher rates.
- Identifying and responding quickly to new curricular demands of students and employers.
- Expanding graduate education by providing products that meet adult learners' needs for continual retooling to stay current for emerging job opportunities.
- Attracting and onboarding talented faculty.
- Improving academic and operational responsiveness through balanced structure.

Student-Centered, Career-Aligning, Flexible Academic Programming and Structuring

Realignment of similar programs in areas such as the arts, sciences, health sciences, social sciences and mathematics, positions NCCU to revisit its general education curriculum and devised a curriculum that can support the concept of meta-majors. Meta-majors, also known as career clusters or communities of interest, allow clear academic pathways to graduation to be established, codify disciplinary program and learning outcomes, and enhance disciplinary and professional identity of the students and graduates. Much of the construct of meta-majors is defined in the customized general education for the disciplines respective. A distinct advantage of meta-majors is the low variance in academic requirements that can be realized across synergistic program clusters. For example, if a student following a particular academic cluster decides to change their major, they do not lose any credit for courses completed and therefore time-to-degree completion is not extended. The higher level academic organizational structure should promote and facilitate construction of meta-majors.

COMMITTEE PROCESS

Organizing by Classification of Instructional Programs (CIP)

To begin the task of realignment, the Committee decided it would be best to look at each academic degree at its basic level of identification which is at the CIP Code. The Committee believed this was the best way to begin this process because academic programs are the building blocks of an institution of higher education. Academics are defined as the courses or subjects of learning. An academic program is defined as any combination of courses and/or requirements leading to a degree or certificate, or to a major, co-major, minor or academic track and/or concentration. The **Classification of Instructional Programs (CIP)** provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56

Organization of CIP Codes:
- First Two Digits represents the most general groupings of related programs
- The next four-digit series represents intermediate groupings of programs that have comparable content and objects.

Example: Education
- 13 represents the field of education
    - 13.0101 Education, General
    - 13.0301 Curriculum and Instruction
    - 13.0401 Educational Leadership and Administration, General

Inventory of NCCU Academic Programs by CIP Code

There are 22 CIP subject areas at NCCU. Instructional programs are classified by a six-digit CIP at the most granular level, while overall CIP families are classified according to the two-digit code prefix.

CIP Subject Area at NCCU	CIP Code
NATURAL RESOURCES AND CONSERVATION	03
COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS	09
COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	11
EDUCATION	13
FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS	16
FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES	19
LEGAL PROFESSIONS AND STUDIES	22
ENGLISH LANGUAGE AND LITERATURE/LETTERS	23
LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES	24
LIBRARY SCIENCE	25
BIOLOGICAL AND BIOMEDICAL SCIENCES	26
MATHEMATICS AND STATISTICS	27
PARKS, RECREATION, LEISURE, AND FITNESS STUDIES	31
PHYSICAL SCIENCES	40
PSYCHOLOGY	42
HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES	43
PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS	44
SOCIAL SCIENCES	45
VISUAL AND PERFORMING ARTS	50
HEALTH PROFESSIONS AND RELATED PROGRAMS	51
BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	52
HISTORY	54

The full listing of NCCU academic programs by six-digit CIP code and subject areas is presented in Appendix 2, Academic Program Inventory.

CIP Taxonomic for Grouping of NCCU Academic Programs

The Committee's Study Process utilized the CIP taxonomy to conduct its work involving the following:

- Assess academic structure at degree program level.
- Associate academic products with strategic priorities.
- Logically cluster academic programs by CIP code.
- Identify and adjust program misplacements.
- Deliberate and address concerns on program groupings.
- Reach consensus on academic program alignments.
- Map aligned programs onto emergent organizational arrangement.

The Committee, guided by the CIP taxonomy, grouped NCCU academic programs by CIP Subject Area similarities and then by CIP code.

Deliberations, Concerns, and Limitations

The Committee's work was driven by grouping degree programs that were logical and would establish the best working relationships and collaborations in both teaching, research and community service. The Committee recognized that there were a few degree programs that could be within multiple colleges and/or schools. In deciding the appropriate location, the Committee reviewed the degree descriptions, the program outcomes, and the faculty teaching the courses. Furthermore, the Committee considered the deans and department heads who would be responsible for supervising that program. Ultimately, the Committee was consistently driven by student centered decisions which would increase enrollment, retention, degree completion and career opportunities. The Committee considered several possible realignment structures including the following: reconfiguring the current colleges into a College of Health and Human Sciences and a College of Arts and Sciences; reconfiguring the current colleges into a College of Science and Mathematics, a College of Arts, Humanities, and Social Sciences, and a School of Health and Human Performance; and reconfiguring the current colleges into a College of Arts, Humanities, and Social Sciences and a College of Science and Health. The Committee further recognized that some of the changes would be perceived by some faculty as a substantial change in the culture of their department and established work routine. It was ultimately decided that realigning the current colleges into a College of Arts, Humanities, and Social Sciences and a College of Science and Health was best for the overall needs of the University. The Committee was limited in matters of time and resources to make data driven decisions regarding curricular and programmatic impact on the variables of 1) marketability for students, and 2) need based recruitment of faculty with requisite skill sets to the department.

Observations and Consensus

The Committee, in making its decision, reviewed other Universities' programs and college structures, trends in the field, and available resources within the UNC System. Ultimately, the Committee reached its decision based on resource distribution, trends in the field, and degree description which would attract more students, both new and part-way home, as well as new faculty. During the realignment

process, all ideas were discussed and appropriately researched. Afterwards, the committee reached consensus on suggestions/recommendations.

III. REALIGNMENT RESULTS

1. Principal Groupings of Degree Programs

COLLEGE A		
03.0104	Environmental and Geographic Sciences (BS)	51.0201 Communication Disorders (MS)
26.0101	Biology (BS)	*51.1508 Mental Health Counseling (MS)*
26.0102	Biomedical Sciences (BS)	51.2207 Public Health Education (BS)
26.0102	Pharmaceutical Sciences (BS)/(MS)	51.3801 Nursing (BSN)
26.9999	Biological and Biomedical Sciences (MS)	* 51.3101 Nutrition & Dietetics (BS/MS) (CIP Cat: Dietetics and Clinical Nutrition Services)
26.9999	Integrated Biosciences (PhD)	
27.0101	Mathematics (BS)/(MS)	31.0505 Kinesiology (BS)/(MS)
40.0501	Chemistry (BS)/(MS)	31.0301 Recreation Administration (BS)
40.0601	Earth Sciences (MS)	31.0501 Physical Education, General (BS)
40.0801	Physics (BS)/(MS)	31.0501 Physical Education and Recreation (MS)

