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Academic Program Productivity Report (FY 2016-20) Amended Report

The Academic Program Productivity Report (FY 2016-20) was approved on November 6, 2025, by the Board of Commissioners with the following amendments:

- Place 135 non-compliant programs under review, terminate 54, and exempt one.
- Eliminate the waiver requirement for action plans related to non-compliant programs in the report's recommendations.

Previous Amendments:

On October 16, 2025, the Commission on Academic Affairs and Licensing approved the report with an amendment to reflect the following status changes for two non-compliant programs listed in the report:

Status Change from Termination to Under Review	M.A. in International Relations and Affairs University of South Carolina-Columbia
Status Change from Termination to Under Review	D.M.A. in Music Theory and Composition University of South Carolina-Columbia



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Academic Program Productivity Report for the FY2016-2020 Review Cycle

October 2025



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Terminology

Terms/Acronyms	Definition
Biennial Review Cycle	The biennial review cycle refers to the Commission’s evaluation of all active academic degree programs every other year, with reviews historically falling in even-numbered years. Programs are assessed using five-year rolling averages for enrollment and completion to determine compliance with productivity standards.
CHEMIS	Commission on Higher Education Management Information System
Completion	The number of degrees awarded (i.e., the number of students who completed the program) over a specified period. It includes completers with double majors.
Completion Rate	The completion rate is not a policy-prescribed metric but is included in this report as an analytical reference. In alignment with Program Productivity Standards, it represents the percentage of program completers relative to enrollment. While not required for determining compliance, it offers a suggested benchmark to help evaluate program health and effectiveness.
Enrollment	The unduplicated headcount of students declared as majors in an academic degree program, including both first and second majors.
Five-Year Rolling Data	Five-year rolling data refers to the average enrollment and completion figures calculated over the five fiscal years in a review cycle. These averages are used to assess whether a program meets the Commission's productivity standards.
Graduation Rate	The percentage of full-time, first-time degree- or certificate-seeking undergraduate students who complete their program within 150% of the normal time to completion (e.g., six years for a four-year program). Reported by the Integrated Postsecondary Education Data System (IPEDS), graduation rates are tracked by entering student cohort and are disaggregated by race/ethnicity, gender, Pell Grant status, and transfer status.
IPED	Integrated Postsecondary Education Data System. It is a federal data collection system managed by the National Center for Education Statistics under the US Department of Education.
Program Productivity Standards	A set of criteria established by the Commission to assess the viability of academic degree programs using enrollment and degree completion data. Programs that do not meet both the enrollment and completion thresholds within the designated review cycle are considered noncompliant. Outcomes may include recommendations for placing noncompliant programs under review, termination, or, in rare cases, exemption.

Executive Summary

Academic Program Productivity Study for the FY2016-2020 Review Cycle

Overview

This report evaluates the productivity of 915 academic degree programs across 13 public four-year institutions during the FY2016–2020 review cycle, based on the five-year average enrollment and completion (Table 1). The analysis is to identify non-compliant programs and recommend one of three actions: under review, termination, or exemption to improve efficiency, alignment, and student completion outcomes. By examining the five-year average enrollment and completion data, the report highlights systemic issues in program duplication, high enrollment vs. low completion, and institutional mission alignment, and offers actionable recommendations to improve student outcomes and optimize resource use.

Key Findings

The report analyzed 1,001 academic degree programs, of which 915 were eligible for review during the review cycle of FY2016-2020 after exempting 84 new programs and two special/stop-out programs. Key findings include:

- Compliance Rates: Of the 915 programs, 709 (77.49%) met both enrollment and completion standards, while 190 (20.76%) were non-compliant, failing to meet enrollment, completion, or both standards.
- Compliant Programs: 366 baccalaureate, 227 master's, 109 doctorate, and 7 specialist programs.
- Non-Compliant programs: 112 baccalaureate, 56 master's, 19 doctorate, and 3 specialist programs.
- General Studies and Undeclared Programs: 14 undergraduate and 2 master's programs, with only enrollment data available and no completion data reported.
- Program Duplication: 65 bachelor's programs in 25 majors accounted for 62.2% of non-compliant completions. A similar trend was observed in the compliant programs. Duplication of programs did not increase completion outcomes. The most frequently duplicated non-compliant programs include Physical Education, Mathematics, Chemistry, Physics, and Spanish Language and Literature.
- Contribution of Non-compliant Programs: Noncompliant programs represented an average of 20.76% of reviewed programs across all degree levels but contributed only 2.31% of completions at the baccalaureate level, 2.05% at the master's level, and 2.45% at the doctoral level.
- Enrollment vs. Completion: Program compliance was often achieved through high enrollment rather than through corresponding graduation outcomes. In most cases, the number of program completions did not align with the enrollment levels required by policy.
- Policy Compliance: Delays in the FY2016–2020 review cycle have pushed back subsequent cycles

(FY2018–2022 and FY2020–2024), risking outdated action plans and requiring continuing efforts to catch up.

Recommendations

Based on the findings in this report, staff recommends the following actions:

1. *Decisions for Non-Compliant Programs*: Place 135 under review, terminate 54, and exempt one.
2. Request action plans for the non-compliant programs placed under review for the FY2016–2020 cycle.
3. Consider incorporating five-year average completion rates into the CHE *Policies and Procedures for Academic Degree Program Productivity*. Reviewing completion rates alongside enrollment and completion counts will provide a more comprehensive measure of program effectiveness.

Conclusion

This report highlights the need for strategic alignment and resource optimization to enhance program productivity across public four-year institutions. While 77.49% of programs met compliance standards, reliance on high enrollment masks persistent completion challenges. Program duplication and non-compliance further strain resources while leaving workforce needs in some industries unmet. The findings of this report suggest intriguing avenues of inquiry for improving campus program productivity performance:

- Cost-effectiveness of maintaining non-compliant programs.
- Proper balance between meeting state workforce development needs and maintaining programs with low completion counts.
- Potential benefits of consolidating general education coursework.

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Report on Program Productivity Study for the FY2016 -2020 Review Cycle

I. Background

Pursuant to §59-103-20 of the South Carolina Code of Laws of 1976 as amended, the South Carolina Commission on Higher Education (Commission or CHE) is charged with a review of program offerings with the objective of “reducing duplication, increasing effectiveness, and achieving economies.” In 2022, the Commission revised the 2017 policy on program productivity, which provides for the biennial review of enrollment and degrees awarded in all degree programs by all public four-year colleges and universities in South Carolina. The policy is available on the Commission’s website at [2022-09-01 Program Productivity Policy.pdf](#).

The attached report provides a list of academic degree programs identified as eligible for the program productivity review, measured against the standards based on enrollment and the number of degrees awarded during the review period. Institutions were asked to review the initial findings of the new and noncompliant programs, request actions for the noncompliant programs, and provide justifications for their requests. This biennial report, covering the FY2016 to 2020 period, includes findings from the Commission on Higher Education Management Information System (CHEMIS) program data, responses from the institutions, staff analysis, and recommendations for the continuation or termination of the programs identified as non-compliant.

II. Evaluation Policy and Procedures

The policy requires programs offered at public four-year institutions in the state to be evaluated in terms of longitudinal five-year averages for enrollment and degrees awarded. The following criteria (**Table 1**) apply:

**Table 1 Academic Degree Program Productivity Standards
(Five-Year Average Benchmarks for Enrollment and Completion)**

Degree Level	Major Enrollment	Completion (Degrees Awarded)
Baccalaureate	12.5	8
Master’s/Specialist/Doctoral-Professional Practice	6	3
Doctoral-Research/Scholarship	4.5	2

The enrollment data analyzed consist of unduplicated headcount, including double majors, while completion data reflect the number of completers, also encompassing double majors. The data sources for this review are CHEMIS and the Commission’s Academic Degree Program Inventory. Academic degree programs that meet both productivity standards are considered compliant and automatically receive continuing approval from the Commission. Programs that fail to meet both the enrollment and degree completion criteria during the biennial review are classified as non-compliant, placed under review,



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recommended for termination, or, in exceptional cases, exempted from productivity standards. Additionally, institutions may proactively terminate underperforming programs at any time by notifying the Commission on Higher Education.

The revised policy introduces a "Special Program" category. This includes programs fully funded by federal support and stop-out master's degree programs designed solely to enroll students in parallel doctoral programs. Programs in this category are eligible for exemption from review.

During the period of under review of an academic program, an institution is expected to enhance degree program enrollment and degrees awarded. A plan to enhance productivity is required to be submitted to the Commission within 90 calendar days of the Commission's action declaring the program's under-review status. If this improvement plan is not submitted by the institution by the date requested, the Commission will not accept any new program proposals or program modification proposals until the plan is received. At the end of a program's under-review period, the Commission will recommend either continuing approval status for programs meeting program productivity standards or, except in extenuating circumstances, termination of programs that failed to meet the standards in three consecutive biennial reviews. If warranted, the Commission will remove under-review status from programs as early as the next biennial program productivity review. For programs recommended for termination, institutions must provide a plan for complying with the Commission's recommendation within a mutually agreed upon phase-out period.

The Commission will entertain individual program exemptions from the academic program productivity standards under very limited circumstances and then only if convincing justification can be provided. In most cases, programs approved for exemption will be considered essential to the basic mission of the institution and deemed so unique in their subject matter and value to the higher education community in South Carolina as to make them essential. Programs that undergo curricular changes requiring the Commission degree program modification approval will lose their exempt status and will be reviewed in the next program productivity review. Programs granted an exemption will be exempt for three program productivity biennial review cycles. When the program is again subject to program productivity review, the Commission staff will inquire about any changes in the program that would affect its exemption status. If the reasons for initial exemption still apply, the program will again be recommended for exemption.

III. Summary of Process

For the current report, verified by the institutions, there are a total of 1,001 academic programs offered at the 13 institutions. Staff identified a total of 915 academic programs (492 at the baccalaureate level, 285 at the master's degree level, 122 at the doctorate/research level, six at the doctorate/professional practice level and 10 at the specialist's level) eligible for review. During the FY2016- 2020 review cycle, 84 programs have been identified as newly implemented programs and two programs as special programs at the master's degree level that are not eligible for review according to the policy.

Each university received a list of the new and non-compliant academic programs identified by the staff review for FY2016 -2020. The institutions were requested 1) to review and verify the initial findings of the new and non-compliant programs; 2) to make a request for each of the non-compliant programs cited should be under review, terminated, or exempted and provide justifications for each request. In addition, each institution received the draft report related to their institution for preview before the report was made public.

IV. Summary of Key Findings: FY2016-2020 Program Productivity Review

In this study, enrollment data consist of unduplicated headcounts, including both first and second majors, while completion data reflect the total number of completers, also encompassing double majors. These data are sourced from CHEMIS and the Commission’s Academic Degree Program Inventory. Programs are identified by Classification of Instructional Programs (CIP) codes in CHEMIS, though program names may vary slightly across institutions. Academic degree programs that meet both enrollment and completion productivity standards (**Table 1**) are considered compliant and automatically receive continuing approval from the Commission. Programs failing both criteria during the biennial review are classified as non-compliant and may be placed under review, recommended for termination, or, in exceptional cases, exempted. Institutions may also voluntarily terminate underperforming programs by notifying the Commission.

A. Number of Compliant and Non-Compliant Degree Programs Across the 13 Public Four-Year Institutions

During the FY2016-2020 review cycle, of 1,001 academic degree programs, 915 were identified as eligible for review. Two stop-out programs at the master’s degree and 84 new programs were excluded from the review. Of the 915 eligible programs, 709 met the productivity standards, while 190 were non-compliant. **Table 2** shows compliance outcomes across 13 institutions, with rates ranging from 37.5% to 88.23%. Five institutions achieved a compliance rate of over 80%, while non-compliance rates ranged from 11.76% to 60.71%.

Table 2 Number of Compliant and Non-Compliant Degree Programs at 13 Public Four-Year Institutions, FY2016-2022

Institutions	Eligible for Review*	Compliant Programs**	Non-Compliant Programs**	% of Compliant Programs	% of Non-Compliant Programs
Clemson University	182	156	25	85.71%	13.74%
Coastal Carolina University	59	50	7	84.75%	11.86%
College of Charleston	81	68	12	83.95%	14.81%
Francis Marion University	39	26	11	65.00%	28.21%
Lander University	31	21	9	66.66%	29.03%
Medical University of S.C.	34	30	4	88.23%	11.76%
South Carolina State University	56	21	34	37.50%	60.71%
The Citadel	42	30	12	71.43%	28.57%
U.S.C. - Aiken	26	14	9	53.85%	34.62%
U.S.C. - Beaufort	18	12	4	66.67%	22.22%
U.S.C. - Columbia	250	205	44	82.00%	17.60%
U.S.C. - Upstate	35	27	7	77.14%	20.00%
Winthrop University	62	49	12	79.03%	19.35%
Total	915	709	190	77.49%	20.76%

*Excludes the number of new programs (84) and special programs (2); includes General Studies and Undeclared programs (16).

