



Tennessee Higher Education Commission
Academic Program Productivity Report
July 2021

Executive Summary

THEC staff collects data on productivity of academic programs and reports to the Commission every three years. This review provides monitoring of mature academic programs and the overall academic profile of the institution. Mature programs are those that have completed THEC's Post-Approval Monitoring (PAM) requirements and have been included in Quality Assurance Funding for accountability purposes. THEC staff determine productivity benchmarks based on the number of graduates for each program as listed below.

- **Pre-baccalaureate:** average of 10 graduates a year over a three-year period.
- **Baccalaureate:** average of 10 graduates a year over a five-year period.
- **Master's:** average of five graduates a year over a five-year period.
- **Education Specialist:** average of five graduates a year over a five-year period.
- **Doctoral:** average of three graduates a year over a five-year period.

Programs that fall below these benchmarks are considered low producing. In order to determine productivity, institutions and governing boards provided THEC staff with information regarding program viability and fit within the institutions' missions. An academic program identified as low producing does not always indicate a problem; it is a starting point for data sharing and conversations. For example, undergraduate academic programs integral to the general education core are included in the list of low producing programs but do not necessarily require corrective action as these programs are foundational to the institution's mission. Of particular concern are programs that are not part of the general education core and have not met the predetermined benchmarks over multiple reviews.

Based on productivity benchmarks, 80 academic programs are identified as low producing, 17 of which are part of the university general education core. It should be highlighted that four institutions' program inventory have met or exceeded the predetermined benchmarks for all programs. These four institutions include three community colleges (Dyersburg, Jackson, and Northeast) and Middle Tennessee State University. Also, of note, UT Chattanooga met graduation benchmarks for all programs except three programs that support the general education curriculum. Low producing academic programs are detailed by institution, including graduates by year, projected enrollment, and corrective action beginning on page 6.

THEC staff have worked with institutions and governing board staff to develop corrective action plans for low producing programs including:

- **Curriculum Revisions:** Institutions are continuously working to ensure the curriculum aligns with best practices and workforce needs. Updates ensure graduates are prepared for employment or further study.
- **Delivery Mode:** Institutions are looking into ways to make programs more accessible to students through lessons learned during the COVID-19 pandemic.
- **Recruitment:** Institutions have increased recruitment and outreach to other higher education institutions and local high schools. Institutions are working to increase awareness of programs through increased dual enrollment options and community outreach.

Three overview tables are provided below that highlight the total Academic Program Inventory by sector (Table 1), low producing programs and benchmark targets at the community colleges (Table 2), and low producing programs and benchmark targets at the universities (Table 3).

Table 1: Academic Program Inventory by Sector: New, Mature and Low Producing Programs

| Low Producing Programs by Sector | | | | | |
|---|------------------------|------------------------------|------------------------------|---------------|---------------------|
| Sector | Degree | New Academic Programs | Mature: Low Producing | Mature | Mature Total |
| TBR | Technical Certificates | 2 | 6 | 277 | 283 |
| | Academic Certificates | | | 6 | 6 |
| | Associates | 31 | 16 | 212 | 228 |
| TBR Total | | 33 | 22 | 495 | 517 |
| LGI | Associates | | | 4 | 4 |
| | Bachelors | 13 | 18 | 311 | 329 |
| | Masters | 14 | 9 | 181 | 190 |
| | Education Specialist | | 2 | 8 | 10 |
| | Professional | | | 8 | 8 |
| | Doctoral | 10 | 1 | 65 | 66 |
| | LGI Total | 37 | 30 | 577 | 607 |
| UT | Bachelors | 5 | 12 | 156 | 168 |
| | Masters | 7 | 3 | 126 | 129 |
| | Education Specialist | | 1 | 3 | 4 |
| | Professional | | | 3 | 3 |
| | Doctoral | 3 | 12 | 76 | 88 |
| | UT Total | 15 | 28 | 364 | 392 |
| 4-Year Total | | 52 | 58 | 941 | 999 |
| Overall Total | | 85 | 80 | 1,436 | 1,516 |

Table 2: Low Producing Programs: Community Colleges

| Low Producing Programs: Community Colleges | | | | |
|---|--|---------------------------|------------------|---------------------------|
| Institution | Academic Program | Degree Designation | 3 Yr. Avg | % Benchmark Target |
| Chattanooga | 1. Cardiovascular Sonography | Certificate | 8 | 80% |
| | 2. Computed Tomography ¹ | Certificate | 2 | 20% |
| | 3. Criminal Justice | Associate | 2 | 17% |
| | 4. Fine Arts ¹ | Associate | 6 | 63% |
| | 5. Mammography | Certificate | 4 | 40% |
| Cleveland | 6. Welding Basic Entry Level | Certificate | 7 | 73% |
| Columbia | 7. Criminal Justice | Associate | 8 | 77% |
| | 8. Medical Informatics | Associate | 7 | 70% |
| Motlow | 9. Computer Information Tech ¹ | Associate | 5 | 47% |
| | 10. Early Childhood Education ¹ | Certificate | 3 | 27% |
| Nashville | 11. Teaching ¹ | Associate | 9 | 87% |
| Pellissippi | 12. Criminal Justice | Associate | 5 | 47% |
| Roane | 13. Advanced Pharmacy Tech ¹ | Certificate | 6 | 57% |
| | 14. Surgical Technology | Associate | 7 | 70% |
| Southwest | 15. Hospitality Management | Associate | 8 | 80% |
| | 16. Middle Management ¹ | Associate | 1 | 13% |
| | 17. Teaching ¹ | Associate | 2 | 20% |
| | 18. Biotechnology | Associate | 6 | 80% |
| Volunteer | 19. Ophthalmic Technology | Associate | 9 | 93% |
| Walters | 20. Criminal Justice | Associate | 2 | 17% |
| | 21. Fire Science | Associate | 4 | 40% |
| | 22. Production Horticulture ¹ | Associate | 7 | 15% |

¹ Programs also noted as low producing in 2018.

Table 3: Low Producing Programs: Universities

| Low Producing Programs: Universities | | | | |
|--------------------------------------|--|--------------------|-----------|--------------------|
| Institution | Academic Program | Degree Designation | 5 Yr. Avg | % Benchmark Target |
| APSU | 1. Music ² | BA/BS | 6 | 60% |
| | 2. Philosophy and Religion ^{1 & 2} | BA/BS | 3 | 30% |
| | 3. Physics ² | BS | 8 | 80% |
| | 4. Theater/Dance | BA/BFA | 8 | 80% |
| ETSU | 5. Applied Science | BAS | 9 | 90% |
| | 6. Environmental Health ¹ | BSEH | 8 | 80% |
| | 7. Philosophy ^{1 & 2} | BA/BS | 7 | 70% |
| | 8. Physics ^{1 & 2} | BS | 6 | 60% |
| | 9. Surveying & Mapping Science | BS | 8 | 80% |
| | 10. Allied Health | MSAH | 4 | 80% |
| | 11. Appalachian Studies | MA | 3 | 60% |
| | 12. Liberal Studies | MALS | 4 | 80% |
| | 13. Studio Art | MFA | 4 | 80% |
| | 14. Educational Leadership ¹ | EDS | 3 | 60% |
| TSU | 15. Architectural Engineering ¹ | BS | 6 | 60% |
| | 16. History ^{1 & 2} | BA/BS | 5 | 50% |
| | 17. Mathematical Sciences ^{1 & 2} | BS | 6 | 60% |
| | 18. Urban Studies ¹ | BS | 7 | 70% |
| | 19. Professional School Counseling | MS | 3 | 60% |
| | 20. Special Education | MEd | 3 | 60% |
| | 21. Instructional Leadership | EDS | 3 | 60% |
| TTU | 22. Foreign Languages ² | BA | 9 | 90% |
| | 23. Physics ^{1 & 2} | BS | 2 | 20% |
| | 24. English ¹ | MA | 4 | 80% |
| UOM | 25. African And African American Studies | BA | 9 | 90% |
| | 26. Interior Architecture | BFA | 7 | 70% |
| | 27. Physics ² | BS | 5 | 50% |
| | 28. Educational Psychology & Research | MS | 2 | 40% |
| | 29. Engineering Technology | MS | 3 | 60% |
| | 30. Social and Behavioral Sciences | PhD | 2 | 67% |
| UTC | 31. Philosophy & Religion ^{1 & 2} | BA | 9 | 90% |
| | 32. Physics ^{1 & 2} | BS | 4 | 40% |
| | 33. Theater ^{1 & 2} | BA | 9 | 90% |
| UTHSC | 34. Health Outcomes & Policy Research | PhD | 1 | 33% |
| | 35. Nursing Science | PhD | 2 | 67% |
| | 36. Speech and Hearing Science ¹ | PhD | 1 | 33% |
| UTK | 37. Art History | BA | 6 | 60% |
| | 38. Natural Resources & Environ Economics ¹ | BSARE | 5 | 50% |
| | 39. Public Administration ¹ | BSBA | 9 | 90% |
| | 40. Biosystems Engineering | MS | 3 | 60% |
| | 41. Environment and Soil Science | MS | 2 | 40% |
| | 42. Forestry ¹ | MS | 3 | 60% |
| | 43. Teacher Education | EdS | 2 | 40% |