COLLEGE B		
09.0102	Mass Communication (BA)	42.0101 Psychology (BA)/(MA)
16.0905	Spanish (BA)	43.0103 Criminal Justice (BS)/(MS)
23.0101	English (BA)/(MA)	44.0401 Public Administration (MPA)
24.0101	Interdisciplinary Studies (BA)	44.0701 Social Work (BSW)/(MSW)
50.0101	Theatre and Dance (BA)	45.0101 Behavioral and Social Sciences (BS)
50.0701	Art (BA)	45.1001 Political Science (BA)
50.0901	Music (BM)	> Includes Interdisciplinary Studies, Behavioral and Social Sciences (BS)
50.0910	Jazz Studies (MM)	***Family & Consumer Science Education-GENERAL (discontinue)
50.0407	Fashion and Apparel Design (BS-NEW) (CIP Cat: Design & Applied Arts)	
54.0101	History (BA)/(MA)	

SCHOOL OF BUSINESS	SCHOOL OF EDUCATION	13.0409	School Administration (MSA)
		13.0501	Educational Technology (MA)
SCHOOL OF LIBRARY & INFORMATION SCIENCES		13.1009	Special Education, Blind and Visually Handicapped (MED)
		13.1101	School Counseling (MA)
		13.1102	Career Counseling and Placement (MA)
		13.1202	Elementary Education (K-6) (BA)
		13.1203	Middle Grades Education (6-9) (BA)
		13.1203	Middle Level Education (MED)
SCHOOL OF LAW		13.1209	Early Childhood Ed B-K Licensure (BS)
		13.0414	Early Childhood Program Administration (BS) (formerly Child Development and Family Relations)
		13.1299	Master of Arts in Teaching (MAT)

New Academic Programs and New Synergies

The committee deliberations revealed the need for several new or renewed academic programs. These are discussed below in the recommendation section. It is asserted that some of the recommended new programs would strengthen existing ones.

- Communication Disorders program would be moved from SOE to New College. "*Mental Health Counseling to remain in Education to maintain interdependencies with School and Career Counseling*"
- Move Early Childhood Ed B-K Licensure (BS; CIP 13.1209) to SOE.
- Create new degree program: *Child Development & Family Relations (BS)* (13.0414 Early Childhood Program Administration) and move to SOE.
- Create new degree program: *Fashion and Apparel Design (BS)* (* 50.0407 Design and Applied Art); align with Art program.
- Create new degree program: *Nutrition & Dietetics (BS/MS)* (* 51.3101 Dietetics and Clinical Nutrition Services); align with Health Sciences.
- Dissolve Human Sciences General Degree Program.
    - Fewer than 5 students are enrolled in this program

Aligning the Organization for Effective Academic Delivery

In the interest of shared governance and transparency, the Committee made presentations to campus academic community that included meetings with the Academic Deans and Department Chairs, the Executive Committee of the Faculty Senate, the Faculty Senate, the full Faculty, the Academic Planning Committee and the Chancellor's Executive Leadership Team. Feedback, suggestions and comments were received, reviewed and appropriate adjustments were made to be reflected in the report from the Committee. While many suggestions for names of the new Colleges were received, those endorsed by the NCCU Executive Leadership Team were adopted for the Committee Report.

The Committee recommends the formations of two new colleges with the adopted names: (1) College of Arts, Social Sciences and Humanities (CASH), and (2) College of Health and Sciences (CHAS). Each college contains degree programs that have strong connections with respect to discipline affinity and maintain the high synergies as reflected by the CIP code groupings. For example, the Social Work B.A. and M.A. degrees were placed in the CASH because social work (CIP Code 44.0701) is closely connected to Criminal Justice (CIP Code 43.01). In addition, research revealed that most universities place social work and criminal justice programs in a college that includes the social sciences (unless the university has a stand-alone School of Social Work).

College of Arts, Social Sciences and Humanities (CASH)

Within CASH, the Committee recommends creating a new Department of Art and Fashion Design that will house the proposed new degree programs in Fashion and Apparel Design (BS) with the existing Art program.

The Committee supports the placement of the two interdisciplinary degree programs in CASH, they are: (1) Interdisciplinary Studies, Arts and Humanities (BA); (2) Interdisciplinary Studies, Behavioral and Social Sciences (BS).

College of Health and Sciences
The Committee recommends the creation of a stand-alone academic department for Communication Disorders. The Mental Health Counseling will remain in the School of Education to maintain interdependencies with School and Career Counseling degree programs.

The Committee recommends creating a new Department of Nutrition Science that will house the proposed new degree program in Nutrition & Dietetics (BS/MS).

The Committee supports the new Clinical Research program being attached to the Department of Pharmaceutical Sciences.

College of Arts, Social Sciences and Humanities (CASH)	College of Health and Sciences

1. **Department of Art & Design*** 2. Department of Music 3. Department of Theatre & Dance 4. Department of Language & Literature (includes Interdisciplinary Studies, Arts and Humanities [BA]) 5. Department of History 6. Department of Mass Communication 7. Department of Criminal Justice 8. Department of Psychology 9. Department of Social Work 10. Department of Public Administration 11. Department of Political Science ** Includes Interdisciplinary Studies, Behavioral and Social Sciences (BS)	1. Department of Biological and Biomedical Science 2. Department of Chemistry & Biochemistry 3. Department of Environmental, Earth, & Geospatial Sciences 4. Department of Pharmaceutical Sciences a. Clinical Research 5. Department of Mathematics & Physics 6. Department of Nursing 7. **Department of Nutrition Science*** 8. Department of Public Health Education 9. Department of Kinesiology & Recreation Administration 10. **Department of Communication Disorder*** Note: Mental Health Counseling to remain with SOE.

Most Impacted Degree Programs and Academic Department

The Family and Consumer Sciences degree programs and the Department of Human Sciences are the most impacted in the recommended realignment. The committee proposes that the realignment of the programs and concentrations in the Department of Human Sciences to several different departments. The B.S. in Early Childhood Education would be moved to the School of Education. The B.S. (online) degree in Family and Consumer Sciences, Child Development and Family Relations Specialization, would become the Child and Family Relations Specialization and would be moved to SOE. The B.S. in Family and Consumer Sciences, Apparel Design Specialization would become a B.S. in Fashion and Apparel Design and would move to the newly created Department of Art and Fashion Design in the CASH. The B.S. in Family and Consumer Sciences, Nutrition and Dietetics Specialization would become a B.S in Nutrition and Dietetics and would move to the newly created Department of Nutrition Science in CHNS.