** It does not include 16 General Studies and Undeclared programs.

B. Total Major Enrollment and Completion

Over the five-year review period, 1,001 academic degree programs reported a combined average total enrollment of 131,475 students and an average of 27,459 program completers. The total major enrollment (see **Table 3**) includes students in General Studies and Undeclared majors, for which completion data is not recorded, as these students often transfer into other programs.

Table 3 presents the five-year average major enrollment headcount and completion for students enrolled in the 1,001 programs across all degree levels during the FY2016- 2020 review cycle. **Appendix A** provides a list of all 1,001 programs by degree level, including their five-year average enrollment and completion.

Table 3 Summary of Five-Year-Average Enrollment and Completion of All Programs, FY 2016-2020

Degree Levels	# of Programs	Five-Year Average Enrollment	Five-Year Average Completion
Bachelors	535	108,721	20,897
Masters	314	13,988	4,860
Doctors- Research/Scholarship	134	5,246	799
Doctors- Professional Practice	7	3,263	779
Specialist	11	257	124
Total	1,001	131,475	27,459

Table 4 presents the breakdown of five-year average enrollment and completion data across all degree levels. During the FY2016–2020 review cycle, growth in enrollment and completion varied across academic levels. Bachelor’s and Doctoral programs showed the most consistent growth in both enrollment and completion, while Specialist programs experienced a decline in enrollment, though completions slightly increased. Master’s programs demonstrated minimal enrollment growth but showed moderate gains in completion.

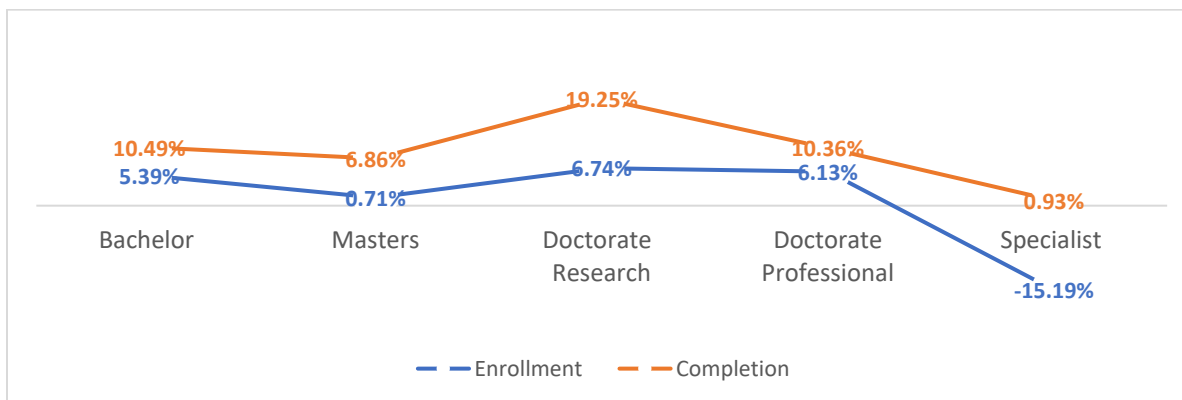
Table 4 Five-Year Enrollment and Completion Across All Degree Levels, FY2016-2020

Degree Level	FY2015-2016		FY2016-2017		FY2017-2018		FY2018-2019		FY2019-2020	
	Enrol	Comp	Enrol	Comp	Enrol	Comp	Enrol	Comp	Enrol	Comp
Bachelors	10,5443	19,800	107,033	20,375	10,8132	21,018	111,865	21,420	111,131	21,877
Masters	14,200	4,587	13,330	4,792	13,936	4,989	14,174	50,34	14,301	4,902
Doctors- Research/ Scholarship	5,101	743	5,174	734	5,205	794	5,306	838	5,445	886
Doctors- Professional Practice	3,147	743	3,211	757	3,287	769	3,330	804	3,340	820
Specialist	270	108	254	133	267	124	266	144	229	109

Enrollment in bachelor’s programs grew by 5.39%, accompanied by a 10.49% increase in completions. Master’s programs posted a 0.71% increase in enrollment and a 6.86% rise in completions. In contrast, Specialist programs saw a 15.19% decline in enrollment, while completions increased by 0.93%. Doctoral

research/scholarship programs demonstrated steady growth, with a 6.74% increase in enrollment and a 19.25% increase in completions. Similarly, doctoral professional practice programs followed this upward trend, with enrollment increasing by 6.13% and completions rising by 10.36% (see **Chart 1**).

Chart 1 Five-Year Enrollment and Completion Growth Rate, FY2016-2020



C. Number of Compliant, Non-Compliant, New, Special, and General Studies/Undeclared Programs

For this report, and as verified by the 13 public institutions, staff identified 915 out of 1,001 total academic programs as eligible for review. During the FY2016–2020 review cycle, 84 programs were classified as newly implemented and therefore exempt from evaluation, while two master’s degree programs were designated as special programs, making them ineligible for review as well. **Table 5** shows the number of compliant, non-compliant, new, special, and general studies/undeclared programs across degree levels, along with the number of programs eligible for review. The number eligible for review is calculated by subtracting the new and special programs from the total number of programs.

Table 5 Number of Programs Across the Degree Levels, FY2016-2020

Degree Levels	Compliant	Non-Compliant	New	Special	General Studies & Undeclared	Total	Eligible for Review
Bachelors	366	112	43		14	535	492
Masters	227	56	27	2	2	314	285
Doctors-Research/Scholarship	103	19	12			134	122
Doctors-Professional Practice	6		1			7	6
Specialist	7	3	1			11	10
Total	709	190	84	2	16	1,001	915

D. General Studies and Undeclared Programs

In the CHEMIS system, both General Studies and Undeclared Programs are classified as degree programs and thus are included in the total number of programs eligible for review. However, neither program produces graduates. During this review cycle, nine institutions offered General Studies programs at the bachelor's level, with a five-year average enrollment of 8,065 students, while five institutions offered Undeclared Programs, with a five-year average enrollment of 90 students. Additionally, two institutions

offer Undeclared Programs at the master’s degree level, but only one institution reported two students enrolled during the five-year review cycle.

Neither General Studies nor Undeclared Programs are classified as compliant or non-compliant. Students in these programs typically transfer to other degree programs. For the purposes of this review, their enrollment is reported and included in the total enrollment count, but they are not categorized as compliant or non-compliant.

E. New Programs Exempt from the Review

During this review cycle, 84 programs were identified as new programs exempt from review. The 84 new programs (43 at the bachelor's level, 27 at the master’s level, 12 at the doctorate level, and one at the doctoral professional level and the specialist level respectively) covered 17 disciplinary areas across various degree levels, with programs in STEM (26), Education (16), and Health Profession (16) representing the largest categories, comprising 68.67% of the total new programs. **Chart 2** presents the exempted new programs, organized by degree level, while **Chart 3** details the three major categories broken down by degree level.

Chart 2 New Programs Across the Degree Levels, FY2016-2020

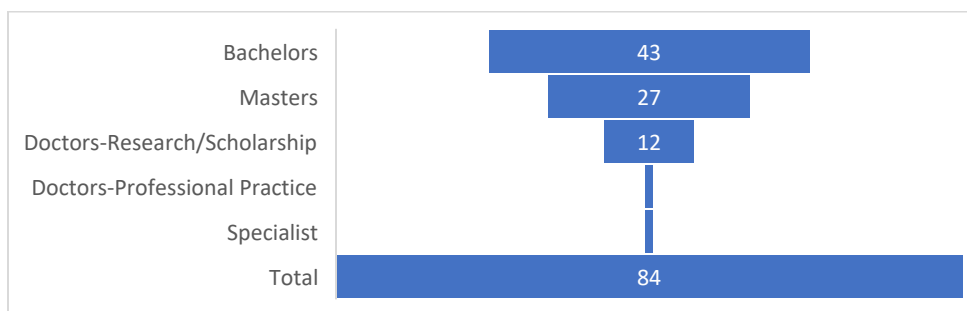


Chart 3 New Programs in STEM, Education, and Health Profession, FY2016-2020

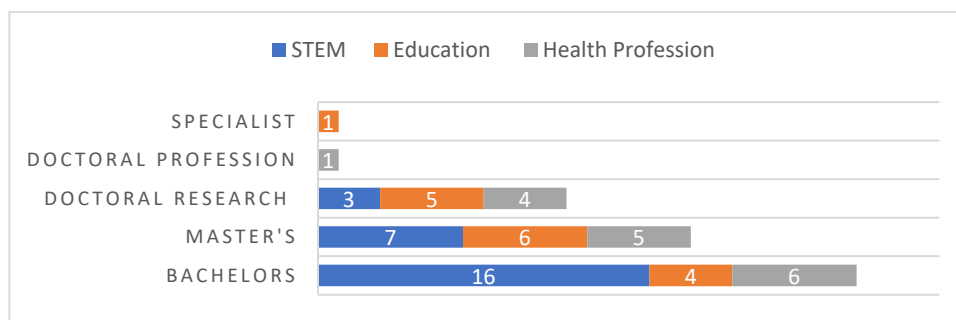


Table 6 presents the number of programs with identical descriptions offered across different degree levels. At the bachelor’s level, industrial engineering was introduced as a new program at three institutions, while medical informatics was offered at two. At the master’s level, education had two new programs. At the doctoral level, both medical informatics and education had two similar programs each.

Table 6 New Programs with the Same Program Description

Degree Levels	Program Description	# of Programs
Bachelor	Medical Informatics	2
	Industrial Engineering	3
Master's	Education	2
Doctorate	Medical Informatics	2
	Education	2

Since the new programs were recently implemented, a complete set of five-year rolling data on enrollment and completion was not available to capture. However, to ensure transparency and maintain a record, the available enrollment and completion data for these new programs are provided in **Table 7**.

Table 7 Average Enrollment and Completion of New Programs, FY2016-2020

Degree Level	# of Programs	Five-Year Average Enrollment	Five-Year Average Completion
Bachelors	43	953	93
Masters	27	270	35
Doctors- Research/Scholarship	12	130	5.8
Doctors-Professional Practice	1	8	2
Specialist	1	5.6	2
Total	84	1,367	137

The complete list of the new programs across all degree levels by program description, along with their average enrollment and completion counts during this review cycle, can be found in **Appendix B**.

New programs are exempt from the general review. Per policy, the Commission requests that institutions submit implementation data for all newly approved programs from the past three years in October of every year. Additionally, the Commission conducts an in-depth analysis of recently approved academic degree programs when they first become subject to the Academic Degree Program Productivity Review, that is, by the end of year six for baccalaureate, doctoral, and professional programs, and by year four for master's and specialist programs. Accordingly, all 84 new programs are scheduled for in-depth review this year (2025).

F. Special Programs Exempt from the Review

At the master's degree level, two programs, Experimental Psychology and Political Science and Government, were identified as special programs, both serving as stop-out programs for parallel doctorate programs, with five-year average completions of 1.80 and 4.60, respectively.

G. Compliant Programs

1. Overall Enrollment and Completion

During this review cycle, 709 programs (366 at the bachelor's level, 227 at the master's level, 103 at the doctorate research/scholarship level, six at the doctoral professional level, and seven at the specialist level) were identified as compliant.

Table 8 presents the number of compliant programs across degree levels, along with their five-year average enrollment and completion data. Enrollment data for General Studies and Undeclared programs are excluded.

Table 8 Five-Year-Average Enrollment and Completion of Compliant Programs Across the Degree Levels, FY2016-2020

Degree Levels	# of Programs	Five-Year Average Enrollment	Five-Year Average Completion
Bachelors	366	96,057	20,322
Masters	227	13,425	4,721
Doctorate- Research/Scholarship	103	4,954	774
Doctorate- Professional Practice	6	3,255	777
Specialist	7	235	84
Total	709	117,926	26,678

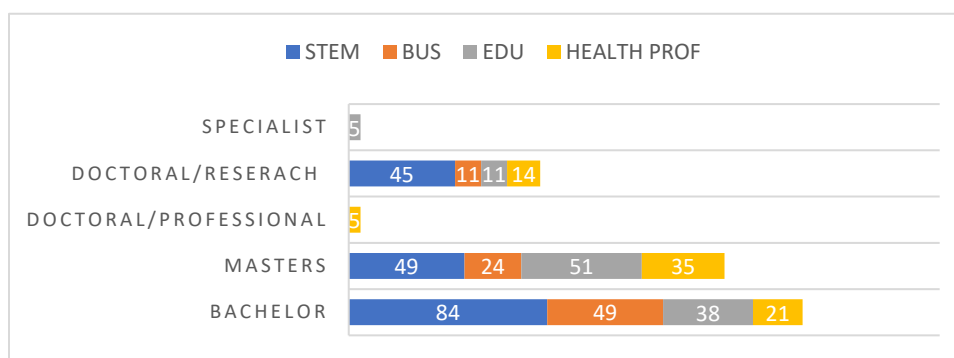
The complete list of the compliant programs by program description across all degree levels, including their five-year average enrollment and completion data, can be found in **Appendix C**.