| Low Producing Programs: Universities | | | | |
|--------------------------------------|---|--------------------|-----------|--------------------|
| Institution | Academic Program | Degree Designation | 5 Yr. Avg | % Benchmark Target |
| UTK | 44. Aerospace Engineering ¹ | PhD | 2 | 67% |
| | 45. Animal Science ¹ | PhD | 2 | 67% |
| | 46. Biosystems Engineering ¹ | PhD | 1 | 33% |
| | 47. Child and Family Studies | PhD | 2 | 67% |
| | 48. Engineering Science | PhD | 0 | 0% |
| | 49. Food Science | PhD | 2 | 67% |
| | 50. Management Science ¹ | PhD | 1 | 33% |
| | 51. Nutritional Sciences | PhD | 2 | 67% |
| | 52. Philosophy | PhD | 2 | 67% |
| UTM | 53. Chemistry ² | BS/BSCH | 8 | 80% |
| | 54. Economics ² | BSBA | 7 | 70% |
| | 55. Geoscience | BS | 9 | 90% |
| | 56. International Studies | BA | 4 | 40% |
| | 57. Philosophy ² | BA | 3 | 30% |
| | 58. Spanish ² | BA | 5 | 50% |

¹ Programs also noted as low producing in 2018.

² Program are part of the general education core.

Academic Program Inventory

Below is an overview of the Academic Program Inventory (API) that includes all degrees offered at the institution. Academic programs are listed by degree level and maturity status. New programs are those recently approved by TBR that remain in Post Approval Monitoring (PAM) for three years after implementation. Monitoring time depends on the degree level. Mature programs are those programs that have exited PAM and are included in Quality Assurance Funding for accountability purposes. It is only these mature programs that are included in the productivity review.

| Academic Program Inventory | | | | |
|----------------------------|--------------|--------------------------|-----------------------|--------------------------|
| Program Level | New Programs | Mature: Low Producing | Mature: Productive | Total Mature Programs |
| Technical Certificates | 2 | 6 | 277 | 283 |
| Academic Certificates | | | 6 | 6 |
| Associates | 33 | 16 | 210 | 226 |
| Total | 35 | 22 | 493 | 515 |

Academic Program Productivity Review

Listed below are those programs identified as low producing according to predetermined benchmarks. When an academic program is identified as low producing, institutions work with THEC to gather data for conversations about program viability and how the program fits into the overall curriculum and mission of the institution. Not meeting benchmarks is not an automatic cause for concern as there are multiple reasons a program may not be meeting benchmarks. Programs may have enrollment limits or alternate graduate years due to space as is sometimes seen in the health sciences. Programs may also be narrowly designed to incorporate very specific prior work experience and therefore may consistently have low enrollment and graduation rates.

Corrective Actions

Below is the information provided by the TBR to give additional context and information for planned corrective action to meet graduation benchmarks.

- **Curriculum Revisions:** The programs are continuously working to ensure the curriculum aligns with best practices and community workforce needs. These updates ensure graduates are prepared for employment, however, there can be a lag in graduates as major components shift within departments.
- **Delivery Mode:** Colleges are looking into ways to make programs more accessible to students through lessons learned during the COVID-19 pandemic.
- **Program Leadership:** Many of the programs included have very small faculties. Therefore, a single vacancy can cause significant disruptions in course offerings that lead to timely graduation. Colleges are working to secure high quality faculty and staff to fill these important positions.
- **Recruitment:** Programs have increased recruitment and outreach to local high schools including school visits, discussions with students, and with discussion with school leaders regarding partnerships. Colleges are working on increasing awareness of programs through increased dual enrollment options and community outreach.
- **VA certification:** Programs are continuously working to ensure certificate and degree programs qualify for Title IV funding through VA certification. When this is achieved, programs expect to see greater enrollments and graduates.

Program Specific Corrective Actions

Below is the information provided by the institution to give additional context and information for planned corrective action for specific programs to meet graduation benchmarks.

- **Computed Topography, C1 – ChSCC:** Due to changes in accreditation requirements, there were significant changes to the number of hours required. Accreditation has stabilized and the program is now approved for Title IV funding.
- **Criminal Justice, AAS – ChSCC & WSCC:** Colleges are working to recruit students that are intending to enter the workforce with the associate in applied science degree.
- **Early Childhood Education, C1 – MSCC:** The program is working to focus recruitment efforts on certificate enrollment as the associate program is being phased out.
- **Middle Management, AAS, - STCC:** This is a neigh program to serve individuals with work experience that can be applied to specific program coursework. The program serves a need it the community but is not expected to have substantial enrollment.
- **Production Horticulture, AAS & C1s - WSCC:** The program has developed an action plan that includes creation of an industry advisory board to guide curriculum updates.
- **Teaching, AST – STCC:** The program is working to provide additional assistance to students that have struggled with standardized assessment requirements.

| Community College: Low Producing Programs | | | | | |
|---|--|--------|----------|----------|------------|
| Institution | Academic Program | Degree | 2018 Avg | 2021 Avg | Difference |
| Chattanooga | 1. Cardiovascular Sonography* | C1 | NA | 8 | -- |
| | 2. Computed Topography ¹ | C1 | 5 | 2 | -3 |
| | 3. Criminal Justice | AAS | NA | 2 | -- |
| | 4. Fine Arts ¹ | AFA | 5 | 6 | 1 |
| | 5. Mammography | C1 | NA | 4 | -- |
| Cleveland | 6. Welding Basic Entry Level | C1 | NA | 7 | -- |
| Columbia | 7. Criminal Justice | AAS | 10 | 8 | -2 |
| | 8. Medical Informatics | AAS | NA | 7 | -- |
| Motlow | 9. Computer Information Tech ¹ | AAS | 2 | 5 | 3 |
| | 10. Early Childhood Education ¹ | C1 | 1 | 3 | 2 |
| Nashville | 11. Teaching ¹ | AST | 7 | 9 | 2 |
| Pellissippi | 12. Criminal Justice | AAS | NA | 5 | -- |
| Roane | 13. Advanced Pharmacy Tech ¹ | C1 | 7 | 6 | -1 |
| | 14. Surgical Technology | AAS | NA | 7 | -- |
| Southwest | 15. Biotechnology | AAS | 13 | 6 | -7 |
| | 16. Hospitality Management | AAS | 17 | 8 | -9 |
| | 17. Middle Management ¹ | AAS | 4 | 1 | -3 |
| | 18. Teaching ¹ | AST | 3 | 2 | -1 |
| Volunteer | 19. Ophthalmic Tech | AAS | 14 | 9 | -5 |
| Walters | 20. Criminal Justice | AAS | 0 | 2 | 2 |
| | 21. Fire Science | AAS | NA | 4 | -- |
| | 22. Production Horticulture ¹ | AAS | 8 | 3 | -5 |
| | <ul style="list-style-type: none"> • Horticulture¹ • Landscape Management¹ | C1 | 2 | 2 | 0 |
| | | C1 | 7 | 2 | -5 |

¹ Programs also noted as low producing in 2018.