POTENTIAL BENEFITS OF REALIGNMENT

From Anticipated Barriers to Potential Benefits

The Committee acknowledges that the anticipated barrier and challenge of buy in from faculty and department heads may be mitigated by the communication and perception of a participative

process. The Committee further recognizes that another barrier and challenge will be resources available and appropriate personnel to implement the changes. Most importantly, if the changes are not implemented strategically with a targeted marketing plan, the changes may not yield the intended results.

Potential benefits of academic realignment are as follows:
- Supports the NCCU's vision and strategic plan;
- Strengthens synergy among academic programs;
- Supports options towards stronger student success outcomes (e.g. GEC clusters);
- Provides opportunities to expand NCCU academics into high demand research and practice arena, e.g. Heath Sciences;
- Enhances readiness for extramural funding opportunities;
- Realizes the value proposition of the arts and humanities and;
- Enhances growth in entrepreneurship

Aligning Program Budget Allocation by UNC Funding Formula

The following present the budgetary impact of the realignment based on historical student credit hour generation.

Generated Student Credit Hour (SCH) Distribution

2018-19 Total Fundable Student Credit Hours, Fall and Spring together

Cost Category	Undergraduate	Masters	Doctoral	Grand Total
1	62,464	3,277		65,740
2	41,038	5,556	49	46,643
3	46,199	13,742	208	60,149
4	5,030			5,030
Grand Total	**154,730**	**22,575**	**257**	**177,562**

2018-19 Fundable Student Credit Hours, Realigned College of Health and Natural Science

Cost Category	Undergraduate	Masters	Doctoral	Grand Total
1	10,242	111		10,353
2	11,627	1,785	49	13,461
3	29,276	1,287	208	30,771
4	5,030			5,030
Grand Total	**56,175**	**3,183**	**257**	**59,615**

2018-19 Fundable Student Credit Hours, Realigned College of Arts, Social Sciences and Humanities

Cost Category	Undergraduate	Masters	Doctoral	Grand Total
1	49,017	3,096		52,113
2	7,722			7,722
3	14,566	5,806		20,372
4				
Grand Total	**71,305**	**8,902**		**80,206**

b. Required FTE and Operational Budget per Funding Formula

	Required Faculty FTE	Faculty Salaries	Other Academic Requirements	Library and other Institutional Requirements
Realigned College of Health and Sciences	145.66	11,809,439	5,301,257	11,212,639
Realigned College of Arts, Social Sciences and Humanities	168.88	13,692,091	6,146,380	13,000,150

School of Business	30.87	2,503,155	1,123,666	2,376,656
Realigned School of Education	51.17	4,148,772	1,862,384	3,939,110
Library Science	13.29	1,077,528	483,702	1,023,074

Graduation and Retention

Table 2 demonstrates the graduation rates of the proposed new colleges when the historic programs are realigned to these new units. It should be noted an opportunity is introduced by the proposed realignment. Concentrating the sciences in one college could lead to lower graduation rates for the College of Health and Sciences compared with the College of Arts, Social Sciences and Humanities, illustrated in **Table 2.** To improve this outcome, the new College Health and Sciences should review and adjust the schedule of class offerings and develop or enhance targeted academic supports tailored to students in the sciences and math. The new College of Arts, Social Sciences and Humanities similarly assumes a risk of underperforming among its arts program students. Academic supports tailored to students in the arts is also recommended.

Table 2. College Graduation Rates: CASH and CHS								
	Entry Year	Cohort N		4 year Grad Rate		5 Year Grad Rate		6 Year Grad Rate
				Pct		Pct		Pct
College of Arts, Social Sciences and Humanities	2010	527		28.3		47.8		51.9
	2011	533		26.6		45.1		50.8
	2012	586		29.1		47.4		53.2
	2013	390		30.6		50.8		
	2014	380		33.7				
College of Health and Sciences	2010	392		12.5		36.4		42.7
	2011	434		15.3		36.2		44.2
	2012	546		15.5		39.4		
	2013	343		24.2				
	2014	307		26.1				

Table 4 demonstrates the retention rates of the proposed new colleges when the historic programs are realigned to these new units. As shown with graduation rates, concentrating the sciences in one college could lead to lower retention rates for the College of Health and Sciences compared with the College of Arts, Humanities and Social Sciences.

Table 4. College Retention Rates: CASH and CHS							
	Entry Year	Cohort N	1 Year Ret	2 Year Ret	3 Year Ret	4 Year Ret	5 Year Ret
			Pct	Pct	Pct	Pct	Pct
College of Arts, Social Sciences and Humanities	2013	268	83.3%	72.6%	62.8%	31.1%	9.2%
	2014	246	83.6%	73.2%	66.7%	29.3%	.
	2015	334	85.8%	75.6%	64.7%	.	.
	2016	289	79.1%	62.5%	.	.	.
	2017	308	86.1%	.	.	.	.
College of Health and Sciences	2013	234	74.1%	60.2%	54.0%	26.9%	6.1%
	2014	182	77.4%	62.5%	58.4%	28.8%	.
	2015	278	79.3%	67.6%	58.4%	.	.
	2016	300	77.2%	63.9%	.	.	.
	2017	171	83.0%	.	.	.	.

Recommendations for Implementation

Recommendation 1: Realign Academic Programs and Restructure Colleges and Departments

The Committee recommends the formations of two new colleges with the adopted names: (1) College of Arts, Social Sciences and Humanities (CASH); (2) College of Health and Sciences.

The Committee proposes to move several degree programs into academic departments that more accurately reflect their disciplinary focus. Particularly, the Committee proposes the creation of new departments: (1) Department of Communication Disorders; (2) Department of Art &Fashion Design; (3) Department of Nutrition Science.

Recommendation 2: Create New Degree Programs

The Committee recommends advancing two existing concentrations to degree program status and re-establishing or creating new degrees in selected areas. The two concentrations that are recommended for elevation as degree programs are 1) Fashion and Apparel Design 2) Nutrition

and Dietetics, both currently nested within degrees in the Department of Human Sciences. Therefore, it is recommended to discontinue these programs in Human Sciences and create higher profile stand-alone degree programs to advance these highly desired areas of study. Degrees recommended for reestablishment and amplification are 1) Sociology and 2) Computer Sciences/Engineering for which anticipated demand is noted. The Committee also urges new efforts to establish a B.S. in Interdisciplinary Sciences. Finally, it is recommended to advance NCCU's Statistics/Biostatistics/Bioinformatics capacities.

The success of all degree program recommendations is contingent on appropriate faculty developing competitive and attractive curricula. In some cases, this may require collaboration across fields and institutions. Program success is, furthermore, contingent on the University supporting these efforts with adequate labor lines and aggressive marketing.