2. Compliant Programs by Disciplinary Areas

The 709 compliant programs spanned 26 disciplinary areas across degree levels. The largest categories were STEM (178), Education (105), Business (76), and Health Professions (76), followed by Social Sciences (42) and Visual and Performing Arts (41). The top four areas collectively accounted for 435 programs, or 61.35% of all compliant programs.

Chart 4 highlights the number of programs in the top four largest disciplinary areas across degree levels.

Chart 4 Number of Programs in the Top Four Largest Disciplinary Areas Across Degree Levels, 2016-2020



3. Enrollment and Completion by Programs and Degree Levels

a. Bachelor Level

Of the 366 compliant programs across 23 disciplinary areas at the bachelor’s level, 12 programs had enrollments exceeding 1,000 students. The highest enrollment was 1,732 students in a Biological/Biological Sciences program, with a completion of 282, while the lowest enrollment was 20 in a Women’s Studies program, with a completion of 8.

Among the 366 compliant programs at the bachelor’s degree level, 146 are distinct, with 23 of them offered at five or more institutions, resulting in a total of 176 programs, which made up 48.08% of the 366 programs. Some of these programs are available at as many as 12 institutions, indicating significant overlap in certain disciplines. **Table 9** provides the five-year average enrollment and completion for these 176 programs offered across multiple institutions.

Table 9 Compliant Programs at the Bachelor’s Level Offered at More Than Five Institutions

Program Description	# of Programs	Five-Year Average Enrollment	Five-Year Average Completion
Biology/Biological Sciences, General	12	7,625	1,122
BUSINESS	12	8,562	1,946
English Language and Literature, General	11	1,620	384
Psychology, General	11	4,027	844
Early Childhood Education and Teaching	10	1,821	336
Computer and Information Sciences, General	9	2,708	412
Elementary Education and Teaching	9	1,704	305
Political Science and Government, General	9	2,440	522
Sociology, General	9	1,344	310
Registered Nursing/Registered Nurse	9	5,094	1,190
History, General	9	1,373	324

Accounting	7	1,722	433
Special Education and Teaching, General	6	499	97
Chemistry, General	6	899	129
Fine/Studio Arts, General	6	743	162
Marketing/Marketing Management, General	6	2,647	877
Speech Communication and Rhetoric	5	1,719	406
Mass Communication/Media Studies	5	660	112
Information Science/Studies	5	503	75
Junior High/Intermediate/Middle School Education and Teaching	5	473	89
Liberal Arts and Sciences/Liberal Studies	5	2,349	271
Exercise Science and Kinesiology	5	1,768	306
Finance, General	5	2,635	799
Total	176	54,935	11,451

b. Master's Level

Of the 227 compliant master's degree programs spanning 24 disciplinary areas. Enrollment in 34 programs exceeded 100. The highest enrollment was 637 in one Business program, with a completion of 182, while the lowest enrollment was 6.4 in the Entrepreneurship program, with a completion of 3.8. Among the 227 programs, 145 were distinct. Of these, 18 were offered at three or more institutions, resulting in 76 programs (33.48%) being offered at multiple institutions. Some programs were available at as many as eight institutions, indicating overlap in certain disciplines. **Table 10** presents the five-year average enrollment and completion for these 76 programs.

Table 10 Compliant Programs at the Master's Level Offered at More Than Three Institutions

Program Description	# of Programs	Five-Year Average Enrollment	Five-Year Average Completion
BUSINESS	8	2,006	631
Educational Leadership and Administration, General	5	567	216
Special Education and Teaching, General	5	117	39
Secondary Education and Teaching	5	253	107
Reading Teacher Education	5	207	57
Sport and Fitness Administration/Management	5	228	72
Counselor Education/School Counseling and Guidance Services	4	349	137
English Language and Literature, General	4	75	31
Biology/Biological Sciences, General	4	383	117
Accounting	4	342	205
Education, General	3	392	139

Early Childhood Education and Teaching	3	51	13
Teacher Education and Professional Development, Specific Levels and Methods, Oth	3	83	21
Creative Writing	3	64	23
Marine Biology and Biological Oceanography	3	102	31
Mathematics, General	3	71	36
Public Administration	3	215	54
Rehabilitation and Therapeutic Professions, Other	3	209	69
History, General	3	68	19
Total	76	5,784	2,016

c. Doctorate Research/Scholarship level

Of the 103 compliant doctorate-level programs across 19 disciplinary areas, enrollment in six programs exceeded 100. The highest enrollment was 351 in Curriculum and Instruction, with a completion of 47, while the lowest enrollment was 10 in the Forest Sciences and Biology program, with a completion of 2.

Among the 103 compliant doctorate-level programs, 85 were distinct. Of these, 16 were offered at two institutions and one at three more institutions, resulting in a total of 35 programs (33.98%) being offered at multiple institutions. **Table 11** provides the five-year average enrollment and completion for these 35 programs, suggesting that offering the same doctoral program at two or three institutions did not result in improved completion counts.

Table 11 Compliant Programs at the Doctorate Research/Scholarship Level Offered at More Than Two Institutions

Program Description	# of Programs	Five-Year Average Enrollment	Five-Year Average Completion
Educational Leadership and Administration, General	3	261	36
Curriculum and Instruction	2	377	52
Bioengineering and Biomedical Engineering	2	96	17
Chemical Engineering	2	118	17
Civil Engineering, General	2	124	21
Computer Engineering, General	2	124	12
Electrical and Electronics Engineering	2	129	18
Mechanical Engineering	2	157	21
Biology/Biological Sciences, General	2	70	11
Biochemistry	2	41	4
Mathematics, General	2	159	20
Chemistry, General	2	248	42
Physics, General	2	110	12
Pharmaceuticals and Drug Design	2	43	7

Physical Therapy/Therapist	2	343	80
Nursing Science	2	111	13
Nursing Practice	2	282	55
Total	35	2,793	437

d. Doctorate Professional Practice Level

All six doctorate-level professional practice programs, covering Legal Studies and Health Professions, met the program productivity standards. **Table 12** presents the five-year average enrollment and completion data.

Table 12 Compliant Programs at the Doctorate Research/Scholarship Level

Program Description	# of Programs	Five-Year Average Enrollment	Five-Year Average Completion
Law	1	631	200
Dentistry	1	377	72
Medicine	2	1,496	324
Pharmacy	2	752	181
Total	6	3,255	777

e. Specialist level

Seven specialist programs, cover two disciplinary areas, met the program productivity standards. **Table 13** provides the five-year average enrollment and completion data for all specialist programs.

Table 13 Compliant Programs at the Specialist Level

Program Description	# of programs	Five-Year Average Enrollment	Five-Year Average Completion
Educational Leadership and Administration, General	3	94	31
School Psychology	2	22	17
Educational/Instructional Technology	1	42	11
Counselor Education/School Counseling and Guidance Services	1	78	24
Total	7	235	84

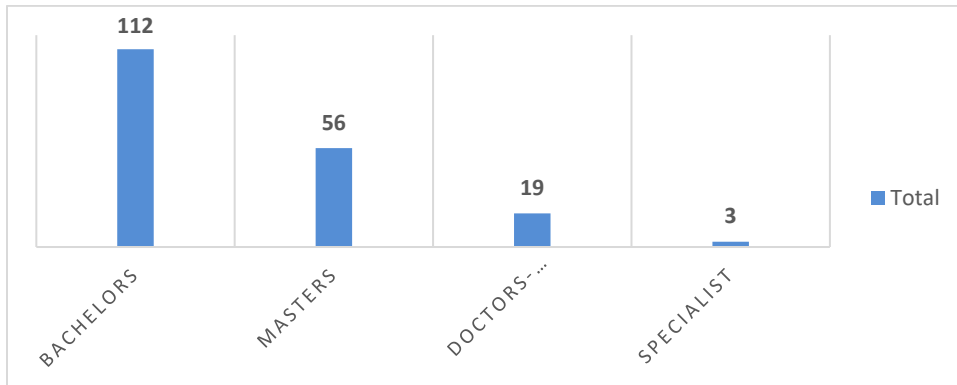
H. Non-Compliant Programs

1. Number of Non-Compliant Programs

For the FY2016–2020 review cycle, the study identified 915 academic degree programs eligible for review. In accordance with the revised 2017 Program Productivity Standards, of the 915 programs, 709 were found to be compliant and 190 were non-compliant. The 190 non-compliant programs spanned 20 disciplinary fields and included 112 baccalaureate programs (58.94%), 56

master’s programs (29.47%), 19 doctoral programs (10%), and 3 specialist programs, as illustrated in **Chart 5**. No non-compliant programs were identified at the doctoral professional level.

Chart 5 Non-Compliant Programs, FY2016-2020



Compared to the 2012–2016 and 2014–2018 biennial review cycles, the total number of non-compliant programs increased across all degree levels (**Table 14**). The number of non-compliant programs rose by 34.93%. Notably, this was the first time that three specialist programs were identified as non-compliant.

Table 14 Number of Non-Compliant Programs in Three Review Cycles

	Bachelor’s	Master’s	Doctorate	Specialist	Total
2012-2016	83	53	16		152
2014-2018	92	37	14		143
2016-2020	112	56	19	3	190
Three-Cycle Growth Rate	34.94%	5.66%	18.75%	N/A	25.00%

2. Overall Enrollment and Completion of Noncompliant Programs

During this review cycle, 190 programs (112 at the bachelor's level, 56 at the master’s level, 19 at the doctorate level, and three at the specialist level) were identified as non-compliant. Of the 190 noncompliant programs, 123 met the major enrollment standards across the degree levels (**Chart 6**).

Chart 6 Number of Non-compliant Programs Met the Enrollment Standards, FY2016-2020

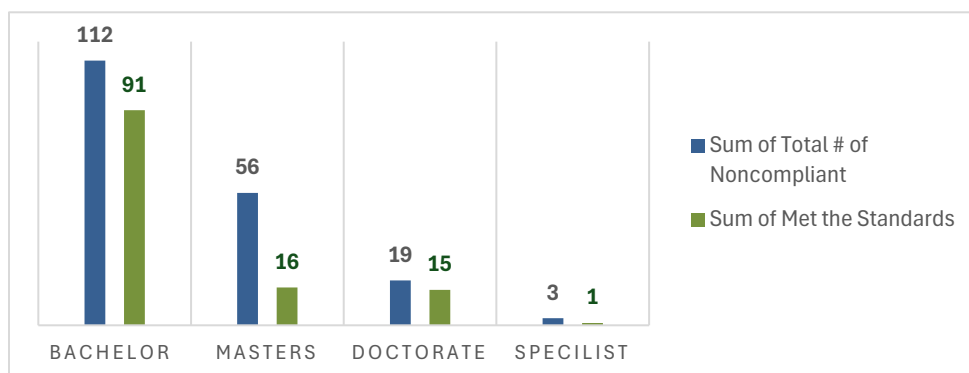


Table 15 presents the number of non-compliant programs across degree levels, the five-year average enrollment and completion. The enrollment data of the General Studies and Undeclared programs are not included.

Table 15 Five-Year-Average Enrollment and Completion of Non-Compliant Programs, FY2016-2020

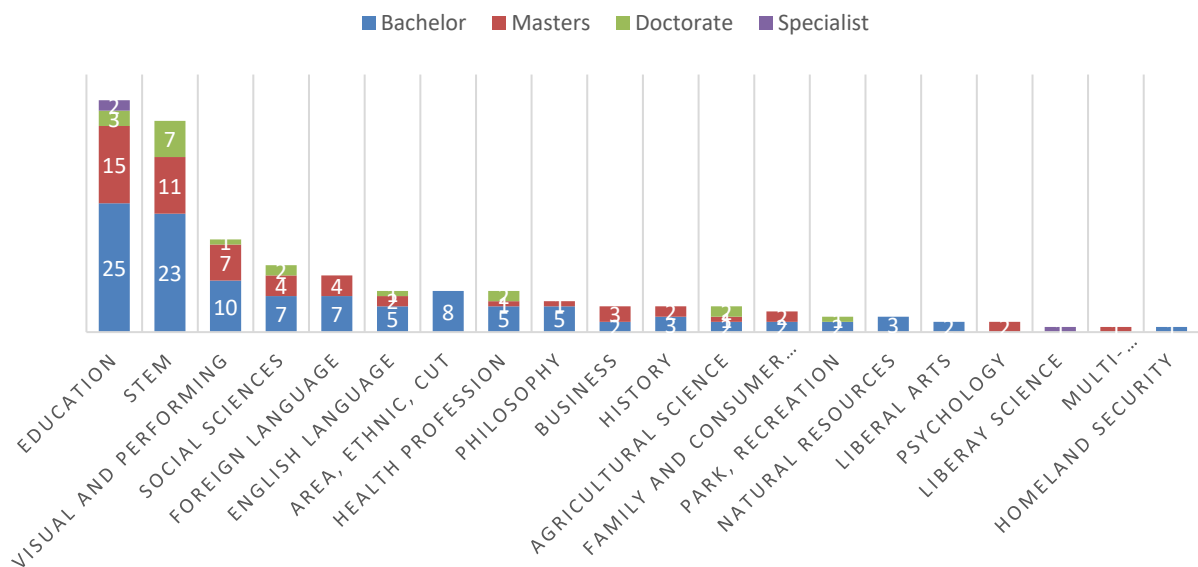
Degree Levels	# of Non-Compliant Programs	Five-Year Average Enrollment	Five-Year Average Completion
Bachelors	112	3,554	482
Masters	56	289	99
Doctorate	19	162	19
Specialist	3	16	38
Total	190	4,021	638

The table outlines data for 190 non-compliant programs across degree levels. The high five-year average completion count of the three specialist programs resulted from one program's completers receiving the EdS degree as a stackable degree when enrolling at a Master's degree in the same major.