* Program enrolls students on alternating years with Diagnostic Medical Sonography.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status.

| Low Producing Programs: 3 Year Graduate Average | | | | | |
|--|--|----------------|----------------|----------------|-----------------|
| Institution | Academic Program | 2017-18 | 2018-19 | 2019-20 | 3 Yr Avg |
| Chattanooga | 1. Cardiovascular Sonography, C1* | 7 | 8 | 8 | 8 |
| | 2. Computed Tomography, C1 ¹ | | 6 | | 2 |
| | 3. Criminal Justice, AAS | | 2 | 3 | 2 |
| | 4. Fine Arts, AFA ¹ | 11 | 6 | 2 | 6 |
| | 5. Mammography, C1 | | 12 | | 4 |
| Cleveland | 6. Welding Basic Entry Level, C1 | 9 | 2 | 11 | 7 |
| Columbia | 7. Criminal Justice, AAS | 8 | 8 | 7 | 8 |
| | 8. Medical Informatics, AAS | 8 | 7 | 6 | 7 |
| Motlow | 9. Computer Info Tech, AAS ¹ | 4 | | 10 | 5 |
| | 10. Early Childhood Education, C1 ¹ | 6 | 1 | 1 | 3 |
| Nashville | 11. Teaching, AST ¹ | 12 | 9 | 5 | 9 |
| Pellissippi | 12. Criminal Justice, AAS | | 4 | 10 | 5 |
| Roane | 13. Advanced Pharmacy Tech, C1 ¹ | 7 | 6 | 4 | 6 |
| | 14. Surgical Technology, AAS | 5 | 9 | 7 | 7 |
| Southwest | 15. Biotechnology, AAS | 12 | 4 | 1 | 6 |
| | 16. Hospitality Management, AAS | 10 | 8 | 6 | 8 |
| | 17. Middle Management, AAS ¹ | 1 | 1 | 2 | 1 |
| | 18. Teaching, AST ¹ | 3 | 2 | 1 | 2 |
| Volunteer | 19. Ophthalmic Tech, AAS | 11 | 8 | 9 | 9 |
| Walters | 20. Criminal Justice, AAS | 1 | 2 | 2 | 2 |
| | 21. Fire Science, AAS | 4 | 3 | 5 | 4 |
| | 22. Production Horticulture, AAS ¹ | 3 | 3 | | 3 |
| | • Horticulture, C1 ¹ | 2 | 1 | | 2 |
| • Landscape Management, C1 ¹ | 1 | 3 | | 2 | |

¹ Programs also noted as low producing in 2018.

* Program enrolls students on alternating years with Diagnostic Medical Sonography.

Enrollment: Below is the prior and anticipated program enrollment to provide by TBR to provide context for the future of the program.

| Low Producing Programs: Projected Fall Enrollment | | | | | | |
|---|--|------|------|------|------|------|
| Institution | Academic Program | F 19 | F 20 | F 21 | F 22 | F 23 |
| Chattanooga | 1. Cardiovascular Sonography, C1* | 13 | | 10 | | 14 |
| | 2. Computed Tomography, C1 ¹ | 2 | 5 | 5 | 10 | 10 |
| | 3. Criminal Justice, AAS | 20 | 26 | 24 | 24 | 24 |
| | 4. Fine Arts, AFA ¹ | 34 | 37 | 30 | 38 | 40 |
| | 5. Mammography, C1 | 6 | 6 | 7 | 10 | 10 |
| Cleveland | 6. Welding Basic Entry Level, C1 | 36 | 18 | 16 | 20 | 24 |
| Columbia | 7. Criminal Justice, AAS | 57 | 75 | 40 | 50 | 60 |
| | 8. Medical Informatics, AAS | 11 | 15 | 20 | 25 | 25 |
| Motlow | 9. Computer Info Tech, AAS ¹ | 60 | 70 | 80 | 90 | 100 |
| | 10. Early Childhood Education, C1 ¹ | 7 | 12 | 40 | 48 | 56 |
| Nashville | 11. Teaching, AST ¹ | 124 | 120 | 135 | 155 | 175 |
| Pellissippi | 12. Criminal Justice, AAS | 27 | 64 | 73 | 94 | 85 |
| Roane | 13. Advanced Pharmacy Tech, C1 ¹ | 7 | 4 | 8 | 12 | 12 |
| | 14. Surgical Technology, AAS | 17 | 17 | 12 | 12 | 12 |
| Southwest | 15. Biotechnology, AAS | 19 | 18 | 45 | 60 | 75 |
| | 16. Hospitality Management, AAS | 80 | 86 | 86 | 100 | 115 |
| | 17. Middle Management, AAS ¹ | 6 | 2 | 3 | 7 | 10 |
| | 18. Teaching, AST ¹ | 21 | 23 | 25 | 28 | 32 |
| Volunteer | 19. Ophthalmic Tech, AAS | 9 | 14 | 13 | 14 | 15 |
| Walters | 20. Criminal Justice, AAS | 23 | 12 | 5 | 5 | 5 |
| | 21. Fire Science, AAS | 20 | 29 | 20 | 20 | 20 |
| | 22. Production Horticulture, AAS ¹ | 5 | 8 | 1 | 4 | 6 |
| | • Horticulture, C1 ¹ | 1 | 0 | 0 | 3 | 6 |
| • Landscape Management, C1 ¹ | 0 | 0 | 0 | 1 | 2 | |

¹ Programs also noted as low producing in 2018.

* Program enrolls students on alternating years with Diagnostic Medical Sonography.

Academic Program Inventory

Below is an overview of the Academic Program Inventory (API) that includes all degrees offered at the institution. Academic programs are listed by degree level and maturity status. New programs are those recently approved by THEC that remain in Post Approval Monitoring (PAM). Monitoring time depends on the degree level. Mature programs are those programs that have exited PAM and are included in Quality Assurance Funding for accountability purposes. It is only these mature programs that are included in the productivity review.

| Academic Program Inventory | | | | |
|----------------------------|--------------|--------------------------|-----------------------|-----------------------|
| Program Level | New Programs | Mature: Low Producing | Mature: Productive | Total Mature Programs |
| Associate | | | 3 | 3 |
| Bachelor | 2 | 4 | 56 | 60 |
| Master's | 2 | | 22 | 22 |
| Education Specialist | | | 1 | 1 |
| Doctoral | 2 | | 2 | 2 |
| Total | 6 | 4 | 84 | 88 |

Academic Program Productivity Review

Listed below are those programs identified as low producing according to predetermined benchmarks. When an academic program is identified as low producing, institutions work with THEC to gather data for conversations about program viability and how the program fits into the overall curriculum and mission of the institution. Not meeting benchmarks is not an automatic cause for concern as there are multiple reasons a program may not be meeting benchmarks including serving the general education core of the institution. Of particular concern are those non general education program that consistently remain low producing.

| Low Producing Programs | | | | | |
|------------------------|-----------------------------|--------|----------|----------|------------|
| 2020 CIP | Academic Program | Degree | 2018 Avg | 2021 Avg | Difference |
| 30.50.0901.00 | 1. Music | BA/BS | 14 | 6 | -8 |
| 24.38.0101.00 | 2. Philosophy and Religion* | BA/BS | 3 | 3 | -- |
| 25.40.0801.00 | 3. Physics | BS | 10 | 8 | -2 |
| 30.50.0501.00 | 4. Theater/Dance | BA/BFA | NA | 8 | -- |

* Programs also noted as low producing in 2018.

Programs shaded in gray general education.

Theater/Dance, Baccalaureate

Overview: The Theater/Dance, Bachelor of Arts and Bachelor of Fine Arts program is housed in the College of Arts and Letters. It was implemented in Fall 2015 and is working toward accreditation with the National Association of Schools of Theater (NAST); the accreditation site visit is scheduled for October 2021. The program aligns with APSU's mission in that it promotes creativity and fosters artists, scholars, and professionals who positively impact their community.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 3 | 8 | 8 | 3 | 16 | 8 | 80% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 85 | 77 | 70 | 75 | 80 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Student Recruitment:** APSU has developed a robust recruitment agenda that includes approximately 2,500 high school senior auditions across the region. With the increase in graduates and auditions, APSU has seen an increase in name recognition for the program. Increased and updated physical space has also increased visibility on campus for the program.
- **Curriculum Revisions:** APSU has revised the curriculum in alignment with NAST accreditation standards and developed a naming convention to help students identify and progress through the program more efficiently.
- **Partnerships:** APSU has built formal partnerships with local and regional professional performing arts organizations including the Roxy Regional Theater, Nashville Shakespeare Festival, and Nashville Children’s Theater – the longest running theatre for youth in the nation. Partnerships include opportunities for APSU students to perform and complete internships with directors, playwrights, and song writers.