Discussion:
a. **Nutrition and Dietetics**: The U.S. Bureau of Labor Statistics projects an 11% growth rate for dieticians and nutritionists during the coming decade[1]. This growth opportunity is much higher than average, and our degree programs should reflect this labor market capacity. The current NCCU program is a concentration within the Family and Consumer Sciences degree. Developing a higher profile program offering both bachelor's and master's degrees is an apt response to this booming field. We anticipate contributing to overall NCCU enrollment through carefully designed, implemented, and marketed initiatives and programs.

b. **Fashion and Apparel Design:** Analysis indicates that student interest in fashion design is persistent, as evidenced in enrollment in the existing concentration and students' engagement in extracurricular fashion activities that are prominently covered in the student newspaper. Although creative art and design fields are not considered employment growth areas per the U.S. Bureau of Labor Statistics, the consistent intensity of student interest, prestigious alumni who work in the fashion industry and the strong reputation of the university in creative fields indicate the potential for elevating a niche degree. A stand-alone undergraduate bachelor's degree housed within a robust Art and Fashion Design department has potential to attract more students than one that is nested within Human Sciences. We anticipate that a higher profile program with a revamped curriculum would attract prospective students who may not be aware of the current program, thus contributing to NCCU enrollment growth.

c. **Computer Sciences**:   The current computer science curriculum in the School of Business is appropriate to prepare students going into applied fields in business, and it should be maintained; however, it does not prepare students for advanced degrees or professions in

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[1] https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm for career projections in dietetics and nutrition. Note entry level with bachelor's degree.

computer engineering. According to U.S. Department of Labor statistics[2], computer hardware engineering alone – one specialization within computer engineering – is a stable, well-paid profession with strong employment in the North Carolina, Virginia, Washington, D.C. corridor. Given an appropriate curriculum, computer science and engineering students have opportunities in the region to advance in internships, employment, and graduate programs. To that end, we need to re-establish a competitive Computer Science program designed to prepare students for computer engineering and computer research.

d. **Sociology**: The B.A. Program in Sociology was a productive program at NCCU before it was terminated in 2012. NCCU has recently approved development of a graduate degree program in translational sociology and is awaiting approval from the UNC System office. In addition, there is substantial faculty support for bringing back the programs in sociology. Re-instatement of sociology programs would be well-aligned in a renamed Department of Social Work and Sociology. Members of the department should determine whether a B.A. or B.S. curriculum is most appropriate for the University as they develop undergraduate and graduate offerings.

e. **Interdisciplinary Sciences**: NCCU's drive for interdisciplinary curriculum development has yielded two distinctive bachelor's degree programs that have provided proof of concept. The B.S. in Behavioral and Social Sciences was designed as a degree completion program enabling students to return to school and efficiently complete a program of study in the generalist social sciences. The B.A. Interdisciplinary Studies degree was established to support students' self-designed degree pathways with emphasis on humanities coursework. It has proven a flexible option for students who started in other majors, while also attracting those for whom the self-designed option is their first choice. Advisors for the interdisciplinary B.A. indicate students with science interests have sought similarly flexible degree pathways. However, even if heavy in science coursework, a B.A. does not have the employment or graduate program admissions advantage that an equivalent B.S. would for certain fields. Some students interested in preparing for medical, health and scientific research fields need access to a flexible science-infused interdisciplinary program that culminates in a B.S. degree. Providing such a program can aid with degree completion.

f. **Statistics, Biostatistics, and Bioinformatics**: Concentrated capacity in these areas should be developed both to help students earn a competitive specialization and to ensure that research in multiple departments is successful. Statistical know-how is crucial from research planning through completion. At this time, the lack of strong competitive statistical support renders research applications in many areas noncompetitive. Building capacity in statistics, biostatistics, and bioinformatics is, therefore, a resource needed across NCCU departments to support the development of applications, proposals and publications. If not a stand-alone

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[2] https://www.bls.gov/oes/current/oes172061.htm#st

degree program, at least a concentration in the Math and Physics Department would be a valuable addition to our curriculum and research capacity.

Action:

a. **Nutrition and Dietetics:** Create a stand-alone degree program in dietetics and nutrition at both the undergraduate and graduate levels that will be housed in the new College of Health and Sciences.

b. **Fashion and Apparel Design**: Create a stand-alone undergraduate degree program in fashion and apparel design that will be housed in the realigned Art and Fashion Design Department in the College of Arts, Social Sciences and Humanities.

c. **Computer Sciences:** Re-establish a competitive computer science degree program in the Math and Physics Department that would prepare students for computer engineering and computer research. Compare computer science and engineering curricula at programs such as NC State[34] and UNC Charlotte. Investigate development of a computer science and engineering track parallel to the existing NCCU-NCSU Three-Plus-Two dual physics and engineering degree[5]. Evaluate long-term potential to develop computer science and engineering undergraduate and graduate programs in-house.

d. **Sociology:** Create a B.A. or B.S. program in Sociology to be housed with Social Work in the College of Arts, Social Sciences and Humanities. Assuming approval of the graduate program in translational sociology, the name of the Department of Social Work can be changed to the Department of Social Work and Sociology.

e. **Interdisciplinary Sciences**: Design a B.S. program in Interdisciplinary Sciences to be housed within the College of Health and Sciences. Draw on faculty expertise from across science disciplines to do so. Consult with program leaders in the parallel interdisciplinary undergraduate programs (B.S. Behavioral and Social Sciences; B.A. Interdisciplinary Studies) to learn from their successes in curricular flexibility, marketing, and degree completion.

f. **Statistics and Biostatistics/Bioinformatics**: Design a cross-disciplinary concentration in this area within the Mathematics major. The Math and Physics Department, in collaboration with Biology and other departments within the new College of Health and Sciences, should determine the curriculum. Faculty with statistics, biostatistics and bioinformatics expertise should furthermore be afforded release time or equivalent as

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[3] https://www.csc.ncsu.edu/academics/index.php for Computer Sciences at NCSU
[4] https://www.ece.ncsu.edu/ for electrical and computer engineering at NCSU
[5] https://www.nccu.edu/academics/sc/artsandsciences/dual-degree-program/index.cfm for the dual degree curriculum.

consultants on research projects across fields. See the degree programs and service units at UNC Charlotte for potential structures.

Recommendation 3: Create Clusters of Advisors within the University College to Support Students in each College

Discussion: Currently freshmen and sophomores are advised and mentored in the University College where they complete two years of General Education Curriculum (GEC) requirements. As they become juniors, they transition to the Departments for guidance on completing coursework to support their declared major. For those majoring in natural sciences and health sciences, there is a costly delay in completing the challenging coursework in a major, most often resulting in a delay in time to graduation. This is especially challenging if the student chooses to complete a minor. A dedicated advisor who was a STEM graduate was assigned to advise the 40 students in the model GlaxoSmithKline Foundation STEM Scholars Program. The majority of students entered their major in their freshman or sophomore years.