3. Non-compliant Programs by Disciplinary Areas

The 190 non-compliant programs spanned 20 disciplinary areas across various degree levels (**Chart 7**). The three largest categories were Education (45), STEM (41), and Visual and Performing Arts (18). Together, these three areas accounted for 104 programs, representing 54.47% of the total non-compliant programs.

Chart 7 Non-Compliant Programs by Disciplinary Areas Across Degree Levels, FY2016-2020



4. Enrollment and Completion by Programs and Degree Levels

a. Bachelor Level

Of the 112 non-compliant programs spanning 20 disciplinary areas at the bachelor's level, 91 met the enrollment standards. The total five-year average enrollment across these programs was 3,554, with a completion count of 482. One program had enrollment exceeding 100 students, while 20 programs had enrollment of 50 or more. The average enrollment across all 112 programs was 32 students, which exceeded the minimal enrollment threshold of 12.5 at the bachelor's level.

Table 16 presents the enrollment and completion of non-compliant programs offered at two or more institutions at the bachelor's level. The list includes 25 distinct programs offered at more than two institutions, accounting for a total of 65 programs. The most frequently duplicated programs include Physical Education Teaching and Coaching, Mathematics, Chemistry, Physics, and Spanish Language and Literature.

Table 16 Non-Compliant Programs at the Bachelor's Level Offered at More Than Two Institutions, FY2016-2020

Program Description	# of Programs	Five-Year Average Enrollment	Five-Year Average Completion
Physical Education Teaching and Coaching	5	201	29
Mathematics, General	5	184	27
Chemistry, General	5	288	30
Spanish Language and Literature	4	59	12
Physics, General	4	194	22
African-American/Black Studies	3	42	10
Junior High/Intermediate/Middle School Education and Teaching	3	95	11
Art Teacher Education	3	51	5
History, General	3	81	15
Environmental Science	2	37	5
Special Education and Teaching, General	2	59	9
Secondary Education and Teaching	2	82	12
Music Teacher Education	2	68	4
Foreign Languages and Literatures, General	2	20	4
German Language and Literature	2	85	12
Liberal Arts and Sciences/Liberal Studies	2	146	8
Religion/Religious Studies	2	60	13
Economics, General	2	16	4
Political Science and Government, General	2	84	15
Sociology, General	2	64	10
Drama and Dramatics/Theatre Arts, General	2	41	6
Music Management	2	69	8
Athletic Training/Trainer	2	34	8
Business/Managerial Economics	2	79	8
Total	65	2,140	289

This table summarizes 65 non-compliant programs across various disciplines, with a combined five-year average enrollment of 2,140 students. Despite this level of enrollment, the programs produced only 289 completions. The largest gaps are observed in high-enrollment fields such as Physical Education, Mathematics, and Chemistry. These discrepancies suggest that while student interest and enrollment remain strong, many programs face challenges in student progression and degree completion. Addressing these challenges through targeted support and curricular adjustments may help improve overall program outcomes and move them toward compliance.

b. Master’s Level

Of the 56 non-compliant programs at the master’s level covering 14 disciplinary areas, 16 programs met the enrollment standards. The total enrollment was 289, with a completion count of 99. **Table 17** presents the enrollment and completion of six distinct majors offered at two or more institutions at the master’s level, accounting for a total of 12 programs.

**Table 17 Non-Compliant Programs at the Master’s Level
Offered at Two Institutions, FY2016-2020**

Program Description	# of Programs	Five-Year Average Enrollment	Five-Year Average Completion
Elementary Education and Teaching	2	22	4
Junior High/Intermediate/Middle School Education and Teaching	2	5	1
Secondary Education and Teaching	2	14	3
Biostatistics	2	10	3
Physics, General	2	8	5
History, General	2	11	4
Total	12	70	20

This table includes 12 non-compliant programs representing six distinct majors. Despite a combined five-year average enrollment of 70 students, these programs produced only 20 completions. Although enrollment is relatively low, the presence of multiple programs within the same major suggests possible duplication without corresponding gains in degree production. Targeted efforts to consolidate or better support these offerings could help improve completion outcomes and overall program efficiency.

c. Doctorate Level

Of the 19 non-compliant doctoral programs spanning eight disciplinary areas, 15 met the enrollment standard. Collectively, these programs enrolled 162 students but produced only 19 completions over five years.

d. Specialist Level

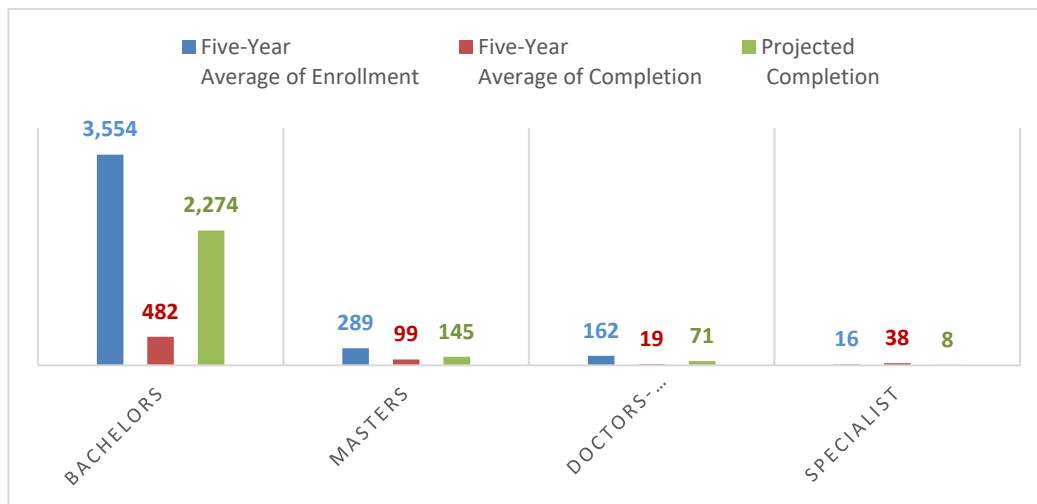
Of the three non-compliant specialist programs covering two disciplinary areas, one met the enrollment standards. Together, these programs enrolled a total of 16 students, with 38 completions. One program in Counselor education had an enrollment of 4.4, but a completion of 35, resulting from students receiving an EdS as a stackable degree when enrolling in a parallel master’s degree.

5. Overall Enrollment, Completion, and Projected Completion

A total of 190 non-compliant programs were identified across all degree levels: bachelor’s, master’s, specialist, and doctoral. While many of these programs met the enrollment threshold, a significant number fell short on degree completion when evaluated against the established enrollment-to-completion ratio outlined in policy. Collectively, these programs enrolled an average of 4,021 students over five years but produced only 638 completions, well below the projected completion count of 2,498 based on the expected ratio. The largest share of non-compliant programs was at the bachelor’s level (112 programs), where the completion gap was also the most pronounced.

Chart 8 presents the projected completion counts for each degree level if all programs met the projected completion. **Appendix D** provides the five-year average enrollment and completions for non-compliant programs.

Chart 8 Five-Year Average Enrollment, Completion, and Projected Completion of Non-Compliant Programs, FY2016-2020



Although the specialist and doctoral levels had fewer non-compliant programs, they exhibited substantial productivity gaps, particularly in doctoral programs where completion counts were markedly low despite acceptable enrollment levels. These findings highlight the importance of not only maintaining enrollment but also improving student retention and progression to ensure programs meet expected productivity standards. Strategic program review, targeted student support, and resource alignment will be essential in addressing these gaps and enhancing overall program effectiveness.

I. Compliant Programs vs. Non-Compliant Programs

The findings indicate that 709 programs were classified as compliant, having satisfied both the enrollment and completion standards established in the policy. In contrast, the 190 non-compliant programs did not meet one or both standards. **Chart 9** highlights the distribution of compliant versus non-compliant programs during the FY2016–2020 review cycle.

**Chart 9 Number of Compliant Programs vs. Non-Compliant Programs
FY 2016-2020**

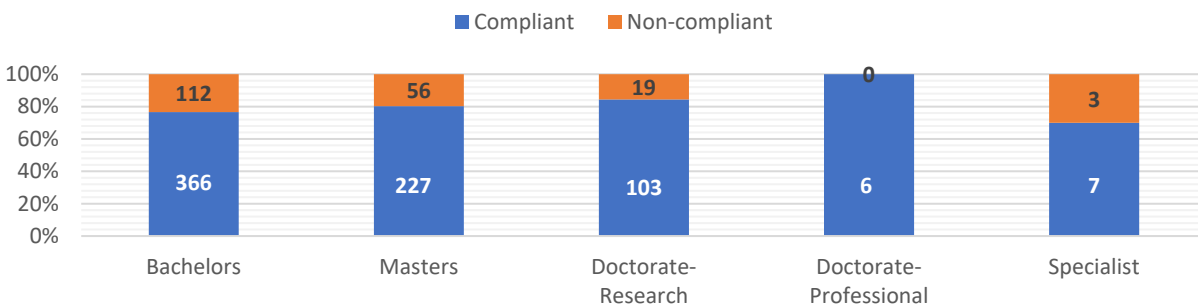


Table 18 presents the program compliance status, enrollment, and completion contribution by degree levels. The data do not include enrollment of the General Studies and Undeclared majors. Data on doctoral professional level are not included because no non-compliant programs were identified for this level.

**Table 18 Contribution of Compliant Programs vs Non-Compliant Programs to
Total Enrollment and Completion by Degree Level, FY2016-2020**

Degree Levels	Program Status	# of programs	% of Programs	% of Total Five-Year Average Enrollment	% of Total Five-Year Average Completion
Bachelor	Compliant	366	76.57%	96.43%	97.69%
	Non-compliant	112	23.43%	3.57%	2.31%
Masters	Compliant	227	80.21%	97.89%	97.95%
	Non-compliant	56	19.79%	2.11%	2.05%
Doctorate-Research/Scholarship	Compliant	103	84.43%	96.84%	97.55%
	Non-compliant	19	15.57%	3.16%	2.45%
Specialist	Compliant	7	70.00%	93.48%	68.69%
	Non-compliant	3	30.00%	6.52%	31.31%

Compliant programs constituted the majority of programs (70.00%-84.43%) across the degree levels, enrolling most students (93.48%-97.89%) and accounting for over 97% of total completers at the bachelor's, master's, and doctoral levels, and 69.69% at the specialist level.

Non-compliant programs accounted for an average of 21.76% of the programs reviewed across all degree levels, contributing 2.31% of completers at the bachelor's level, 2.05% at the master's

level, and 2.45% at the doctoral level. This suggests that compliant programs produced the majority of graduates due to higher enrollment. The data underscores a strong correlation between compliance, enrollment size, and overall contribution to total completers. However, it does not imply that compliant programs consistently met the expected completion outcomes based on enrollment volume. While meeting these completion expectations is not required by policy, it serves as a meaningful indicator of overall program health.

V. Institutional Responses and CHE Recommendations:

A. Clemson University (Table 19)

Total Programs: 192

New Programs: 10

General Studies: 1

Undeclared: N/A

Programs Eligible for Review: 182

Non-Compliant Programs: 25

Percent of Reviewed Programs that were Non-Compliant Programs: 13.74%

During this review cycle, 25 programs were identified as non-compliant. Of these, four programs were identified as non-compliant for three review cycles, and four for two consecutive review cycles. Clemson University requests exemption for 15 of these non-compliant programs, under review for seven programs, and terminations for three programs.