Academic Program Inventory

Below is an overview of the Academic Program Inventory (API) that includes all degrees offered at the institution. Academic programs are listed by degree level and maturity status. New programs are those recently approved by THEC that remain in Post Approval Monitoring (PAM). Monitoring time depends on the degree level. Mature programs are those programs that have exited PAM and are included in Quality Assurance Funding for accountability purposes. It is only these mature programs that are included in the productivity review.

| Academic Program Inventory | | | | |
|----------------------------|--------------|--------------------------|-----------------------|-----------------------|
| Program Level | New Programs | Mature: Low Producing | Mature: Productive | Total Mature Programs |
| Bachelor | 2 | 5 | 53 | 58 |
| Master's | 2 | 4 | 37 | 41 |
| Education Specialist | | 1 | | 1 |
| Professional | | | 7 | 7 |
| Doctoral | 2 | | 7 | 7 |
| Total | 6 | 10 | 104 | 114 |

Academic Program Productivity Review

Listed below are those programs identified as low producing according to predetermined benchmarks. When an academic program is identified as low producing, institutions work with THEC to gather data for conversations about program viability and how the program fits into the overall curriculum and mission of the institution. Not meeting benchmarks is not an automatic cause for concern as there are multiple reasons a program may not be meeting benchmarks including serving the general education core of the institution. Of particular concern are those non general education program that consistently remain low producing.

| Low Producing Programs | | | | | |
|------------------------|----------------------------------|--------|----------|----------|------------|
| 2020 CIP | Academic Program | Degree | 2018 Avg | 2021 Avg | Difference |
| 31.51.9999.01 | 5. Allied Health | MSAH | 6 | 4 | -2 |
| 03.05.0122.00 | 6. Appalachian Studies | MA | NA | 3 | -- |
| 16.24.0101.03 | 7. Applied Science | BAS | 11 | 9 | -2 |
| 08.13.0401.00 | 8. Educational Leadership* | EDS | 2 | 3 | +1 |
| 31.51.2202.00 | 9. Environmental Health* | BSEH | 9 | 8 | -1 |
| 16.24.0101.00 | 10. Liberal Studies | MALS | 7 | 4 | -3 |
| 30.50.0701.00 | 11. Studio Art | MFA | 5 | 4 | -1 |
| 09.15.1102.00 | 12. Surveying & Mapping Science* | BS | 9 | 8 | -1 |
| 24.38.0101.00 | 13. Philosophy* | BA/BS | 7 | 7 | -- |
| 25.40.0801.00 | 14. Physics* | BS | 9 | 6 | -3 |

* Programs also noted as low producing in 2018.

Programs shaded in gray are general education.

1. Allied Health, Master's

Overview: The Applied Health Master's is housed in the Allied Health Sciences department in the College of Clinical and Rehabilitative Health Sciences. The program aligns to the institution's mission to positively impact the underserved of the Appalachia region.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 5 | 5 | 3 | 1 | 7 | 4 | 80% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 19 | 19 | 21 | 19 | 20 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Curriculum Revision:** The curriculum has been revised to expand upon the choices of electives, focus areas and research in the program.
- **Recruitment:** The college has invested funds for a digital marketing campaign. The School of Graduate and Continuing Studies is also helping to recruit students into the program.

2. Appalachian Studies, Master's

Overview: The Appalachian Studies Master's degree is housed in the Department of Appalachian Studies in the College of Arts and Sciences. The program aligns with the institution's focus on Appalachia and includes the Center for Excellence for Appalachian Studies and Services.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 2 | 5 | 2 | 4 | 3 | 3 | 60% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 18 | 18 | 18 | 18 | 18 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Curriculum Revision:** The tracks were expanded to provide students either a thesis, comprehensive exam, or research project to meet capstone requirements. The program will also provide a Thesis Boot Camp to prepare students for intensive writing required to meet the thesis timeline.

- **Student Engagement:** Students have built a cohort around the research methods course. The student organization has helped students collaborate and conference attendance and presentations are increasing.

3. Applied Science, Baccalaureate

Overview: The baccalaureate degree in Applied Science is housed in the Division of Cross-Disciplinary Studies in the College of Graduate and Continuing Studies. The program is designed to serve individuals that hold an Associate of Applied Science (AAS) in reaching a baccalaureate degree with as little loss of credits as possible.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 5 | 10 | 9 | 12 | 9 | 9 | 90% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 20 | 16 | 16 | 20 | 24 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Curriculum Revision:** Two additional tracks were added to the program to appeal to more students aligned to the needs of the community and AAS degree graduates. The program was made available entirely online.
- **Articulation:** The institution has worked to ensure that seamless articulation occurs between local community colleges and ETSU to resolve any transfer difficulties so students may go directly from one institution to the other.

4. Education Leadership*, Education Specialist

Overview: The education specialist program in Education Leadership is housed in the Educational Leadership and Policy Analysis Department in the Clemmer College of Education. The program aligns with the institution’s mission to provide access opportunities for adult and professional learners.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 2 | 1 | 9 | 4 | 1 | 3 | 60% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 3 | 5 | 5 | 5 | 5 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Curriculum Revision:** The program will be revised to update content and alignment with the doctoral program to allow seamless transition into the doctoral program.

5. Environmental Health*, Baccalaureate

Overview: The Environmental Health baccalaureate program is housed in the Department of Environmental Health in the College of Public Health. The program aligns with the institution’s mission to improve the quality of life of individuals in the community and region through public health. The program is accredited by the Council on Education in Public Health.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 8 | 9 | 9 | 6 | 7 | 8 | 80% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 34 | 34 | 36 | 27 | 25 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Recruitment:** The program will be marketed as both an undergraduate program with successful careers available and as a pre-professional program that can prepare students for graduate studies. The College has also hired a staff member dedicated to recruitment.

6. Liberal Studies, Master’s

Overview: The Liberal Studies graduate program is housed in the Cross-Disciplinary Studies Department in the College of Graduate and Continuing Studies. The program aligns with the institution’s mission to provide opportunities for lifelong learning.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 2 | 5 | 4 | 4 | 4 | 4 | 80% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 14 | 5 | 5 | 10 | 12 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Recruitment:** Program leadership has been engaged in professional development on best practices for recruiting students into this type of program.
- **Delivery Method Update:** The program developed an online/hybrid delivery model to expand access to the program.

7. Studio Art, Master's

Overview: The Studio Art Master's program is housed in the Art and Design Department in the College of Arts and Sciences. The program is accredited by the National Association of Schools of Art and Design.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 7 | 1 | 5 | 2 | 6 | 4 | 80% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 12 | 5 | 5 | 10 | 8 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Recruitment:** The program has increase in person and mailout recruitment materials.
- **Curriculum Revision:** The program has been revised to provide more stand-alone courses for graduate students.

8. Surveying and Mapping Science*, Baccalaureate

Overview: The Surveying and Mapping Science program is housed in the Department of Engineering, Engineering Technology, and Surveying within the College of Business and Technology. The program is aligned with the institution's mission of regional improvement. The program is accredited by the Accreditation Board for Engineering and Technology.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 9 | 11 | 8 | 7 | 7 | 8 | 80% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 62 | 63 | 66 | 70 | 75 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- Recruitment: The program now provides an option to participate in the program completely online. Recruitment around this feature has been positive.
- Curriculum Update: The program is working to streamline the curriculum and integrate current technological practices from industry.

Academic Program Inventory

Below is an overview of the Academic Program Inventory (API) that includes all degrees offered at the institution. Academic programs are listed by degree level and maturity status. New programs are those recently approved by THEC that remain in Post Approval Monitoring (PAM). Monitoring time depends on the degree level. Mature programs are those programs that have exited PAM and are included in Quality Assurance Funding for accountability purposes. It is only these mature programs that are included in the productivity review.

| Academic Program Inventory | | | | |
|----------------------------|--------------|--------------------------|-----------------------|-----------------------|
| Program Level | New Programs | Mature: Low Producing | Mature: Productive | Total Mature Programs |
| Bachelor | 7 | | 79 | 79 |
| Master's | 3 | | 37 | 37 |
| Education Specialist | | | 3 | 3 |
| Doctoral | | | 9 | 9 |
| Total | 10 | -- | 128 | 128 |

Academic Program Productivity Review

Listed below are those programs identified as low producing according to predetermined benchmarks. When an academic program is identified as low producing, institutions work with THEC to gather data for conversations about program viability and how the program fits into the overall curriculum and mission of the institution. Not meeting benchmarks is not an automatic cause for concern as there are multiple reasons a program may not be meeting benchmarks including serving the general education core of the institution. Of particular concern are those non general education program that consistently remain low producing.