Action:

To implement GEC Advisor clusters, the University College would assign advisors and mentors to each program grouping. These advisors would be up to date on changes in the curricula for that grouping and plans for further development of majors and minor degree areas, barriers for students in graduating, and the need for summer course work for specific majors. These advisors could work more closely with faculty advisors and assure the progression of each student. Advice and guidance to pursue an alternative major or minor, if found to be in the best interest of the student, would be more timely.

Recommendation 4: Promote Synergy Within and Between Aligned Program Groupings
Discussion:
Degree programs related to Early Childhood Education are better suited to the School of Education due to synergistic programming and faculty collaboration.

Fashion at NCCU is a strong interest of students, as the popularity of fashion extra-curricular programs and the Apparel Design concentration demonstrate. Art and design programs are well suited to being within the same unit, and Fashion and Apparel Design may mutually benefit from proximity to Theater, Dance, and Mass Communications, with opportunities to develop relevant minors or concentrations across these areas.

High profile, cross-disciplinary events drawing from programs within arts and humanities may generate student interest, new enrollment and additional revenue through these program.

Action:
Move the Early Childhood Education program and the Child Development and Family Relations program to the School of Education.

Elevate the Apparel Design concentration of the Family and Consumer Sciences B.S. to a stand-alone B.A. in Fashion and Apparel Design (or apparel and textile design), following curriculum changes led by apparel design faculty in consultation with colleagues in art, theater, dance and/or mass communications. House it in the new Department of Art and Fashion Design.

Recommendation 5: Allocate Program Budgets Consistent with UNC Funding Formula

Discussion:

Since 2001 the UNC System Office implemented a funding formula to determine budget requirements for each UNC constituent campus. The formula is based on cost factors derived from the National Study of Instructional Costs & Productivity, also known as the Delaware Study. This is a discipline-level comparative analysis of faculty teaching, direct instructional costs, and separately budgeted scholarly activity. The UNC-SO formula includes a twelve-cell matrix of cost factors that is used to determine faculty FTE and resulting salary, plus other factors to calculate other academic requirements. This approach provides a consistent method for allocating budget to the academic units (colleges and schools) based on the historic credit hour generation from courses housed within each unit and the disciplinary costs associated with delivering those courses.

Action:

Utilize the total credit hours generated from the prior two to three years to determine budget requirements within each academic unit, then calculate unit proportional values among the units. Make budget allocations to each unit based on the resulting proportions.

Recommendation 6: Facilitate Growth & Development of Research Enterprise and Other Extramural Activities

Discussion:
There are two research institutes in the university, the Julius Chambers Biomedical Biotechnology Research Institute (BBRI) and the Bio-manufacturing Research and Technology Enterprise (BRITE). BRITE research scientists have 50% release time from teaching pharmaceutical sciences courses to conduct research. Faculty with space and resources in BBRI can have percentages of release time to conduct research based on the support by sponsored programs regardless of the category. Diseases and conditions that plagued minority populations are the primary interest of

NCCU. Cutting edge research in health disparities require teams of collaborators representing the social sciences as well as the natural sciences to address the causes, consequences, prevention and treatment of these diseases and conditions. As indicated by the examples of currently active government and foundation opportunities for grantsmanship, most related to health disparities are in the social and behavioral sciences. Faculty in some programs have complained that the lack of adequate pre-award and post award support results in the processes relating to grantsmanship becoming a burden. Realigned colleges could foster team research and reduce the individualism which currently exists. An increase in cross department and cross college collaborations might be fostered with the realignment.

Action:

1. The Office of Research and Sponsored Programs is understaffed to identify opportunities tailored to the experience and training of faculty and programs, build teams to respond, and support the development of competitive grant applications and contract proposal development related to each college. It is recommended that adequate infrastructure to serve each college so that opportunities such as those described above can be identified and appropriate faculty attracted to teams to pursue them.

2. Develop and market the ability of faculty and staff throughout the university to respond to contract offerings by city, county, state and federal governments as well as private companies.

Appendix 1

Graduation and Retention Rates of Undergraduate Degree Programs

Table 1a. Program Graduation Rates within Selected Colleges						
College at Graduation or When Last Retained	**Program at Graduation or When Last Retained**	**Entry Year**	**Number in Program**	**4 Year Grad Rate**	**5 Year Grad Rate**	**6 Year Grad Rate**
				Pct	Pct	Pct
College of Arts & Sciences	**Art**	**2010**	13	23.08	53.85	53.85
		2011	15	13.33	40	53.33
		2012	23	4.35	13.04	26.09
		2013	12	16.67	25	.
		2014	15	13.33	.	.
	Art Education	**2010**	1	.	.	.
	Biology	**2010**	69	13.04	31.88	34.78
		2011	78	15.38	34.62	38.46
		2012	101	18.81	35.64	38.61
		2013	63	33.33	44.44	.
		2014	64	18.75	.	.
	Chemistry	**2010**	12	8.33	25	33.33
		2011	17	17.65	17.65	23.53
		2012	10	.	.	.
		2013	11	27.27	27.27	.
		2014	13	7.69	.	.
	Computer Sciences	**2010**	15	.	.	.
		2011	16	.	.	.
		2012	9	.	.	.
	English	**2010**	27	51.85	66.67	81.48
		2011	23	26.09	52.17	52.17
		2012	17	29.41	47.06	47.06
		2013	8	37.5	50	.
		2014	12	41.67	.	.
	Environmental Sciences	**2010**	5	40	40	40
		2011	3	.	.	.
		2012	4	.	25	75
		2013	5	40	80	.
		2014	3	100	.	.
	Geography	**2010**	4	25	75	75
		2012	1	100	100	100
	History	**2010**	9	55.56	55.56	66.67
		2011	20	30	55	65