Table 19 Non-Compliant Programs at Clemson University

Degree	Program Description	AVG. Enrol	AVG. Comp	2014-2018 NonCom	2012-2016 NonCom	Institutional Request	Staff Recommendation
Bachelor	N/A. Pre-Medicine/Pre-Medical Studies	0	0.4	Yes	Yes	Exemption	Under Review
Bachelor	BS, Mathematics Teacher Education	18.2	2.4	Yes	Yes	Exemption	Under Review
Bachelor	BS, Applied Horticulture /Horticulture Operations, General	27.8	5.2			Exemption	Under Review
Bachelor	BA, Religion/Religious Studies	25.8	5.6			Exemption	Under Review
Bachelor	BA/BS, Science Teacher Education/General Science Teacher Education	32.2	5.8			Exemption	Under Review
Bachelor	N/A. Pre-Pharmacy Studies	0.2	5.8	Yes		Exemption	Under Review
Bachelor	BA, Women's Studies	38	6.8			Exemption	Under Review
Bachelor	BS, Human Development, Family Studies, and Related Services, Other	4	0.4			Termination	Termination
Bachelor	BA, African-American/Black Studies	4.6	0.8			Under Review	Under Review
Masters	MS, Optics/Optical Sciences	2	0.6			Exemption	Under Review
Masters	MS, Toxicology	4.8	1.2	Yes	Yes	Exemption	Under Review
Masters	MS, Agricultural Engineering	6.2	1.6			Exemption	Under Review
Masters	MS, Microbiology, General	9.8	2.8		Yes	Exemption	Under Review
Masters	MS, Physics, General	4.2	4.4			Exemption	Under Review
Masters	MS, Entomology	7	2	Yes		Termination	Termination
Masters	MS, Chemical Engineering	3.4	1.6	Yes		Under Review	Under Review

Masters	MS, Operations Management and Supervision	3	2.4	Yes		Under Review	Under Review
Masters	MS, Chemistry, General	5.8	2.8			Under Review	Under Review
Doctorate	PhD, Optics/Optical Sciences	4.8	0.2			Exemption	Under Review
Doctorate	PhD, Agricultural Engineering	4.8	0.4	Yes	Yes	Exemption	Under Review
Doctorate	PhD, Public Health, Other	11.4	0.8			Exemption	Exemption
Doctorate	PhD, Agricultural Economics	2.8	0.6			Termination	Termination
Doctorate	PhD, Entomology	9	1.2		Yes	Under Review	Under Review
Doctorate	PhD, Animal Physiology	11.2	1.8		Yes	Under Review	Under Review
Specialist	EdS, Counselor Education /School Counseling and Guidance Services	4.4	35			Under Review	Under Review

The institution **requests the termination of BS in Human Development, Family Studies, and Related Studies, MS in Entomology, and PhD in Agricultural Economics.** The **BS in Human Development** was closed in 2019, and the **PhD in Agricultural Economics** was terminated in 2023. Clemson is currently in the process of preparing for the termination of the **MS in Entomology.**

Staff Responses: Staff supports the institution’s request to terminate the three programs and commends the University for its proactive approach in monitoring program effectiveness and addressing noncompliance issues.

Recommendations: The staff recommends **termination of the three above-referenced programs.**

The institution **requests under review** for seven programs: **BA in African-American Studies, MS in Chemical Engineering, MS in Operations/Management, MS in Chemistry, PhD in Entomology, PhD in Animal Physiology, and EdS in Counselor Education.**

BA in African-American Studies: To increase the program's low enrollment, the institution has implemented several changes in recent years, including renaming the program. Following these adjustments, enrollment saw a slight increase. Additionally, there has been growing interest in recent years among students taking the program’s courses to fulfill general education requirements. This program shares resources and faculty with other departments.

Staff Responses: Due to the low enrollment during this review cycle, fewer than one student completed from the program each year. Although the institution has made efforts to boost enrollment and suggested that courses from this program could attract students from the general education pool, enrollment remains a challenge. Without meeting the minimum required number of students, it becomes extremely difficult to achieve the program's minimum completion targets.

Staff Recommendations: Due to the delayed program productivity review for the FY2016-2020 cycle, staff recommend placing **BA in African-American Studies under review**. However, if the program continues to fall short of the required standards in the upcoming review cycle, the institution may need to consider termination.

MS in Chemical Engineering: To mitigate the issues of low enrollment and low completion counts, the institution offered the program 100% online starting from 2021. Currently, both enrollment and completion meet the standard. The institution will continue to monitor the program's progress moving forward.

Staff Responses: The staff commends the institution for offering an alternative delivery mode, enhancing the program's appeal to students balancing full-time workforce commitments.

Staff Recommendations: The staff recommends placing **MS in Chemical Engineering under review** to monitor its progress and outcomes.

MS in Operations/Management: The institution has implemented significant updates to the program, including revising the curriculum, renaming the program, and shifting its focus from data management to developing competencies in translating data into decision-making skills. The revamped program is set to launch in Summer 2025, with 36 students currently enrolled.

Staff Responses: The staff acknowledges the institution's efforts to enhance the program, recognizing that these changes are designed not only to increase enrollment but also to strengthen the curriculum, equipping students with valuable, marketable skills and competencies.

Staff Recommendations: The staff recommends placing **MS in Operations/Management under review** to monitor its progress and outcomes.

MS in Chemistry: The institution states that during this review cycle, the program served as a stop-out option for the PhD program. The program has now met both enrollment and completion standards.

Staff Responses: The staff acknowledges that the program has been offered as a stand-alone master's degree and commends the institution's efforts to address challenges related to low enrollment and completion counts.

Staff Recommendations: The staff recommends placing **MS in Chemistry under review** to monitor its progress and outcomes.

PhD in Entomology and PhD in Animal Physiology: As of 2024, both programs' enrollment and completion counts have improved to meet the required standards. The institution will continue to monitor its progress.

Staff Responses: The staff acknowledges the institution's efforts to address low completion counts and its commitment to ongoing program evaluation.

Staff Recommendations: The staff recommends placing **PhD in Entomology and PhD in Animal Physiology under review** to monitor its progress and outcomes.

EdS in Counselor Education: As of 2024, the program has met the enrollment standards. The institution will continue to monitor its progress.

Staff Responses: Staff acknowledges the institution's efforts to recruit students into the program. The program's exceptionally high completion rate is attributed to students receiving this degree as a stackable credential upon completing a master's program in Counselor Education.

Staff Recommendations: The staff recommends placing **EdS in Counselor Education under review** to monitor its progress and outcomes.

The institution **requests exemptions** for 15 programs: **N/A, Pre-Medicine/Pre-Medical Studies, BS in Mathematics Teacher Education, BS in Applied Horticulture, BA in Religious Studies, N/A, Pre-Pharmacy Studies, BA in Women's Studies, MS in Optics/Optical Science, MS in Agricultural Engineering, MS in Toxicology, MS in Agricultural Engineering, MS in Microbiology, MS in Physics, PhD in Optics/Optical Science, PhD in Agricultural Engineering, and PhD in Public Health.**

N/A Pre-Medicine/Pre-Medical and N/A Pre-Pharmacy Studies: The institution states that for over 50 years, these programs have provided students with an accelerated pathway to medical and pharmacy schools while completing a Clemson baccalaureate degree. This approach has helped students and their families save time and resources in pursuing professional medical and pharmaceutical degrees. Completion counts for these programs have been reported under the **BS in Professional Studies**, which now serves as a key component of Clemson's accelerated pathways to professional medical and health programs at **MUSC**.

Staff Responses: The staff acknowledges the value of the accelerated track in providing students with a streamlined pathway to medical and pharmacy degrees while also saving time and resources. However, enrollment in these programs remains very low. In addition, the two programs do not even have degree designations.

Given that the institution already offers a BS in Professional Studies as a feeder program for the accelerated tracks, the staff suggests integrating Pre-Medicine and Pre-Pharmacy Studies as designated tracks within this degree. This change would provide clearer curriculum pathways for students in each field, potentially increasing enrollment and attracting more students to the accelerated programs.

Staff Recommendations: The staff recommends placing **N/A Pre-Medicine/Pre-Medical and N/A Pre-Pharmacy Studies under review** to restructure both programs for efficiency and effectiveness.

BS in Mathematics Teacher Education: The institution states the program was designed to meet the critical SC workforce needs.

Staff Responses: The staff acknowledges the teacher shortage in South Carolina. However, while the program's enrollment exceeds the required standards, it must also produce a sufficient number of graduates to effectively address workforce needs. In addition, the program was identified as noncompliant for three consecutive review cycles due to low completion. The staff suggests that the institution focus on retention strategies and provide extra support for student success. If in the next review cycle, the program still cannot meet the completion standards. The institution might consider terminating it as a stand-alone program.

Staff Recommendations: The staff recommends placing **BS in Mathematics Teacher Education under review** to monitor the program outcomes.

BS in Turfgrass/Applied Horticulture Studies: The institution states that the turfgrass industry sectors are robust across South Carolina, with the state ranking in the top 10 for sod production (U.S. 2022 Agricultural Census). Additionally, South Carolina remains among the top 10 states in the U.S. for employment impacts in the turfgrass and lawncare industry. Graduates of the turfgrass program have achieved 100% employment in the green industry. While the program's enrollment exceeds the required numbers, its completion rate has not met the established standards.

Staff Responses: The staff acknowledges the significance of the turfgrass industry in South Carolina and its prominent position in the U.S. economy. However, without a sufficient number of program completers, workforce needs cannot be met. Staff recommends that the institution develop an effective retention plan to improve retention rates and ensure a steady pipeline of graduates.

Staff Recommendations: The staff recommends placing **BS in Turfgrass/Applied Horticulture Studies under review** to monitor the program outcomes.

BA in Religious Studies: The institution notes that the program did not consistently produce graduates until Spring 2019 and wasn't fully operational until midway through the review cycle.

Staff Responses: The program's enrollment was twice the established standard, yet its five-year average completion rate fell below expectations. The program did have completes every year during the review cycle, but they fell below the standard. The staff recommends that the institution develop a retention plan to support students in progressing toward graduation.

Staff Recommendations: The staff recommends placing **BA in Religious Studies under review** to monitor the program outcomes.

BA in Women's Studies/Women's Leadership: The institution notes that the program did not consistently produce graduates until Spring 2018 and wasn't fully operational until midway through the review cycle.

Staff Responses: The program's enrollment was triple the established standard, but the five-year average completion rate fell below the standard. The program did have completes every year during the review cycle, but they fell below the

standard. The staff recommends that the institution develop a retention plan to support students in progressing toward graduation.

Staff Recommendations: The staff recommends placing **BA in Women's Studies/Women's Leadership under review** to monitor the program outcomes.

MS in Optics/Optical Science (Photonic Science and Technology): and PhD in Optics/Optical Science (Photonic Science and Technology): The institution states that both programs do not have their own dedicated budget or associated costs, as they rely on existing courses and graduate advising faculty within the Department of Electrical and Computer Engineering. The primary goal of these programs is to accommodate professionals interested in pursuing advanced degrees in optics, optical engineering, and photonics. These are the only MS and PhD programs of their kind in South Carolina. Students in the **MS in Photonic Science and Technology** program typically progress toward the **PhD** program, although it is not exclusively a stop-out option. The programs do not require additional resources, as PhD students are primarily supported by faculty research grants, which, in turn, contribute to the department's research productivity.

Staff Responses: Staff recognizes the efficient use of faculty resources for these two programs. The **MS program** has both low enrollment and completion counts, while the **PhD program** has met the enrollment standards. However, related operational costs are incurred by these programs, like any stand-alone programs. Staff encourages the institution to develop strategies to recruit more students into the **MS degree program**, ensuring a pipeline of students for the **PhD program**.

Staff Recommendations: The staff recommends placing **MS in Optics/Optical Science (Photonic Science and Technology) under review** to monitor the program outcomes.

MS in Agricultural Engineering (Biosystem Engineering) and PhD in Agricultural Engineering (Biosystem Engineering): As the only land-grant institution in the state, Clemson University uniquely provides opportunities for students interested in critical research areas and the growing bioeconomy. Land-grant institutions have a mission to support agricultural practices within their state, and Biosystems Engineering, with its historical roots in Agricultural Engineering, plays a vital role in fulfilling this mission.

With direct connections to agriculture and forestry through water management, bioresources, food, and biomass production, the Biosystems Engineering graduate programs significantly contribute to Clemson's land-grant objectives. Additionally, the institution notes that similar programs are offered at most land-grant institutions across the U.S. and that Clemson's average completions from 2019–2023 (1.80) are not significantly different from those at comparable land-grant universities with similarly sized graduate student populations (4.14) at the master's degree level.

Staff Responses: Staff acknowledges the mission of these two programs. However, to fully fulfill this mission, the programs must produce graduates. While both programs meet enrollment standards, their impact at a land-grant university depends on student completion. The **PhD in Agricultural Engineering** remained non-compliant for three consecutive review cycles. Without graduates, the

programs cannot effectively serve their purpose. Staff recommends that the institution develop effective strategies to support student completion and ensure the programs achieve their intended mission.

Staff Recommendations: The staff recommends placing **MS in Agricultural Engineering (Biosystem Engineering) and PhD in Agricultural Engineering (Biosystem Engineering) under review** to monitor the program outcomes.

MS in Toxicology: The institution notes that this program is operated in conjunction with the PhD program without requiring additional resources. While not exclusively a stop-out program, it serves this function for PhD students who do not finish the program.

Staff Responses: The staff acknowledge that this is the only program in Toxicology in our state. However, as a stand-alone program, it has been identified as non-compliant for three consecutive review cycles. The PhD program in Toxicology has consistently met the compliance standard. A master's degree in this field is acceptable to the industry. The staff suggests that the institution develop plans to recruit and retain students in the master's program.

Staff Recommendations: The staff recommends **placing MS in Toxicology under review** to monitor the program progress and outcomes.

MS in Microbiology: The institution states that this is the only **non-medical microbiology** master's program in the state, operating alongside the PhD program without requiring additional resources. While not exclusively a stop-out program, it serves this function for PhD students who do not complete their doctoral studies.