Academic Program Productivity

All academic programs at Middle Tennessee State University meet or exceeded productivity benchmarks.

Academic Program Inventory

Below is an overview of the Academic Program Inventory (API) that includes all degrees offered at the institution. Academic programs are listed by degree level and maturity status. New programs are those recently approved by THEC that remain in Post Approval Monitoring (PAM). Monitoring time depends on the degree level. Mature programs are those programs that have exited PAM and are included in Quality Assurance Funding for accountability purposes. It is only these mature programs that are included in the productivity review.

| Academic Program Inventory | | | | |
|----------------------------|--------------|--------------------------|-----------------------|-----------------------|
| Program Level | New Programs | Mature: Low Producing | Mature: Productive | Total Mature Programs |
| Associate | | -- | 1 | 1 |
| Bachelor | | 4 | 33 | 37 |
| Master's | 1 | 2 | 21 | 23 |
| Education Specialist | | 1 | -- | 1 |
| Doctoral | | -- | 7 | 7 |
| Total | 1 | 7 | 62 | 69 |

Academic Program Productivity Review

Listed below are those programs identified as low producing according to predetermined benchmarks. When an academic program is identified as low producing, institutions work with THEC to gather data for conversations about program viability and how the program fits into the overall curriculum and mission of the institution. Not meeting benchmarks is not an automatic cause for concern as there are multiple reasons a program may not be meeting benchmarks including serving the general education core of the institution. Of particular concern are those non general education program that consistently remain low producing.

| Low Producing Programs | | | | | |
|------------------------|------------------------------------|--------|----------|----------|------------|
| 2020 CIP | Academic Program | Degree | 2018 Avg | 2021 Avg | Difference |
| 09.14.0401.00 | 15. Architectural Engineering* | BS | 5 | 6 | +1 |
| 08.13.0401.00 | 16. Instructional Leadership | EDS | 13 | 3 | -10 |
| 08.13.1101.00 | 17. Professional School Counseling | MS | 7 | 3 | -4 |
| 08.13.1001.00 | 18. Special Education | MEd | 11 | 3 | -8 |
| 28.45.1201.00 | 19. Urban Studies* | BS | 5 | 7 | +2 |
| 28.54.0101.00 | 20. History* | BA/BS | 7 | 5 | -2 |
| 19.27.0101.00 | 21. Mathematical Sciences* | BS | 4 | 6 | +2 |

* Programs also noted as low producing in 2018.

Programs shaded in gray are general education.

1. Architectural Engineering*, Baccalaureate

Overview: The Architectural Engineering program is housed in the Civil and Architectural Engineering Department in the College of Engineering. The program is accredited by the Accreditation Board for Engineering and Technology. It aligns with the institution's mission by preparing students for professional careers.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 4 | 9 | 5 | 5 | 7 | 6 | 60% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 74 | 87 | 95 | 104 | 115 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Increased Capacity:** The department has hired 4 tenure-track faculty members that are able to increase the frequency of core courses and diversity of electives offered.

2. Instructional Leadership, Education Specialist

Overview: The educational specialist in Instructional Leadership program is housed in the Department of Educational Leadership in the College of Education. The program aligns with the institution's mission to provide quality education to the region.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 6 | 2 | 4 | 3 | -- | 3 | 60% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 3 | 5 | 6 | 15 | 15 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Delivery Mode Update:** The program will be offered completely online in addition to a traditional setting.
- **Recruitment:** The program will implement the Triple Advantage Program and participate in various recruitment activities to increase student enrollment.

3. Professional School Counseling, Master's

Overview: The Professional Counseling graduate program is housed in the Psychology Department in the College of Education. The program is currently accredited by the Council for Accreditation of Educator Preparation while working to accreditation by the Council for Accreditation of Counseling and Related Educational Programs.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 4 | 2 | 2 | 4 | 5 | 3 | 60% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 12 | 13 | 12 | 15 | 15 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Recruitment:** The program has plans to increase recruitment including efforts to attract students from the undergraduate Psychology program at TSU.
- **Delivery Mode Update:** The program now provides a completely online option for students.

4. Special Education, Master's

Overview: The Special Education graduate program is housed in the Department of Teaching and Learning in the College of Education. The program aligns to the institution's mission of preparing diverse leaders to impact the local economy. The program is accredited by the Council on Accreditation of Education Programs.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 11 | -- | -- | 3 | 1 | 3 | 60% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 9 | 40 | 18 | 60 | 65 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Increased Opportunities for Students:** Through multiple grants awarded by the state, the program is able to provide tuition assistance to students and increase the opportunity for more students to pursue the degree.

5. Urban Studies*, Baccalaureate

Overview: The Urban Studies baccalaureate degree is housed in the Social Work and Urban Studies Department in the College of Public Service. The program is aligned to the institution's mission to increase the outcomes for the community.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 7 | 4 | 5 | 9 | 12 | 7 | 70% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 87 | 46 | 46 | 58 | 68 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Partnerships:** The program has developed a partnership with the Department of Corrections and the Department of Human Resources to offer a Professional Management Academy which recruits individuals into the program.
- **Recruitment:** The department will have the Urban Studies program be a part of the TSU Big Blue Dual Enrollment program to help recruitment into the program from high school students.

Academic Program Inventory

Below is an overview of the Academic Program Inventory (API) that includes all degrees offered at the institution. Academic programs are listed by degree level and maturity status. New programs are those recently approved by THEC that remain in Post Approval Monitoring (PAM). Monitoring time depends on the degree level. Mature programs are those programs that have exited PAM and are included in Quality Assurance Funding for accountability purposes. It is only these mature programs that are included in the productivity review.

| Academic Program Inventory | | | | |
|----------------------------|--------------|--------------------------|-----------------------|-----------------------|
| Program Level | New Programs | Mature: Low Producing | Mature: Productive | Total Mature Programs |
| Bachelor | 1 | 2 | 39 | 41 |
| Master's | 3 | 1 | 16 | 17 |
| Education Specialist | | | 3 | 3 |
| Doctoral | 2 | | 5 | 5 |
| Total | 6 | 3 | 63 | 66 |

Academic Program Productivity Review

Listed below are those programs identified as low producing according to predetermined benchmarks. When an academic program is identified as low producing, institutions work with THEC to gather data for conversations about program viability and how the program fits into the overall curriculum and mission of the institution. Not meeting benchmarks is not an automatic cause for concern as there are multiple reasons a program may not be meeting benchmarks including serving the general education core of the institution. Of particular concern are those non general education program that consistently remain low producing.

| Low Producing Programs | | | | | |
|------------------------|----------------------|--------|----------|----------|------------|
| 2020 CIP | Academic Program | Degree | 2018 Avg | 2021 Avg | Difference |
| 15.23.0101.00 | 1. English* | MA | 7 | 4 | -3 |
| 10.16.0101.00 | 2. Foreign Languages | BA | 8 | 9 | +1 |
| 25.40.0801.00 | 3. Physics* | BS | 7 | 2 | -5 |

* Programs also noted as low producing in 2018.

Programs shaded in gray are general education.

1. English, Master's

Overview: The graduate program in English is housed in the English Department in the College of Arts and Sciences. The program aligns with the institution's mission to deliver enduring education as it provides knowledge to expand opportunity.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 2 | 4 | 4 | 4 | 5 | 4 | 80% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 13 | 8 | 9 | 11 | 13 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Admissions Revisions:** A review of admissions criteria to allow for a greater variety of experiences and evaluations for prospective students.
- **Increased Resources:** Through a partnership with the College of Engineering, the program has received a funded graduate assistant position to serve as a writing resource for engineering students.
- **Curriculum Revisions:** The program is being revised to allow for greater variation between concentrations. Additionally, the creative writing faculty will develop new courses and develop collaborations beyond the university.