College at Graduation or When Last Retained	Program at Graduation or When Last Retained	Entry Year	Number in Program	4 Year Grad Rate	5 Year Grad Rate	6 Year Grad Rate
				Pct	Pct	Pct
		2012	18	33.33	55.56	55.56
		2013	10	40	60	.
		2014	9	33.33	.	.
	Interdisciplinary Studies	2011	1	.	.	.
		2014	3	.	.	.
	Jazz	2010	4	.	.	.
		2011	1	.	.	.
		2012	3	100	100	100
		2013	3	33.33	33.33	.
		2014	1	.	.	.
	Mass Communication	2010	78	33.33	53.85	56.41
		2011	78	23.08	47.44	51.28
		2012	84	27.38	44.05	51.19
		2013	59	38.98	71.19	.
		2014	71	40.85	.	.
	Mathematics	2010	6	.	16.67	33.33
		2011	12	25	41.67	50
		2012	3	.	66.67	66.67
		2013	7	28.57	42.86	.
		2014	8	25	.	.
	Mathematics, Secondary Education	2010	1	.	.	.
	Music	2010	15	13.33	26.67	33.33
		2011	28	10.71	25	32.14
		2012	16	18.75	37.5	43.75
		2013	16	6.25	18.75	.
		2014	10	10	.	.
	Music Education	2010	1	.	.	.
		2013	1	.	.	.
	Pharmaceutical Sciences	2010	27	25.93	51.85	55.56
		2011	19	21.05	47.37	47.37
		2012	27	18.52	40.74	44.44
		2013	16	31.25	50	.
		2014	27	40.74	.	.
	Physics	2010	4	.	.	25

Table 1a. Program Graduation Rates within Selected Colleges

College at Graduation or When Last Retained	Program at Graduation or When Last Retained	Entry Year	Number in Program	4 Year Grad Rate	5 Year Grad Rate	6 Year Grad Rate
				Pct	Pct	Pct
		2011	2	.	50	50
		2012	6	.	16.67	16.67
		2013	3	33.33	100	.
		2014	8	25	.	.
	Spanish	2010	4	.	25	50
		2011	5	.	40	60
		2012	6	33.33	50	66.67
		2013	1	.	100	.
	Theatre and Dance	2010	5	.	.	20
		2011	8	.	25	50
		2012	10	20	30	30
		2013	7	28.57	42.86	.
		2014	12	8.33	.	.
Col of Behavioral & Social Sci	Athletic Training	2010	14	14.29	57.14	57.14
		2011	11	63.64	72.73	81.82
		2012	22	18.18	31.82	31.82
		2013	14	21.43	35.71	.
		2014	14	14.29	.	.
	Behavioral and Social Sciences	2010	11	.	.	9.09
		2011	9	.	11.11	22.22
		2012	24	.	45.83	79.17
		2013	23	13.04	52.17	.
		2014	14	21.43	.	.
	Community Health Education	2010	51	9.8	47.06	58.82
		2011	40	20	47.5	65
		2012	51	11.76	64.71	68.63
		2013	28	25	67.86	.
		2014	21	33.33	.	.
	Criminal Justice	2010	139	31.65	45.32	46.76
		2011	149	28.86	40.94	44.97
		2012	162	35.19	54.32	54.94
		2013	108	29.63	48.15	.
		2014	106	37.74	.	.

	Table 1a. Program Graduation Rates within Selected Colleges					
College at Graduation or When Last Retained	**Program at Graduation or When Last Retained**	**Entry Year**	**Number in Program**	**4 Year Grad Rate**	**5 Year Grad Rate**	**6 Year Grad Rate**
				Pct	Pct	Pct
	Early Childhood Ed B-K Licensure	2010	11	18.18	18.18	18.18
		2011	13	.	.	7.69
		2012	5	.	20	20
		2013	2	.	.	.
		2014	5	.	.	.
	Family and Consumer Sciences	2010	61	26.23	63.93	75.41
		2011	69	30.43	63.77	73.91
		2012	72	31.94	63.89	69.44
		2013	59	47.46	61.02	.
		2014	40	40	.	.
	Nursing	2010	83	.	10.84	14.46
		2011	80	1.25	8.75	8.75
		2012	100	4	12	15
		2013	58	5.17	20.69	.
		2014	27	11.11	.	.
	Physical Education, General	2010	31	3.23	29.03	41.94
		2011	56	3.57	23.21	41.07
		2012	78	2.56	33.33	41.03
		2013	42	7.14	40.48	.
		2014	43	11.63	.	.
	Political Science	2010	44	40.91	56.82	59.09
		2011	34	35.29	44.12	44.12
		2012	37	37.84	43.24	48.65
		2013	32	40.63	53.13	.
		2014	30	43.33	.	.
	Psychology	2010	137	18.25	45.99	48.91
		2011	119	34.45	53.78	60.5
		2012	147	29.25	45.58	52.38
		2013	80	26.25	45	.
		2014	77	29.87	.	.
	Public Administration	2010	3	100	100	100
		2011	1	.	.	.

Table 1a. Program Graduation Rates within Selected Colleges						
College at Graduation or When Last Retained	Program at Graduation or When Last Retained	Entry Year	Number in Program	4 Year Grad Rate	5 Year Grad Rate	6 Year Grad Rate
				Pct	Pct	Pct
	Recreation Administration	2010	27	18.52	62.96	70.37
		2011	32	3.13	59.38	78.13
		2012	43	13.95	60.47	67.44
		2013	33	24.24	66.67	.
		2014	31	45.16	.	.
	Social Work	2010	27	29.63	40.74	40.74
		2011	49	30.61	48.98	53.06
		2012	64	40.63	56.25	56.25
		2013	33	33.33	45.45	.
		2014	28	35.71	.	.
	Sociology	2010	5	20	20	20
		2011	7	.	.	.
		2012	3	.	.	.

Retention rates

The overall average one-year retention rate for College of Arts and Sciences is 80.1% and for College of Behavioral and Social Sciences is 81.3%. The two colleges have been relatively comparable, having improved one-year retention for both colleges in the fall 2017 cohort, demonstrated in Table 3. Programs with below overall 80.9% average retention are Art, Athletic Training, Biology, Chemistry, Jazz, Music, Music Education, Nursing, Pharmaceutical Sciences, Spanish, and Theatre, shown in Table 3a.

Table 3. First-Time Full-Time Undergraduate Retention Rates: Selected Colleges							
	Entry Year	Cohort N	1 Year Ret	2 Year Ret	3 Year Ret	4 Year Ret	5 Year Ret
			Pct	Pct	Pct	Pct	Pct
Col of Behavioral & Social Sciences	2013	505	78.61	66.14	58.42	31.68	9.11
	2014	432	82.41	71.06	64.58	31.02	.
	2015	616	84.25	73.54	64.29	.	.
	2016	606	78.55	64.85	.	.	.
	2017	501	85.63	.	.	.	.
College of Arts & Sciences	2013	220	80	68.18	59.09	23.64	5.45
	2014	257	78.21	64.2	60.31	26.46	.
	2015	271	79.7	68.27	56.83	.	.
	2016	253	78.66	60.87	.	.	.
	2017	323	83.28	.	.	.	.