Staff Responses: The program has consistently exceeded enrollment standards; however, completion counts have fluctuated, leading to its designation as non-compliant in the 2012–2016 review cycles and this review cycle. While the PhD program met both enrollment and completion standards in the current review cycle, it did not meet completion requirements in the previous cycle. Both the MS and PhD programs continue to exceed enrollment standards. Staff recommends that the institution develop a strategic plan to ensure consistent improvement in completion counts for both programs.

Staff Recommendations: The staff recommends placing **MS in Microbiology under review** to monitor the program outcomes.

MS in Physics: The institution states that this program primarily serves as a **stop-out option**, though students may also complete it as part of their pathway to the **PhD program**, though it is also a stand-alone program. No additional resources from the **Department of Physics and Astronomy** are required to support the program.

Staff Responses: The staff acknowledges that this program serves as a stop-out option for students who are unable to complete the PhD program. However, it is also a stand-alone program offering two distinct tracks for graduation. The PhD program has a five-year average enrollment of 68 and an average completion rate of 7.2. Staff recommends that the institution develop a strategic plan to improve completion counts for both the MS and PhD programs. While the program

provides an important alternative pathway, its role as a stand-alone program highlights the need for stronger retention and graduation outcomes. To address this, staff suggests implementing targeted support strategies to help more students complete their degrees.

Staff Recommendations: The staff recommends placing **MS in Physics under review** to monitor the program outcomes.

PhD in Public Health (Applied Health Research and Evaluation): The institution reports that the program began enrolling students in Fall 2014 and became fully operational midway through the review cycle.

Staff Responses: The staff commends the institution's early proactiveness in tracking the progress of the program and acknowledges that the program did not have sufficient completion data for this review cycle due to its later start date. The data indicate a strong enrollment during this review cycle. The program began to have completers in 2017-2018. It is the only PhD program to prepare future scholars to conduct research on public health in our state. By policy, this program should be categorized as a new program for this review cycle due to its start date and be exempted from this review cycle.

Staff Recommendations: The staff recommends **granting an exemption for the PhD in Public Health** for the current review cycle (FY2016–2020) and the subsequent cycle (FY2018–2022). In accordance with policy, the program should undergo an in-depth review in 2020 and be included in the general review for the FY2020–2024 cycle.

B. Coastal Carolina University (Table 20)

Total Programs: 69

New Programs: 10

General Studies: 1

Undeclared: 1

Programs Eligible for Review: 59

Non-Compliant Programs: 7

Percent of Reviewed Programs that were Non-Compliant Programs: 11.86%

During this review cycle, seven programs were identified as non-compliant. Of these, three programs were identified as non-compliant for three review cycles and one for two consecutive review cycles. Coastal Carolina University requests termination for two non-compliant programs, under review for one program, and exemption for three programs.

Table 20 Non-Compliant Programs at Coastal Carolina University

Degree	Program Description	AVG Enrol	AVG. Comp	2014-2018 NonCom	2012-2016 NonCom	Institutional Request	Staff Recommendation
Bachelors	BA, Spanish Language and Literature	2	0.4			Termination	Termination
Bachelors	BA, Economics, General	6.4	1.6	Yes		Exemption	Under Review
Bachelors	BS, Chemistry, General	51	4.6	Yes	Yes	Exemption	Under Review
Bachelors	BA, Philosophy	30.4	5.6	Yes	Yes	Exemption	Under Review
Bachelors	BS, Physics, General	58.6	6.6	Yes	Yes	Exemption	Under Review
Bachelors	BSP, Physical Education Teaching and Coaching	71.6	7.6			Under Review	Under Review
Specialist	EdS, Educational Leadership and Administration, General	8.4	2.6			Termination	Termination

The institution requests **termination of the BA in Spanish Language and Literature and EdS in Educational Leadership and Administration**. The **BA in Spanish Language and Literature** was terminated in 2018, and the **Eds in Educational Leadership and Administration** in Spring 22.

Staff Responses: The staff supports the institution's request to terminate the above-referenced programs and commends the University for its proactive approach in monitoring program effectiveness and addressing noncompliance issues.

Recommendations: The staff recommends **termination for the two above-referenced programs**.

The institution requests **under review** for the **BSP in Physical Education Teaching and Coaching**. The institution states that the program started to have a large increase starting from 2021, with a 53.70% increase in enrollment. The institution believes the large enrollment will lead to the growth in completion.

Staff Responses: The staff acknowledges the institution's recruitment effort to grow the program. The staff recommends that the institution focus on retention to raise the completion rate because the program enrollment greatly exceeded the established

threshold standard. The staff suggests that the institution develop a strategic plan to focus on student success in completing the program.

Staff Recommendations: The staff recommends placing **BSP in Physical Education Teaching and Coaching under review** to monitor the program outcomes.

The institution requests **exemptions** for four programs: **BA in Economics, BS in Chemistry, BA in Philosophy, and BS in Physics.**

BA in Economics: The institution notes that the Wall College of Business offers both a BSBA in Economics, classified under a different Instructional Program Code, and a BA in Economics. All economics courses support both programs. Of the 5,535 student credit hours offered by the BSBA program, only 0.5% were taken by BA in Economics students, who also select a 12-credit cognate to complement and support their major. Additionally, the BA in Economics program serves students seeking a more theoretical approach to learning and prepares them for graduate studies.

Staff Responses: The staff acknowledges the benefits of resource sharing with the BSBA in Economics and recognizes the program's purpose. However, this program was identified as non-compliant in the previous review cycle. To enhance program and student success, the staff recommends that the institution develop a comprehensive recruitment and retention plan.

Staff Recommendations: The staff recommends placing **BS in Economics under review** to monitor their program outcomes.

BS in Chemistry and BS in Physics (Applied Physics): The institution states that the program has strong enrollment and plays a significant role in supporting general education. Its impact extends well beyond the number of students earning chemistry and physics degrees. Additionally, both departments generate more revenue than the cost of running the programs.

Staff Responses: The staff acknowledges the important role that the BS in Chemistry and BS in Physics programs play in supporting the institution's general education requirements. Although enrollment in both programs exceeded the minimum threshold, they were identified as non-compliant in the two previous review cycles (2012–2016 and 2014–2018). As the primary goal of an academic degree program is to confer degrees, the staff recommends that the institution prioritize improving completion counts to meet established productivity standards.

If degree completion counts for these programs remain below the minimum standard in the next review cycle, the staff recommends that the institution consider discontinuing them as stand-alone degree programs. Instead, the programs could be offered as minors or embedded within the General Studies curriculum. This would allow the institution to continue supporting general education requirements while addressing ongoing concerns about program productivity.

Staff Recommendations: The staff recommends placing **BS in Chemistry and BS in Physics** under review to monitor their program outcomes.

BA in Philosophy: The institution remarks that less than about 80% of credit hours were generated from the general education community. The philosophy courses are required in the College of Business and the College of Health and Human Performance. Philosophy's service to the core is evidenced by serving 1,296 students in the Academic Year 2023, when only 1.0% of these were Philosophy majors.

Staff Responses: The staff recognizes the service function that BA in Philosophy plays. The program's enrollment was twice more than the established standards. In addition, the program was found non-compliant in the prior two review cycles (2012-2016 and 2014-2018). The purpose of an academic degree program is to graduate students with a designated degree. Therefore, the staff suggests that the institution focus on completion and bring it up to meet the standard. If, in the next review cycle, the program continues to fall below the completion standard, the staff suggests the institution discontinue it as a stand-alone program and offer it either as a minor or embed it in the curriculum under the General Studies program. This approach would allow the institution to continue meeting general education needs across the campus while addressing program productivity concerns.

Staff Recommendations: The staff recommends placing **BA in Philosophy** under review to monitor their program outcomes.

C. College of Charleston (Table 21)

Total Programs: 86

New Programs: 5

General Studies: 1

Undeclared: N/A

Programs Eligible for Review: 81

Non-Compliant Programs: 12

Percent of Reviewed Programs that were Non-Compliant Programs: 14.81%

During this review cycle, 12 programs were identified as non-compliant. Of these, three programs were identified as non-compliant for three review cycles and four for two consecutive review cycles. The College of Charleston requests termination for two non-compliant programs, under review for three programs, and exemption for seven programs.

Table 21 Non-Compliant Programs at College of Charleston

Degree	Program Description	AVG. Enrol	AVG. Comp	2014-2018 NonCom	2012-2016 NonCom	Institutional Request	Staff Recommendation
Bachelors	BA, Jewish/Judaic Studies	7.4	1.6	Yes		Exemption	Under Review
Bachelors	BA, Latin American and Caribbean Studies	12.6	2.4	Yes	Yes	Exemption	Under Review
Bachelors	BA, Meteorology	18.8	2.6			Under Review	Under Review
Bachelors	BA, African-American/Black Studies	20	3.8			Exemption	Under Review
Bachelors	BS, Teacher Education, Multiple Levels	33.2	4.8	Yes		Under Review	Under Review
Bachelors	BA, German Language and Literature	67.4	6.4	Yes	Yes	Exemption	Under Review
Bachelors	BS, Physical Education Teaching and Coaching	29.4	6.8			Termination	Termination
Bachelors	BA/BS, Astronomy and Astrophysics, Other	51	7	Yes		Exemption	Under Review
Bachelors	BA, Religion/Religious Studies	34.2	7.8			Under Review	Under Review
Bachelors	BA, Dance, General	62	7.8	Yes		Exemption	Under Review
Bachelors	BS, Athletic Training/Trainer	34	7.8			Termination	Termination
Masters	MAT, Visual and Performing Arts, General	11.2	2.8	Yes	Yes	Exemption	Under Review

The institution requests **termination for the BS in Physical Education and BS in Athletic Training**. The institution sunset BS in **Athletic Training** in 2017 during the review cycle and terminated BS in Physical Education in 2023.

Staff Responses: The staff supports the institution’s request to terminate the above-referenced programs and commends the University for its proactive approach in monitoring program effectiveness and addressing noncompliance issues.

Staff Recommendations: The staff recommends **termination for the two above-referenced programs**.

The institution requests **placing the following three programs under review: BA in Meteorology, BS in Teacher Education, and BA in Religion/Religious Studies.**

Staff Responses: The enrollment for the three above-referenced programs exceeded the established requirements. However, the BS in Teacher Education was identified as non-compliant in the previous review cycle. The staff recommends that the institution prioritize retention efforts to improve the program's completion rate and meet the required standard.

Staff Recommendations: The staff recommends placing the **BA in Meteorology, BS in Teacher Education, and BA in Religion/Religious Studies under review** to monitor their program outcomes.

The institution requests **exemptions for the following seven programs: BA in Jewish/Judaic Studies, BA in Latin American and Caribbean Studies, BA in German Language and Literature, BA/BS in Astronomy and Astrophysics, BA in Dance, and MAT in Visual and Performing Arts.**

BA in Jewish/Judaic Studies: The institution states that the Jewish Studies Program plays a crucial role in fostering global citizenship by providing students with a deep understanding of world cultures and histories. Additionally, the program has built a strong community network that supports both academic and professional growth. As one of the highest-funded programs in the School of Languages and World Affairs, it demonstrates exceptional value and impact

Staff Responses: The staff acknowledges the program's role in fostering global citizenship. However, it has been identified as non-compliant for two consecutive review cycles. To truly demonstrate its exceptional value and impact, the program must produce graduates, particularly as one of the highest-funded programs in the School of Languages and World Affairs. The staff recommends that the institution develop a strategic recruitment and retention plan to support students in progressing toward degree completion. If enrollment and completion counts remain low in the next review cycle, the institution may need to consider restructuring the program as a minor rather than a major.

Staff Recommendations: The staff recommends placing the **BA in Jewish/Judaic Studies under review** to monitor their program outcomes.

BA in Latin American and Caribbean Studies: The institution notes that the program operates under a unique no-cost structure, providing significant value without financial burden. It offers students the opportunity to immerse themselves in global cultures through study abroad or internship programs while gaining proficiency in Spanish and Brazilian Portuguese, enhancing cross-cultural competence and expanding their international networks. Additionally, the program equips students with multidisciplinary skills essential for success in today's globalized world.

Staff Responses: The staff acknowledges the program's unique no-cost structure and its value in offering students immersive global experiences, language proficiency, and cross-cultural competence. However, the institution did not provide an explanation for the program's no-cost model. Despite its strengths,

particularly its multidisciplinary design, the program has been identified as non-compliant for three consecutive review cycles, raising significant concerns about degree completion. Moreover, any degree program is expected to incur some level of associated cost to ensure its quality and sustainability.

Given these concerns, the staff recommends that the institution implement a targeted retention strategy aimed at improving student matriculation and completion counts. If the program continues to fall short of productivity standards in the next review cycle, the institution should consider restructuring, consolidating, or terminating the program to ensure its long-term viability.