Academic Program Inventory

Below is an overview of the Academic Program Inventory (API) that includes all degrees offered at the institution. Academic programs are listed by degree level and maturity status. New programs are those recently approved by THEC that remain in Post Approval Monitoring (PAM). Monitoring time depends on the degree level. Mature programs are those programs that have exited PAM and are included in Quality Assurance Funding for accountability purposes. It is only these mature programs that are included in the productivity review.

| Academic Program Inventory | | | | |
|----------------------------|--------------|--------------------------|-----------------------|-----------------------|
| Program Level | New Programs | Mature: Low Producing | Mature: Productive | Total Mature Programs |
| Bachelor | 2 | 3 | 50 | 53 |
| Master's | 3 | 2 | 48 | 50 |
| Education Specialist | | | 1 | 1 |
| Professional | | | 1 | 1 |
| Doctoral | 5 | 1 | 34 | 35 |
| Total | 10 | 6 | 134 | 140 |

Academic Program Productivity Review

Listed below are those programs identified as low producing according to predetermined benchmarks. When an academic program is identified as low producing, institutions work with THEC to gather data for conversations about program viability and how the program fits into the overall curriculum and mission of the institution. Not meeting benchmarks is not an automatic cause for concern as there are multiple reasons a program may not be meeting benchmarks including serving the general education core of the institution. Of particular concern are those non general education program that consistently remain low producing.

| Low Producing Programs | | | | | |
|------------------------|--|--------|----------|----------|------------|
| 2020 CIP | Academic Program | Degree | 2018 Avg | 2021 Avg | Difference |
| 03.05.0201.01 | 22. African and African American Studies | BA | 9 | 9 | -- |
| 26.42.2806.00 | 23. Educational Psychology & Research* | MS | 4 | 2 | -2 |
| 09.15.0000.00 | 24. Engineering Technology* | MS | 4 | 3 | -1 |
| 30.50.0408.00 | 25. Interior Architecture* | BFA | 6 | 7 | +1 |
| 31.51.2201.00 | 26. Social and Behavioral Sciences | PhD | 2 | 2 | -- |
| 25.40.0801.00 | 27. Physics* | BS | 3 | 5 | +2 |

* Programs also noted as low producing in 2018.

Programs shaded in gray are general education.

1. African and African American Studies, Baccalaureate

Overview: The African and African American Studies program is housed in the Interdisciplinary Studies department in the College of Arts and Sciences. The program aligns with the institution's commitment to diversity and inclusion.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 9 | 9 | 9 | 13 | 6 | 9 | 90% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 37 | 29 | 40 | 40 | 50 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Recruitment:** The program will extend recruitment efforts to local high schools using student ambassadors to increase awareness of the program. The program will also continue to collaborate with the Office of Multicultural Affairs and provide presentations to various organizations as outreach efforts and recruitment.
- **Course Classification:** The program is working to have the Introduction to African and African American Studies course be returned to the general education humanities elective options to recruit current students at the institution.

2. Educational Psychology and Research, Master's

Overview: The Educational Psychology and Research graduate program is housed in the Department of Counseling, Education Psychology, and Research department in the College of Education.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 2 | 2 | 3 | 4 | 1 | 2 | 40% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 9 | 12 | 27 | 30 | 32 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Curriculum Alignment:** The program has combined the Educational Psychology and Educational Research concentrations into one pathway. Students interested in both concentrations will now be part of the same program.

3. Engineering Technology, Master's

Overview: The Engineering Technology graduate degree is housed in the Engineering Technology department in the Herff College of Engineering. The program aligns to the institution's research mission.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 1 | 5 | 4 | 1 | 2 | 3 | 60% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 3 | 2 | 5 | 10 | 10 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Additional Delivery Modes:** The program is now approved for inclusion in the UOM Global program offering students a fully online program option.
- **Recruitment:** The department has renewed recruitment efforts from undergraduate majors and promoted the Accelerated Bachelors to Master's program.

4. Interior Architecture*, Baccalaureate

Overview: The Interior Architecture program is housed in the Architecture department in the College of Communication and Fine Arts. The program is accredited by the Council for Interior Design and the National Association of Schools of Art and Design.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 6 | 4 | 2 | 12 | 9 | 7 | 70% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 54 | 62 | 70 | 73 | 78 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Program Name:** The program name was changed from Interior Design to Interior Architecture to give students a better understanding of the content and rigor of the program as an architecture program rather than an interior decorating program.
- **Partnerships:** The program has worked with the Memphis Association of Interior Architects to provide additional student engagement in the professional world prior to graduation. The opportunities associated with the enhanced partnership are used to recruit additional students to the program.

5. Social and Behavioral Sciences, Doctoral

Overview: The Social and Behavior Sciences doctoral program is housed in the of Social and Behavior Sciences department in the School of Public Health. The program aligns to the research and service mission of the institution as it promotes health equity.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 2 | 2 | 2 | 4 | 1 | 2.2 | 73% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 3 | 3 | 4 | 3 | 3 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Increased Student Support:** The program has increased the financial stipend provided to students in order to be more competitive with similar programs across the country. Faculty have also increased proposals for external funding to further support students.
- **Recruitment:** The program has increase recruitment of highly qualified part-time students into the program. Though these students will take longer to graduate, they have demonstrated ability to meet the rigors of the program.

Academic Program Inventory

Below is an overview of the Academic Program Inventory (API) that includes all degrees offered at the institution. Academic programs are listed by degree level and maturity status. New programs are those recently approved by THEC that remain in Post Approval Monitoring (PAM). Monitoring time depends on the degree level. Mature programs are those programs that have exited PAM and are included in Quality Assurance Funding for accountability purposes. It is only these mature programs that are included in the productivity review.

| Academic Program Inventory | | | | |
|----------------------------|--------------|--------------------------|-----------------------|-----------------------|
| Program Level | New Programs | Mature: Low Producing | Mature: Productive | Total Mature Programs |
| Bachelor | 1 | 4 | 36 | 40 |
| Master's | 3 | | 22 | 22 |
| Education Specialist | | | 1 | 1 |
| Doctoral | 1 | | 6 | 6 |
| Total | 5 | 4 | 65 | 69 |

Academic Program Productivity Review

Listed below are those programs identified as low producing according to predetermined benchmarks. When an academic program is identified as low producing, institutions work with THEC to gather data for conversations about program viability and how the program fits into the overall curriculum and mission of the institution. Not meeting benchmarks is not an automatic cause for concern as there are multiple reasons a program may not be meeting benchmarks including serving the general education core of the institution. Of particular concern are those non general education program that consistently remain low producing.

| Low Producing Programs | | | | | |
|------------------------|---------------------------|--------|----------|----------|------------|
| 2020 CIP | Academic Program | Degree | 2018 Avg | 2021 Avg | Difference |
| 24.38.9999.01 | 1. Philosophy & Religion* | BA | 8 | 9 | -1 |
| 25.40.0801.00 | 2. Physics* | BS | 4 | 4 | -- |
| 30.50.0501.00 | 3. Theater* | BA | 8 | 9 | +1 |

* Programs also noted as low producing in 2018.

Programs shaded in gray are general education.

Academic Program Productivity

All academic programs at University of Tennessee Chattanooga, outside of the general education core, meet or exceeded productivity benchmarks.

Academic Program Inventory

Below is an overview of the Academic Program Inventory (API) that includes all degrees offered at the institution. Academic programs are listed by degree level and maturity status. New programs are those recently approved by THEC that remain in Post Approval Monitoring (PAM). Monitoring time depends on the degree level. Mature programs are those programs that have exited PAM and are included in Quality Assurance Funding for accountability purposes. It is only these mature programs that are included in the productivity review.

| Academic Program Inventory | | | | |
|----------------------------|--------------|--------------------------|-----------------------|-----------------------|
| Program Level | New Programs | Mature: Low Producing | Mature: Productive | Total Mature Programs |
| Bachelor | 1 | | 5 | 5 |
| Master's | | | 14 | 14 |
| Doctoral | | 3 | 13 | 16 |
| Total | 1 | 3 | 32 | 35 |

Academic Program Productivity Review

Listed below are those programs identified as low producing according to predetermined benchmarks. When an academic program is identified as low producing, institutions work with THEC to gather data for conversations about program viability and how the program fits into the overall curriculum and mission of the institution. Not meeting benchmarks is not an automatic cause for concern as there are multiple reasons a program may not be meeting benchmarks including serving the general education core of the institution. Of particular concern are those non general education program that consistently remain low producing.

| Low Producing Programs | | | | | |
|------------------------|---------------------------------------|--------|----------|----------|------------|
| 2020 CIP | Academic Program | Degree | 2018 Avg | 2021 Avg | Difference |
| 31.51.2212.00 | 28. Health Outcomes & Policy Research | PhD | 3 | 1 | -2 |
| 31.51.3808.00 | 29. Nursing Science | PhD | 4 | 2 | -2 |
| 31.51.0204.00 | 30. Speech and Hearing Science* | PhD | 2 | 1 | -1 |

* Programs also noted as low producing in 2018.