College	Program	Entry Year	Cohort N	1 Year Ret Pct	2 Year Ret Pct	3 Year Ret Pct	4 Year Ret Pct	5 Year Ret Pct
College of Arts & Sciences	Art	2013	12	75.0	41.7	50.0	16.7	8.3
		2014	15	73.3	53.3	33.3	13.3	.
		2015	17	82.4	70.6	58.8	.	.
		2016	17	82.4	70.6	.	.	.
		2017	17	76.5	.	.	.	.
	Biology	2013	63	73.0	54.0	44.4	12.7	1.6
		2014	65	70.8	56.9	52.3	27.7	.
		2015	80	77.5	62.5	46.3	.	.
		2016	72	77.8	63.9	.	.	.
		2017	107	81.3	.	.	.	.
	Chemistry	2013	13	61.5	53.9	53.9	7.7	15.4
		2014	13	69.2	53.9	46.2	38.5	.
		2015	10	80.0	70.0	70.0	.	.
		2016	11	81.8	45.5	.	.	.
		2017	14	85.7	.	.	.	.
	English	2013	8	87.5	87.5	62.5	37.5	.
		2014	12	66.7	66.7	66.7	8.3	.
		2015	15	80.0	73.3	66.7	.	.
		2016	6	66.7	50.0	.	.	.
		2017	10	100.0	.	.	.	.
	Environmental Sciences	2013	5	100.0	100.0	100.0	60.0	20.0
		2014	3	100.0	100.0	100.0	.	.
		2015	5	100.0	100.0	100.0	.	.
		2016	4	50.0	50.0	.	.	.
		2017	7	100.0	.	.	.	.
	History	2013	9	88.9	88.9	77.8	33.3	11.1
		2014	11	81.8	63.6	72.7	27.3	.
		2015	14	85.7	64.3	64.3	.	.
		2016	14	71.4	64.3	.	.	.
		2017	13	92.3	.	.	.	.
	Interdisciplinary Studies	2014	3	100.0	100.0	66.7	100.0	.
		2015	7	85.7	100.0	100.0	.	.
		2016	2	50.0	100.0	.	.	.
		2017	2	100.0	.	.	.	.
	Jazz	2013	4	75.0	50.0	50.0	25.0	.
		2014	1	100.0	100.0	100.0	.	.
		2016	1	.	.	.	.	.

	Mass Communication	2013	56	96.4	89.3	76.8	32.1	1.8
		2014	69	87.0	71.0	71.0	27.5	.
		2015	67	88.1	80.6	67.2	.	.
		2016	70	84.3	65.7	.	.	.
		2017	73	86.3	.	.	.	.
	Mathematics	2013	7	57.1	57.1	57.1	14.3	.
		2014	8	87.5	75.0	75.0	50.0	.
		2015	4	75.0	50.0	25.0	.	.
		2016	5	100.0	60.0	.	.	.
		2017	14	85.7	.	.	.	.
	Music	2013	14	57.1	50.0	35.7	14.3	21.4
		2014	10	70.0	60.0	40.0	10.0	.
		2015	13	84.6	61.5	46.2	.	.
		2016	12	66.7	41.7	.	.	.
		2017	18	77.8	.	.	.	.
	Music Education	2013	2	100.0	100.0	100.0	50.0	.
		2015	1	.	100.0	.	.	.
	Pharmaceutical Sciences	2013	16	75.0	68.8	50.0	25.0	6.3
		2014	27	74.1	63.0	63.0	14.8	.
		2015	21	66.7	57.1	57.1	.	.
		2016	24	75.0	54.2	.	.	.
		2017	21	66.7	.	.	.	.
	Physics	2013	3	100.0	100.0	100.0	66.7	.
		2014	8	100.0	62.5	62.5	12.5	.
		2015	10	60.0	30.0	30.0	.	.
		2016	9	88.9	55.6	.	.	.
		2017	11	90.9	.	.	.	.
	Spanish	2013	1	100.0	100.0	100.0	100.0	.
		2015	2	50.0	.	.	.	.
		2017	1	100.0	.	.	.	.
	Theatre	2013	3	66.7	.	.	.	.
		2014	3	33.3	.	.	.	.
		2015	1	.	.	.	.	.
	Theatre and Dance	2013	4	100.0	100.0	100.0	50.0	25.0
		2014	9	88.9	88.9	77.8	77.8	.
		2015	4	75.0	100.0	50.0	.	.
		2016	6	83.3	50.0	.	.	.
		2017	15	80.0	.	.	.	.
Col of Behavior	Athletic Training	2013	15	66.7	40.0	46.7	20.0	.

al & Social Sci		2014	14	71.4	50.0	50.0	35.7	.
		2015	11	54.6	27.3	27.3	.	.
		2016	4	.	.	.	.	.
		2017	2	.	.	.	.	.
	Behavioral and Social Sciences	2013	18	88.9	83.3	88.9	88.9	44.4
		2014	13	100.0	100.0	92.3	69.2	.
		2015	11	100.0	100.0	100.0	.	.
		2016	2	100.0	100.0	.	.	.
		2017	2	50.0	.	.	.	.
	Community Health Education	2013	26	92.3	92.3	76.9	61.5	11.5
		2014	21	90.5	71.4	76.2	38.1	.
		2015	43	81.4	83.7	79.1	.	.
		2016	23	100.0	91.3	.	.	.
		2017	21	85.7	.	.	.	.
	Criminal Justice	2013	107	83.2	70.1	59.8	31.8	8.4
		2014	108	82.4	74.1	63.9	23.2	.
		2015	138	83.3	72.5	63.0	.	.
		2016	128	73.4	57.8	.	.	.
		2017	151	87.4	.	.	.	.
	Early Childhood Ed B-K Licensure	2013	4	100.0	75.0	50.0	50.0	50.0
		2014	5	80.0	80.0	60.0	60.0	.
		2015	5	100.0	80.0	100.0	.	.
		2016	17	100.0	88.2	.	.	.
		2017	23	82.6	.	.	.	.
	Family and Consumer Sciences	2013	57	87.7	82.5	71.9	21.1	7.0
		2014	39	94.9	87.2	79.5	35.9	.
		2015	55	90.9	78.2	65.5	.	.
		2016	42	81.0	64.3	.	.	.
		2017	37	91.9	.	.	.	.
	Health Education	2013	1	100.0	100.0	100.0	.	.
	Nursing	2013	56	50.0	23.2	23.2	14.3	3.6
		2014	26	23.1	23.1	23.1	15.4	.
		2015	61	62.3	47.5	37.7	.	.
		2016	81	50.6	42.0	.	.	.
		2017	6	83.3	.	.	.	.