Staff Recommendations: The staff recommends placing the **BA in Latin American and Caribbean Studies under review** to monitor their program outcomes

BA in African-American Studies: The institution emphasizes the program's crucial role in deepening the understanding of African American history and culture through interdisciplinary study and community engagement. Its impact extends beyond academics, enriching the Charleston community and the college's intellectual life while contributing significantly to the general education curriculum. Graduates of the program are well-prepared for diverse career paths, including law, politics, medicine, art, teaching, and entertainment, and journalism.

Staff Response: The staff acknowledges the program's interdisciplinary approach and its significant contributions to both the Charleston community and the college's intellectual life. Its role in the general education curriculum and its broad career pathways add to its value. The program's enrollment exceeded the required standard. However, if the program has faced challenges in completion, the institution should implement strategies to enhance retention to ensure student success.

Staff Recommendations: The staff recommends placing the **BA in African American Studies under review** to monitor their program outcomes

BA/BS in Astronomy and Astrophysics: The institution notes that the program met the completion standards as of 2024.

Staff Responses: The staff commends the institution for improving completion counts to meet the standard as of 2024. The program's enrollment has significantly exceeded the established standard during this review cycle. Therefore, the staff recommends that the institution strengthen retention strategies to further support student success.

Staff Recommendations: The staff recommends placing the **BA/BS in Astronomy and Astrophysics under review** to monitor their program outcomes.

BA in Dance: The institution highlights the number of graduates in recent years, and the data indicate the program met the completion standards.

Staff Response: The staff recognizes the institution's efforts to increase the program's completion counts. During this review cycle, enrollment significantly

exceeded the required standard. Therefore, the staff suggests that the institution continue to monitor the program's student success rates.

Staff Recommendations: The staff recommends placing the **BA in Dance under review** to monitor their program outcomes.

MAT in Visual and Performing Arts: The institution highlights the number of graduates in recent years, and the data indicate that the program has met the completion standards as of the 2025 academic year.

Staff Responses: The staff commends the institution for taking action to resolve the noncompliance issue, as the program had been identified as noncompliant for three consecutive cycles. The staff encourages the institution to continue monitoring the program's progress and to strengthen retention strategies to focus on student success.

Staff Recommendations: The staff recommends placing the **MAT in Visual and Performing Arts under review** to monitor their program outcomes.

D. Francis Marion University (Table 22)

Total Programs: 48

New Programs: 9

General Studies: N/A

Undeclared: 2

Programs Eligible for Review: 39

Non-Compliant Programs: 11

Percent of Reviewed Programs that were Non-Compliant Programs: 28.21%

During this review cycle, 11 programs were identified as non-compliant. Of these, seven programs were identified as non-compliant for three review cycles and three for two consecutive review cycles. Francis Marion University requests termination for four non-compliant programs and exemption for seven programs.

Table 22 Non-Compliant Programs at Francis Marion University

Degree	Program Description	AVG. Enrol	AVG. Comp	2014-2018 NonCom	2012-2016 NonCom	Institutional Request	Staff Recommendation
Bachelors	BS, Art Teacher Education	14.2	1	Yes	Yes	Termination	Termination
Bachelors	BS, Pharmacy, Pharmaceutical Sciences, and Administration, Other	5.4	1.6	Yes		Exemption	Under Review
Bachelors	BS, Engineering/Engineering-Related Technologies /Technicians, Other	59.8	2	Yes	Yes	Exemption	Under Review
Bachelors	BBA, Economics, General	9.6	2.4	Yes	Yes	Exemption	Under Review
Bachelors	BA, Drama and Dramatics/Theatre Arts, General	21.8	3.8	Yes	Yes	Termination	Termination
Bachelors	BA, Foreign Languages and Literatures, General	19.2	4.2	Yes	Yes	Exemption	Under Review
Bachelors	BS, Music Management	36.4	4.2	Yes		Termination	Termination
Bachelors	BS, Junior High/Intermediate /Middle School Education and Teaching	50.4	5.2	Yes		Termination	Termination
Bachelors	BBA, Business/Managerial Economics	45.8	5.2	Yes	Yes	Exemption	Under Review
Bachelors	BA/BS, Mathematics, General	41	6.8			Exemption	Under Review
Bachelors	BS Computer and Information Sciences, General	89.6	7.2	Yes	Yes	Exemption	Under Review

The institution requests **termination of the following three programs: BA in Art Teacher Education, BA in Drama and Dramatics/Theatre Arts, BS in Music Management, and BS in Junior High/Intermediate/Middle School Education (Middle Level Education)**. The BS in Middle Level Education was officially terminated in 2022, while the other three programs were sunset in 2020.

Staff Responses: The staff acknowledges the institution's proactive approach in monitoring the four above-referenced programs and taking appropriate action to terminate them.

Staff Recommendation: The staff recommends **terminating the four above-referenced programs.**

The institution requests **exemptions for the following seven programs: BS in Pharmacy, BS in Engineering, BBA in Economics, BA in Foreign Language and Literature, BBA in Business, BA/BS in Mathematics, and BS in Computer and Information Sciences.**

BS in Pharmacy: The institution states that this program was developed as part of a 3+2 pathway designed to reduce the overall cost of earning a degree and to prepare students for entry into the Doctor of Pharmacy program at either the University of South Carolina or the Medical University of South Carolina. This cooperative program provides a cost-effective route to advanced study, offering individuals in underserved areas the opportunity to complete the undergraduate portion of their education closer to home.

Staff Responses: The staff acknowledges the value of the 3+2 program in expanding access to affordable degree opportunities for students in underserved areas. However, without sufficient enrollment and completion counts, the program may fall short of fulfilling its intended purpose. Therefore, the staff recommends that the institution develop a comprehensive recruitment and retention plan to attract students to the program and support their success through completion.

Staff Recommendations: The staff recommends placing the **BS in Pharmacy under review** to monitor its enrollment and program outcomes.

BS in Engineering: The institution notes that this program is a cooperative effort with the South Carolina Technical College System, designed to serve students in underserved areas at no additional cost to the university. The program is supported by faculty from the Industrial and Mechanical Engineering departments, and its removal would not result in any resource savings. Furthermore, the program provides a valuable pathway for working adults in the field to earn a credential that supports their professional advancement.

Staff Responses: The staff recognizes the collaborative effort between the four-year institution and the South Carolina Technical College System, as well as the shared commitment to serving students in underserved areas. Although the program does not incur direct faculty costs for the university, it does present a financial burden to participating students and generates associated operational costs. In addition, the program has been found non-compliant for three consecutive review cycles. While enrollment significantly exceeded the established standard (59.8 compared to the benchmark of 12.5), only two students completed the program. Given that the primary objective of offering an academic program is to support student completion, the staff recommends that the institution develop a targeted plan to enhance student success and increase completion counts. If the program remains non-compliant in the forthcoming review cycle, the staff advises the institution to consider program termination.

Staff Recommendations: The staff recommends placing the **BS in Engineering under review** to monitor its enrollment and program outcomes.

BBA in Economics: The institution is making changes in this program and plans to sunset this program.

Staff Responses: The staff acknowledges the institution's efforts to monitor program outcomes and develop a plan for sunsetting the program. The program has been found non-compliant for three consecutive review cycles.

Staff Recommendation: The staff recommends placing the BBA in Economics **under review** due to forthcoming changes to the program.

BA in Foreign Language and Literature: The institution notes that the current faculty are needed for fulfilling the general education courses assignments; therefore, no additional resources are needed. In addition, the institution made changes in the program and was in hope of seeing positive results in the coming years and the exemption status would allow them to have enough time to assess the outcomes of the changes.

Staff Responses: The staff commends the institution's effort to revise the program. The program's enrollment exceeded the required enrollment standard. In addition, the program has been found non-compliant for three consecutive review cycles. The staff suggests the institution develop a strong retention plan to help student success. If the program remains non-compliant in the forthcoming review cycle, the staff advises the institution to consider program termination.

Staff Recommendation: The staff recommends placing the **BA in Foreign Language and Literature under review**.

BBA in Business/Managerial Economics: The institution reports that students are no longer admitted to the general BBA in Economics program and are now advised into the BBA in Business/Managerial Economics program. Since 2024, enrollment in this program has shown steady growth, and ten students have graduated.

Staff Responses: The staff acknowledges the institution's proactive approach in consolidating two similar programs. Given that the program has been found non-compliant for three consecutive review cycles, staff encourages the institution to continue monitoring program outcomes and implementing strategies to improve student success.

Staff Recommendation: The staff recommends placing **the BBA in Business/Managerial Economics under review** to monitor program outcomes and ensure continued progress.

BA/BS in Mathematics: The institution reports that all current faculty support both General Education and STEM program instruction and that no additional resources are required. The program serves students in an underserved region without incurring direct costs to the institution.

Staff Responses: The staff acknowledges that the program shares faculty resources with General Education and STEM courses. However, while enrollment significantly exceeds the required standard, the program's primary purpose is to support student completion with a designated degree. Additionally, all academic programs entail associated operational costs. Staff recommends that the institution develop a focused plan to improve student retention and success within the program.

Staff Recommendations: The staff recommends placing the **BA/BS in Mathematics under review** to monitor program progress and student outcomes.

BS in Computer and Information Sciences: The institution reports that enrollment in the program has steadily increased in recent years, and the program currently meets both enrollment and completion standards. The institution has implemented targeted strategies, such as intensive math tutoring and more hands-on lab work, that contributed to these positive outcomes.

Staff Responses: The staff commends the institution's efforts to improve the program and achieve compliance over the past two years. Given that this cycle's enrollment (89.6) significantly exceeds the established standard (12.5), staff encourages the institution to build on the progress by continuing to focus on student retention and success.

Staff Recommendations: The staff recommends placing **BS in Computer and Information Sciences under review** to monitor ongoing student success.

E. Lander University_(Table 23)

Total Programs: 33

New Programs: 2

General Studies: 1

Undeclared: N/A

Programs Eligible for Review: 31

Non-Compliant Programs: 9

Percent of Reviewed Programs that were Non-Compliant Programs: 29.03%

During this review cycle, nine programs were identified as non-compliant. Of these, five programs were identified as non-compliant for three review cycles. Lander University requests termination for two non-compliant programs and exemption for seven programs.

Table 23 Non-Compliant Programs at Lander University

Degree	Program Description	AVG. Enrol	AVG. Comp	2014-2018 NonCom	2012-2016 NonCom	Institutional Request	CHE Recommendation
Bachelors	BS, Athletic Training/Trainer	0.4	0			Termination	Termination
Bachelors	BS, Environmental Science	16.4	3	Yes	Yes	Exemption	Under Review
Bachelors	BA, Spanish Language and Literature	18	3.4	Yes	Yes	Exemption	Under Review
Bachelors	BS, Physical Education Teaching and Coaching	41.2	4.8	Yes	Yes	Exemption	Under Review
Bachelors	BS, Mathematics, General	62	6	Yes	Yes	Exemption	Under Review
Bachelors	BS, Criminal Justice/Law Enforcement Administration	73.8	7.6			Exemption	Under Review
Bachelors	BS, Music, General	42.2	7.6	Yes	Yes	Exemption	Under Review
Bachelors	BS, Chemistry, General	63.2	7.8			Exemption	Under Review
Masters	MAT, Secondary Education and Teaching	0	0.8			Termination	Termination

The institution requests **termination for the BS in Athletic Training and MAT in Secondary Education and Teaching**. Both programs were terminated in 2015.

Staff Responses and Recommendations: The staff commends the institution’s responsible stewardship in terminating programs that are no longer productive. Accordingly, the staff recommends the **termination of the two programs referenced above**.

The institution requests **exemptions for the following seven programs: BS in Environmental Science, BA in Spanish Language and Literature, BS in Physical Education Teaching and Coaching, BS in Mathematics, BS in Criminal Justice, BS in Music**, Staff commends the institution’s responsible stewardship in terminating programs that are no longer productive.

BS in Environmental Science: The institution states that the program addresses workforce needs in the Upstate region of South Carolina. Faculty teaching in this program also contribute to

General Education courses required by other programs such as Biology and Chemistry. Additionally, the institution notes that terminating the program would result in a greater loss of tuition revenue than any savings gained from reducing part-time faculty costs. The program also benefits from an endowed account that supports equipment and scholarships.

Staff Responses: The staff acknowledges the program's alignment with regional workforce needs. However, if the program is unable to produce an adequate number of graduates, those needs will remain unmet. While enrollment exceeds the established standard, the program has been found non-compliant for three consecutive review cycles. The staff recommends that the institution develop a targeted plan to improve student success and completion counts. If the program continues to fall below the established completion benchmarks, the staff advises the institution to consider program termination.

Staff Recommendation: The staff recommends placing **BS in Environmental Science under review** to monitor the program outcomes and student success.

BA in Spanish Language and Literature: The institution notes the program meets the workforce needs in the Upstate region of South Carolina. Changes have been made to the curriculum, such as removing the study abroad requirement for Spanish majors, which could encourage more students to complete the program. Additionally, the institution has revamped the General Education curriculum to offer more electives, enabling students to pursue a Spanish minor or second major more easily. If the program is terminated, the university would lose more tuition revenue than it would save in part-time faculty costs, with no full-time faculty being affected.