1. Health Outcomes and Policy Research, Doctoral

Overview: The Health Outcomes and Policy Research is housed in the College of Graduate Health Sciences.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 3 | 1 | -- | -- | 1 | 1 | 33% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 18 | 20 | 18 | 18 | 18 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Recruitment:** The program has begun actively recruiting under new program leadership. A restructure of student funding has allowed for additional student support.

2. Nursing Science, Doctoral

Overview: The doctoral program in Nursing Science is housed in the College of Graduate Health Sciences.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 5 | 2 | 1 | 1 | 2 | 2 | 66% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 22 | 26 | 24 | 24 | 24 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Recruitment:** Program faculty have developed a strong recruitment plan for both students and research faculty.

3. Speech and Hearing Science*, Doctoral

Overview: The Speech and Hearing Science doctoral program is housed in the College of Graduate Health Sciences. Preliminary data from UT indicates the program had 3 graduates in 2020-21, meeting the single year benchmark for the first time.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 1 | 1 | 1 | 2 | 1 | 1 | 33% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 10 | 8 | 9 | 9 | 9 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Recruitment:** The program has developed a recruitment plan for additional faculty and students with particular outreach to students at UT Knoxville.

Academic Program Inventory

Below is an overview of the Academic Program Inventory (API) that includes all degrees offered at the institution. Academic programs are listed by degree level and maturity status. New programs are those recently approved by THEC that remain in Post Approval Monitoring (PAM). Monitoring time depends on the degree level. Mature programs are those programs that have exited PAM and are included in Quality Assurance Funding for accountability purposes. It is only these mature programs that are included in the productivity review.

| Academic Program Inventory | | | | |
|----------------------------|--------------|--------------------------|-----------------------|-----------------------|
| Program Level | New Programs | Mature: Low Producing | Mature: Productive | Total Mature Programs |
| Bachelor | 3 | 3 | 85 | 88 |
| Master's | 2 | 3 | 82 | 85 |
| Education Specialist | | 1 | 2 | 3 |
| Professional | 1 | | 2 | 2 |
| Doctoral | 3 | 9 | 58 | 67 |
| Total | 9 | 16 | 229 | 245 |

Academic Program Productivity Review

Listed below are those programs identified as low producing according to predetermined benchmarks. When an academic program is identified as low producing, institutions work with THEC to gather data for conversations about program viability and how the program fits into the overall curriculum and mission of the institution. Not meeting benchmarks is not an automatic cause for concern as there are multiple reasons a program may not be meeting benchmarks including serving the general education core of the institution. Of particular concern are those non general education program that consistently remain low producing.

| Low Producing Programs | | | | | |
|---|----------------------------------|--------|----------|----------|------------|
| 2020 CIP | Academic Program | Degree | 2018 Avg | 2021 Avg | Difference |
| College of Arts and Sciences | | | | | |
| 30.50.0703.00 | 31. Art History | BA | 10 | 6 | -4 |
| 24.38.0101.00 | 32. Philosophy | PhD | 3 | 2 | -1 |
| College of Education, Health, and Human Sciences | | | | | |
| 12.19.0701.00 | 33. Child and Family Studies | PhD | 4 | 2 | -2 |
| 21.30.1901.00 | 34. Nutritional Sciences | PhD | 3 | 2 | -1 |
| 08.13.1399.00 | 35. Teacher Education | EdS | 8 | 2 | -6 |
| Haslam College of Business | | | | | |
| 32.52.1301.00 | 6. Management Science* | PhD | 1 | 1 | -- |
| 27.44.0401.00 | 7. Public Administration* | BSBA | 9 | 9 | -- |
| Herbert College of Agriculture | | | | | |
| 01.01.0901.00 | 8. Animal Science* | PhD | 1 | 2 | +1 |
| 09.14.0301.00 | 9. Biosystems Engineering | MS | 6 | 3 | -3 |
| 09.14.0301.00 | 10. Biosystems Engineering* | PhD | 1 | 1 | -- |
| 01.01.1202.00 | 11. Environment and Soil Science | MS | 5 | 2 | -3 |

| Low Producing Programs | | | | | |
|-------------------------------|--|--------|----------|----------|------------|
| 2020 CIP | Academic Program | Degree | 2018 Avg | 2021 Avg | Difference |
| 01.01.1001.00 | 12. Food Science | PhD | 3 | 2 | -1 |
| 01.03.0501.00 | 13. Forestry* | MS | 3 | 3 | -- |
| 01.03.0204.00 | 14. Natural Resources and Environmental Economics* | BSARE | 3 | 5 | +2 |
| Tickle College of Engineering | | | | | |
| 09.14.0201.00 | 15. Aerospace Engineering* | PhD | 2 | 2 | -- |
| 09.14.1301.00 | 16. Engineering Science | PhD | 1 | 0 | -1 |

* Programs also noted as low producing in 2018.

College of Arts and Sciences

1. Art History, Baccalaureate

Overview: The Art History program is housed in the School of Art in the College of Arts and Sciences. The program supports other programs in the School of Art.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 10 | 3 | 5 | 5 | 9 | 6 | 60% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 31 | 26 | 32 | 28 | 44 |

Program Status: Below is the information provided by the institution detailing the current status of the program and planned corrective action to meet graduation benchmarks.

- **Curriculum Revisions:** Art History courses have recently been included in the new Vol Core general education requirements in Arts and Humanities.
- **Faculty:** New faculty hires have increased the scope and diversity of art studied in the program which has drawn in additional students and allowed for increased course variation.

2. Philosophy, Doctoral

Overview: The Philosophy program is housed the Philosophy Department in the College of Arts and Sciences. The doctoral program in Philosophy aligns with the teaching mission of the institution. The program also serves an important function as ethical consultants in research and medicine across the institution.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 1 | 4 | 1 | 5 | -- | 2 | 67% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 23 | 19 | 19 | 20 | 21 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Curriculum Revision:** The comprehensive exam process has been streamlined to allow for more efficient movement through the program.
- **Recruitment:** The program has increased recruitment from the master’s program and expects to have an additional graduate assistantship available.

College of Education, Health, and Human Sciences

3. Child and Family Studies, Doctoral

Overview: The Child and Family Studies doctoral program is housed in the Department of Child and Family Studies in the College of Education, Health, and Human Sciences. The program aligns with the institution’s mission to increase knowledge and enrich the lives of individuals.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 3 | 5 | 1 | -- | 2 | 2 | 67% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 17 | 17 | 17 | 21 | 23 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Recruitment:** The program has increased recruitment efforts domestically and internationally. The Department also utilized a media specialist to assist in revising the website to highlight the work of students and graduates.
- **Student Engagement:** The program developed a graduate student organization to provide opportunity for fellowship and increase outreach through recruitment by current students.

4. Nutritional Science, Doctoral

Overview: The Nutritional Science doctoral program is housed in the Department of Nutrition in the College of Education, Health, and Human Services. The program aligns to the research mission of the institution.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 2 | 4 | -- | 2 | 3 | 2 | 67% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 18 | 18 | 11 | 16 | 16 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Recruitment:** The program has developed a recruitment plan to identify and recruit students from the master's program and has updated the admissions process with a focus on diversity, equity, and inclusion.

5. Teacher Education, Education Specialist

Overview: The Education Specialist program in Teacher Education is housed in the Department of Theory and Practice in Teacher Education in the College of Education, Health, and Human Sciences. The program aligns with the teaching mission of the institution.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 3 | 4 | 2 | -- | 2 | 2 | 40% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 5 | 13 | 10 | 10 | 10 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Program Alignment:** The alignment of the education specialist program with the program to prepare reading specialists is expected to facilitate an increase in enrollment for both programs as students can complete the programs concurrently.

Haslam College of Business

6. Management Science*, Doctoral

Overview: The Management Science program is housed in the Business Analytics and Statistics Department in the Haslam College of Business. The program aligns with the research mission of the institution.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 1 | -- | -- | -- | 3 | 1 | 33% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 6 | 4 | 9 | 10 | 10 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Curriculum Revision:** The program has been redesigned to increase the focus on business analytics. The revised program will launch in fall 2021 and recruitment efforts for the program have yielded a strong cohort of incoming students.