Physical Education , General	2013	41	70.7	63.4	61.0	43.9	12.2
	2014	44	88.6	70.5	61.4	50.0	.
	2015	61	88.5	80.3	75.4	.	.
	2016	76	76.3	60.5	.	.	.
	2017	59	84.8	.	.	.	.
Political Science	2013	33	87.9	75.8	63.6	24.2	6.1
	2014	29	89.7	86.2	79.3	37.9	.
	2015	40	90.0	77.5	67.5	.	.
	2016	40	82.5	65.0	.	.	.
	2017	55	83.6	.	.	.	.
Psychology	2013	81	74.1	64.2	53.1	27.2	8.6
	2014	76	81.6	68.4	64.5	30.3	.
	2015	117	87.2	76.1	64.1	.	.
	2016	98	84.7	66.3	.	.	.
	2017	81	86.4	.	.	.	.
Recreation Administration	2013	32	96.9	84.4	78.1	46.9	6.3
	2014	29	96.6	82.8	79.3	27.6	.
	2015	39	94.9	87.2	74.4	.	.
	2016	26	100.0	84.6	.	.	.
	2017	18	94.4	.	.	.	.
Social Work	2013	34	76.5	58.8	50.0	17.7	5.9
	2014	28	82.1	57.1	46.4	7.1	.
	2015	35	85.7	68.6	57.1	.	.
	2016	69	94.2	88.4	.	.	.
	2017	46	80.4	.	.	.	.

Appendix 2. Academic Program Inventory

CIP Subject Area	CIP Code	Program Title	Degree	Sch/Coll
NATURAL RESOURCES AND CONSERVATION	03.0104	Environmental and Geographic Sciences	BS	CAS
COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS	09.0102	Mass Communication	BA	CAS
COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	11.0199	Computer Science and Business	BS	BUS
COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	11.0401	Information Sciences	MIS	SLIS
EDUCATION	13.0409	School Administration	MSA	SOE
EDUCATION	13.0501	Educational Technology	MA	SOE
EDUCATION	13.1009	Special Education, Blind and Visually Handicapped	MED	SOE
EDUCATION	13.1101	School Counseling	MA	SOE
EDUCATION	13.1102	Career Counseling and Placement	MA	SOE
EDUCATION	13.1202	Elementary Education (K-6)	BA	SOE
EDUCATION	13.1203	Middle Grades Education (6-9)	BA	SOE
EDUCATION	13.1203	Middle Level Education	MED	SOE
EDUCATION	13.1209	Early Childhood Ed B-K Licensure	BS	CBSS
EDUCATION	13.1299	Master of Arts in Teaching	MAT	SOE
FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS	16.0905	Spanish	BA	CAS
FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES	19.0101	Family and Consumer Sciences	BS	CBSS
FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES	19.0101	Family and Consumer Sciences	MS	CBSS
LEGAL PROFESSIONS AND STUDIES	22.0101	Law	JD	LAW
ENGLISH LANGUAGE AND LITERATURE/LETTERS	23.0101	English	BA	CAS
ENGLISH LANGUAGE AND LITERATURE/LETTERS	23.0101	English	MA	CAS
LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES	24.0101	Interdisciplinary Studies	BA	CAS
LIBRARY SCIENCE	25.0101	Library Science	MLS	SLIS
BIOLOGICAL AND BIOMEDICAL SCIENCES	26.0101	Biology	BS	CAS
BIOLOGICAL AND BIOMEDICAL SCIENCES	26.0102	Biomedical Sciences	BS	CAS
BIOLOGICAL AND BIOMEDICAL SCIENCES	26.0102	Pharmaceutical Sciences	BS	CAS
BIOLOGICAL AND BIOMEDICAL SCIENCES	26.0102	Pharmaceutical Sciences	MS	CAS
BIOLOGICAL AND BIOMEDICAL SCIENCES	26.9999	Biological and Biomedical Sciences	MS	CAS
BIOLOGICAL AND BIOMEDICAL SCIENCES	26.9999	Integrated Biosciences	PHD	CAS
MATHEMATICS AND STATISTICS	27.0101	Mathematics	BS	CAS
MATHEMATICS AND STATISTICS	27.0101	Mathematics	MS	CAS
PARKS, RECREATION, LEISURE, AND FITNESS STUDIES	31.0301	Recreation Administration	BS	CBSS
PARKS, RECREATION, LEISURE, AND FITNESS STUDIES	31.0501	Physical Education, General	BS	CBSS
PARKS, RECREATION, LEISURE, AND FITNESS STUDIES	31.0501	Physical Education and Recreation	MS	CBSS
PHYSICAL SCIENCES	40.0501	Chemistry	BS	CAS
PHYSICAL SCIENCES	40.0501	Chemistry	MS	CAS
PHYSICAL SCIENCES	40.0601	Earth Sciences	MS	CAS
PHYSICAL SCIENCES	40.0801	Physics	BS	CAS
PHYSICAL SCIENCES	40.0801	Physics	MS	CAS

CIP Subject Area	CIP Code	Program Title	Degree	Sch/Coll
PSYCHOLOGY	42.0101	Psychology	BA	CBSS
PSYCHOLOGY	42.0101	Psychology	MA	CBSS
HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES	43.0103	Criminal Justice	MS	CBSS
HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES	43.0104	Criminal Justice	BS	CBSS
PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS	44.0401	Public Administration	MPA	CBSS
PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS	44.0701	Social Work	BSW	CBSS
PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS	44.0701	Social Work	MSW	CBSS
SOCIAL SCIENCES	45.0101	Behavioral and Social Sciences	BS	CBSS
SOCIAL SCIENCES	45.1001	Political Science	BA	CBSS
VISUAL AND PERFORMING ARTS	50.0101	Theatre and Dance	BA	CAS
VISUAL AND PERFORMING ARTS	50.0701	Art	BA	CAS
VISUAL AND PERFORMING ARTS	50.0901	Music	BM	CAS
VISUAL AND PERFORMING ARTS	50.0910	Jazz Studies	MM	CAS
HEALTH PROFESSIONS AND RELATED PROGRAMS	51.0201	Communication Disorders	MS	SOE
HEALTH PROFESSIONS AND RELATED PROGRAMS	51.1508	Mental Health Counseling	MA	SOE
HEALTH PROFESSIONS AND RELATED PROGRAMS	51.2207	Public Health Education	BS	CBSS
HEALTH PROFESSIONS AND RELATED PROGRAMS	51.3801	Nursing	BSN	CBSS
BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	52.0201	Business Administration	BBA	BUS
BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	52.0201	Business Administration	MBA	BUS
BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	52.0301	Accounting	BBA	BUS
BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	52.0901	Hospitality and Tourism Administration	BS	BUS
HISTORY	54.0101	History	BA	CAS
HISTORY	54.0101	History	MA	CAS