7. Public Administration*, Baccalaureate

Overview: The Public Administration program is housed in the Economics Department of the Haslam College of Business. The Public Administration program aligns to the institutions mission to enhance the lives of individuals by preparing students for careers in public service.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 8 | 5 | 11 | 11 | 9 | 9 | 90% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 39 | 27 | 22 | 35 | 35 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Recruitment:** The Public Administration program has begun working with the Baker Center for Public Policy to increase student interest in public service careers.
- **Curriculum:** Recently the types of economics courses have shifted to reflect the needs of employers. As a result, the Public Administration program is among a set of programs with varying levels of analysis intensive coursework at the institution.

Herbert College of Agriculture

Overview: The seven programs listed below are housed in various departments within the Herbert College of Agriculture. The College seeks to develop leaders in the fields of agriculture and natural resources. The programs are aligned with the institution’s mission as a land grant agricultural college.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| Academic Program | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 5 Yr. Avg | Percent |
|---|-------|-------|-------|-------|-------|-----------|---------|
| 8. Animal Science*, PhD | 1 | 2 | 4 | 1 | 1 | 2 | 67% |
| 9. Biosystems Eng, MS | 4 | 3 | 6 | 4 | -- | 3 | 60% |
| 10. Biosystems Eng*, PhD | 1 | 1 | 2 | 2 | 1 | 1 | 33% |
| 11. Environment and Soil Science, MS | 4 | 2 | 1 | 1 | 2 | 4 | 80% |
| 12. Food Science, PhD | 5 | -- | 1 | 1 | 3 | 2 | 67% |
| 13. Forestry*, MS | 3 | 6 | -- | 2 | 4 | 3 | 60% |
| 14. Natural Resources and Environmental Economics*, BSARE | 4 | 4 | 4 | 5 | 6 | 5 | 50% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Academic Program | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|---|-----------|-----------|-----------|-----------|-----------|
| 8. Animal Science*, PhD | 12 | 12 | 14 | 16 | 16 |
| 9. Biosystems Engineering, MS | 0 | 2 | 5 | 7 | 10 |
| 10. Biosystems Engineering*, PhD | 5 | 3 | 4 | 7 | 10 |
| 11. Environment and Soil Science, MS | 6 | 10 | 11 | 14 | 15 |
| 12. Food Science, PhD | 14 | 11 | 11 | 12 | 14 |
| 13. Forestry*, MS | 14 | 10 | 12 | 14 | 15 |
| 14. Natural Resources and Environmental Economics*, BSARE | 18 | 26 | 32 | 37 | 41 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Faculty:** The programs in the College of Agriculture lost several faculty members that are in the process of being replaced to both support students academically and with research funding. Replacing lost faculty will also increase grant application to support student financially.

- **Curricular Revisions:** The MS in Biosystems Engineering will merge with the Biosystems Engineering Technology MS program as the programs are similar and will allow for additional student support. The Forestry Masters is working to add a new concentration in Forest Business to increase interest to a broader set of potential students.
- **Communication:** The College is working to better communicate the diversity of careers that are open to graduates of these programs.
- **Organizational Revisions:** With the merger of the UT Institute of Agriculture with UTK to additional faculty mentoring is now available. Also, more students will now have access to the Science Alliance for graduate assistant funds.

Tickle College of Engineering

15. Aerospace Engineering*, Doctoral

Overview: The Aerospace Engineering PhD program resides in the Mechanical, Aerospace, and Biomedical Engineering department in the Tickle College of Engineering. The Aerospace Engineering program at UTK and UT Space Institute supports a research strength in hypersonics. The program aligns with the institution’s research mission.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 1 | 3 | 2 | 1 | 1 | 2 | 40% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 20 | 21 | 27 | 30 | 30 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Recruitment:** Recent recruitment efforts have yielded larger enrollments. UTK plans to continue outreach and develop a cluster model for program efficiency.

16. Engineering Science, Doctoral

Overview: The Engineering Science doctoral program is housed in the Intercollegiate Department of the Tickle College of Engineering. The program is designed to collaboration between program faculty and faculty from the College of Arts and Science for interdisciplinary studies. The Engineering Science program aligns to the research mission of the institution.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| -- | -- | -- | 1 | 1 | 0 | 0% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 2 | 2 | 2 | 2 | 2 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Under Review:** The program provides the opportunity for important interdisciplinary and multidisciplinary work, yet the Engineering Science doctoral program remains low producing. Faculty will begin discussion as to the direction of the program including options to revise the curriculum, merge the program with another program, or terminate the program.

Academic Program Inventory

Below is an overview of the Academic Program Inventory (API) that includes all degrees offered at the institution. Academic programs are listed by degree level and maturity status. New programs are those recently approved by THEC that remain in Post Approval Monitoring (PAM). Monitoring time depends on the degree level. Mature programs are those programs that have exited PAM and are included in Quality Assurance Funding for accountability purposes. It is only these mature programs that are included in the productivity review.

| Academic Program Inventory | | | | |
|----------------------------|--------------|--------------------------|-----------------------|-----------------------|
| Program Level | New Programs | Mature: Low Producing | Mature: Productive | Total Mature Programs |
| Bachelor | | 6 | 29 | 35 |
| Master's | 1 | | 7 | 7 |
| Total | 1 | 6 | 36 | 42 |

Academic Program Productivity Review

Listed below are those programs identified as low producing according to predetermined benchmarks. When an academic program is identified as low producing, institutions work with THEC to gather data for conversations about program viability and how the program fits into the overall curriculum and mission of the institution. Not meeting benchmarks is not an automatic cause for concern as there are multiple reasons a program may not be meeting benchmarks including serving the general education core of the institution. Of particular concern are those non general education program that consistently remain low producing.

| Low Producing Programs | | | | | |
|------------------------|---------------------------|---------|----------|----------|------------|
| 2020 CIP | Academic Program | Degree | 2018 Avg | 2021 Avg | Difference |
| 25.40.0601.00 | 1. Geoscience | BS | 11 | 9 | -2 |
| 28.45.0901.00 | 2. International Studies* | BA | 4 | 4 | -- |
| 25.40.0501.00 | 3. Chemistry | BS/BSCH | 11 | 8 | -3 |
| 32.52.0601.00 | 4. Economics | BSBA | 9 | 7 | -2 |
| 24.38.0101.00 | 5. Philosophy | BA | 2 | 3 | +1 |
| 10.16.0905.00 | 6. Spanish | BA | 6 | 5 | -1 |

* Programs also noted as low producing in 2018. Programs shaded in gray are general education.

1. Geoscience, Baccalaureate

Overview: The Geoscience baccalaureate program is housed in the Agriculture, Geosciences, and Natural Resources Department of the College of Agriculture and Applied Sciences. The program aligns to the institutions mission to serve students in the community and region.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 13 | 12 | 10 | 1 | 7 | 9 | 90% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 44 | 48 | 50 | 53 | 55 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Greater Inclusion:** Geology courses have been included in the revision of the General Education Core Curriculum to attract more students into the degree program.
- **Curriculum Revision:** Concentrations were revised for greater efficiency and to allow greater alignment to industry needs.

2. International Studies*, Baccalaureate

Overview: The International Studies program is housed in the Accounting, Finance, Economics, and Political Science department in the College of Business and Global Affairs. The program aligns with the institution mission to serve students in the community and region.

Graduates: Below are the graduates listed in the Student Information System used to determine low producing status. The count includes degrees awarded as part of a double major.

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 5 Year Average | Percent of Target |
|---------|---------|---------|---------|---------|----------------|-------------------|
| 5 | 3 | 3 | 4 | 7 | 4 | 40% |

Enrollment: Below is the prior and anticipated program enrollment to provide context for the future of the program.

| Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
|-----------|-----------|-----------|-----------|-----------|
| 29 | 22 | 24 | 26 | 30 |

Program Status: Below is the information provided by the institution detailing planned corrective action to meet graduation benchmarks.

- **Student Engagement:** The Model UN team is increasing student engagement and the success is being used to attract additional students.
- **Curriculum Revision:** Courses in the department have been updated and aligned to increase interest and the ability to engage with a more diverse set of courses in the department.