Staff Response: The staff acknowledges the program's alignment with workforce needs in the Upstate region of South Carolina and the institution's efforts to improve the program. However, despite enrollment exceeding established standards, the program has been found non-compliant for three consecutive review cycles. The program must produce sufficient graduates to meet workforce demands. The staff recommends that the institution develop a focused plan to improve student success. If the program continues to fall below completion standards in the forthcoming review cycle, staff suggests the institution consider transitioning the program to a minor.

Staff Recommendation: The staff recommends placing **BA in Spanish Language and Literature under review** to monitor the program outcomes and student success.

BS in Physical Education Teaching and Coaching: The institution states that this program addresses the teacher shortage in physical education. While enrollment is strong, degree completion is affected by the program's selectivity and rigorous requirements, including Praxis Core scores, a minimum 2.75 GPA, and challenging coursework. Many students begin the program but later change majors due to its academic demands. Terminating the program would result in a net revenue loss, and no full-time faculty would be affected; completion has improved to an average of 5.4 graduates per year over the 2019–2023 cycle.

Staff Responses: The staff acknowledges the ongoing teacher shortage in South Carolina. As the primary goal of this program is to prepare future educators, it cannot fulfill its purpose without producing graduates. Despite a strong enrollment of 41.2, the average completion count remains low at 4.8. The program has been found non-compliant for three consecutive review cycles. The staff recommends that the institution develop a

targeted retention plan focused on supporting students in meeting key requirements, particularly passing the Praxis Core exams.

Staff Recommendation: The staff recommends placing **BS in Physical Education Teaching and Coaching under review** to monitor the program outcomes and student success.

B.S. in Mathematics: The institution notes that this program serves students in the Upstate region of South Carolina and emphasizes that mathematics is foundational to disciplines such as science, engineering, technology, economics, and the social sciences. Faculty in the mathematics program also teach courses required by other degree programs, thereby reducing the overall instructional cost. As a result, the direct cost of maintaining the mathematics program is minimal.

Staff Responses: The staff acknowledges that mathematics courses are an essential component of the general education curriculum. While the program's enrollment significantly exceeds the established standard, concerns remain regarding student retention and success. The staff recommends that the institution develop a targeted plan to improve student outcomes and establish a more selective admissions process to ensure that students entering the program are adequately prepared to succeed.

Staff Recommendation: The staff recommends placing **B.S. in Mathematics under review** to monitor the program outcomes and student success.

BS in Criminal Justice: The institution states that this program has met the standards. For the 5-year cycle (Fall 2019-Fall 2023), the enrollment average was 145 and the completion average was 23.8. The program prepares students for high-demand careers and recruits students primarily from the Upstate region of South Carolina.

Staff Responses: The staff encourages the institution to continue monitoring program outcomes and student success. Given the high enrollment, the staff also recommends developing a targeted retention plan to improve the completion rate.

Staff Recommendation: The staff recommends placing **BS in Criminal Justice under review** to monitor the program outcomes and student success.

BS in Music: The institution notes that enrollment has increased during the upcoming review cycle. The program prepares students for high demand careers and primarily recruits from the Upstate region of South Carolina. Additionally, the music department has introduced several new recruitment strategies, including continued engagement at music education conferences in South Carolina, North Carolina, and Georgia, as well as the launch of *MUSICmania*, a new initiative targeting junior and senior high school students. Furthermore, if the program were to be terminated, the University would lose more in student tuition revenue than it would save in costs related to part-time faculty. No full-time faculty positions would be affected.

Staff Responses: The staff acknowledges the institution's efforts to recruit students. However, enrollment (42.2) significantly exceeds the established standard. The program has been found non-compliant for three consecutive review cycles. The staff recommends that the institution develop a comprehensive plan to improve completion counts and prioritize student success.

Staff Recommendation: The staff recommends placing **BA in Music under review** to monitor the program outcomes and student success.

BS in Chemistry: The institution reports that the program is currently fully compliant with both enrollment and completion standards. The program prepares students for a broad range of professions within the Upstate region.

Staff Responses: The staff recognizes the institution's efforts in bringing the program into compliance. With a strong enrollment (63.2) during this review cycle, the staff recommends that the institution focus on increasing the completion rate and enhance support to help more students graduate.

Staff Recommendation: The staff recommends placing **BS in Chemistry under review** to monitor the program outcomes and student success.

F. Medical University of South Carolina (Table 24)

Total Programs: 40

New Programs: 6

General Studies: N/A

Undeclared: N/A

Programs Eligible for Review: 34

Non-Compliant Programs: 4

Percent of Reviewed Programs that were Non-Compliant Programs: 11.76%

During this review cycle, four programs were identified as non-compliant. Of these, one program was identified as non-compliant for three review cycles. Medical University of South Carolina (MUSC) requests termination for two non-compliant programs, under review for one program, and an exemption for one program.

Table 24 Non-Compliant Programs at Medical University of South Carolina

Degree	Program Description	AVG. Enrol	AVG. Comp	2014-2018 NonCom	2012-2016 NonCom	Institutional Request	CHE Recommendation
Doctorate	PhD, Bioinformatics	4	0.2			Termination	Termination
Doctorate	PhD, Pathology/Experimental Pathology	5.2	0.6		Yes	Termination Under Review	Termination
Doctorate	PhD, Pharmacology	11	1.4	Yes	Yes	Review	Under Review
Masters	MPH, Biostatistics	2.8	1.2			Exemption	Under Review

The institution requests **termination for the following two programs: the PhD in Pathology/Experimental Pathology and PhD in Bioinformatics**. The institution states that PhD in Pathology/Experimental Pathology was terminated in January 2018 and the program data file was closed in June 2022. PhD Bioinformatics was terminated in May 2023.

Staff Responses: The staff commends the institution’s stewardship and acknowledges the termination of the two above-referenced programs.

Staff Recommendation: The staff recommends **termination for the following two programs: the PhD in Pathology/Experimental Pathology and PhD in Bioinformatics**.

The institution requests that the PhD in Pharmacology be placed *Under Review*. The institution anticipates that the program will meet the established standards in the next review cycle.

Staff Responses: The staff commends the institution for its proactive efforts in monitoring the program’s progress. Enrollment has exceeded the established standard for doctoral programs. The staff encourages the institution to develop targeted strategies to enhance student success and improve completion outcomes.

Staff Recommendation: The staff recommends placing the **PhD in Pharmacology under review** to monitor program outcomes and support improvements in student success.

MUSC requests **an exemption for MPH in Biostatistics**. The institution notes that the program was accredited by the Council of Education for Public Health (CEPH) in 2021. This program has been and will continue to be a pipeline to its PhD Biostatistics program. Due to the nature of the program, the institution anticipates low enrollment in this program in the forthcoming review cycles.

Staff Responses: The staff commends the institution for its efforts toward accreditation. However, the programs' potential to serve as a pipeline for the institutions' PhD in Biostatistics is at risk if it fails to produce sufficient graduates. While a Master's in Biostatistics can be advantageous, it is not a strict prerequisite for admission into the PhD program, as outlined in the institution's Admission Requirements. Therefore, the staff suggests the institution develop a strategic plan to recruit students into the program.

Staff Recommendation: The staff recommends placing **MPH in Biostatistics under review** to monitor the program's progress and student success.

G. South Carolina State University (Table 25)

Total Programs: 58

New Programs: 2

General Studies: 1

Undeclared: N/A

Programs Eligible for Review: 56

Non-Compliant Programs: 34

Percent of Reviewed Programs that were Non-Compliant Programs: 60.71%

During this review cycle, 34 programs were identified as non-compliant. Of these, 19 programs were identified as non-compliant for three review cycles and nine for two consecutive review cycles. South Carolina State University requests termination for seven non-compliant programs, under review for ten programs, and exemptions for 17 programs. Table 24 presents the non-compliant programs at South Carolina State University.

The institution requests termination for the following seven programs: **BS in Business and Innovation/Entrepreneurship, BS in Technology Teacher Education, BS in Civil Engineering Technologies, BS in Industrial Technology, BS in Surveying Technology, BA in Foreign Languages and Literature, and MS in Human Development and Family Studies.** The institution closed the above programs in recent years.

Staff Responses: The staff commends the institution for its proactive decision to terminate the seven non-compliant programs referenced above.

Staff Recommendation: The staff recommends **the termination of the seven programs listed above.**

The institution requests placing **ten programs be on under review status: BS in Agribusiness/Agricultural Business Operation, BS in Special Education and Teaching, MEd in Special Education and Teaching, BS in Art Teacher Education, MS in Foods, Nutrition, and Wellness Studies, BS in Physics, BS in Social Sciences, BA in Drama and Dramatics/Theatre Arts, BS in Business/Managerial Economics, and BA in History.**

BS in Agribusiness/Agricultural Business Operation, BS in Special Education and Teaching, and BS in Art Teacher Education: The institution states that these programs are designed to meet workforce and job-driven demands. Retention strategies have been developed to support students.

Staff Responses: The staff acknowledges the institution's efforts to address workforce needs and job-driven demands. However, if these programs are unable to produce a sufficient number of graduates, those workforce needs will remain unmet. All three programs have been non-compliant for three consecutive review cycles. The staff recommends that the institution focus not only on retention strategies but also on enhancing overall student success. If completion counts continue to fall below the established standards, the institution should consider the possibility of program termination.

Staff Recommendation: The staff recommends placing **BS in Agribusiness/Agricultural Business Operation, BS in Special Education and Teaching, and BS in Art Teacher Education under review** to monitor the program's progress and student success.

Table 25 Non-Compliant Programs at South Carolina State University

Degree	Program Description	AVG. Enrol	AVG. Comp	2014-2018 NonCom	2012-2016 NonCom	Institutional Request	CHE Recommendation
Bachelors	BS, Agribusiness/ Agricultural Business Operations	23.2	3.6	Yes	Yes	Under Review	Under Review
Bachelors	BS, Special Education and Teaching, General	22.6	2.6	Yes	Yes	Under Review	Under Review
Masters	MEd, Special Education and Teaching, General	0.2	0	Yes	Yes	Under Review	Termination
Bachelors	BS, Elementary Education and Teaching	64.2	3.4	Yes		Exemption	Under Review
Masters	MAT/MEd, Elementary Education and Teaching	16.8	2.4			Exemption	Under Review
Bachelors	BS, Junior High/Intermediate/ Middle School Education and Teaching	16.6	1.4	Yes		Exemption	Under Review
Masters	MAT/MEd, Secondary Education and Teaching	14.2	2	Yes		Exemption	Under Review
Bachelors	BS, Early Childhood Education and Teaching	110.6	3.8	Yes	Yes	Exemption	Under Review
Bachelors	BS, Art Teacher Education	11.6	0.2	Yes	Yes	Under Review	Under Review
Bachelors	BS, Business and Innovation/ Entrepreneurship Teacher Education	15.4	0.2	Yes	Yes	Termination	Termination
Bachelors	BS, Technology Teacher Education /Industrial Arts Teacher Education	18.4	3.6	Yes		Termination	Termination
Bachelors	BS, Music Teacher Education	47.2	2	Yes	Yes	Exemption	Under Review
Bachelors	BS, Nuclear Engineering	49	6			Exemption	Under Review
Bachelors	BS, Civil Engineering Technologies/Technicians	31.4	3.4	Yes		Termination	Termination
Bachelors	BS, Electrical, Electronic, and Communications Engineering Technology/Technician	63.2	6.6			Exemption	Under Review
Bachelors	BS, Industrial Technology/ Technician	11.8	2.6	Yes	Yes	Termination	Termination
Bachelors	BS, Surveying Technology/ Surveying	0.6	0.6			Termination	Termination
Bachelors	BA, Foreign Languages and Literatures, General	0.4	0.2	Yes		Termination	Termination

Bachelors	BS, Foods, Nutrition, and Wellness Studies, General	28	3.6	Yes	Yes	Exemption	Under Review
Masters	MS, Foods, Nutrition, and Wellness Studies, General	5.6	2.2			Under Review	Under Review
Masters	MS, Human Development and Family Studies, General	8	2.6	Yes	Yes	Termination	Termination
Bachelors	BA, English Language and Literature, General	20.2	4.2	Yes		Exemption	Under Review
Bachelors	BS, Mathematics, General	24.6	3.6	Yes	Yes	Exemption	Under Review
Bachelors	BS, Sports, Kinesiology, and Physical Education/Fitness, General	62.8	5	Yes		Exemption	Under Review
Bachelors	BS, Chemistry, General	37.4	6.2	Yes	Yes	Exemption	Under Review
Bachelors	BS, Physics, General	8.2	1.2	Yes	Yes	Under Review	Under Review
Bachelors	BA, Social Sciences, General	11.2	0.2	Yes	Yes	Under Review	Termination
Bachelors	BA, Political Science and Government, General	43.6	7.2			Exemption	Under Review
Bachelors	BA, Sociology, General	29.4	3.8	Yes		Exemption	Under Review
Bachelors	BA, Drama and Dramatics/Theatre Arts, General	19	2	Yes	Yes	Under Review	Under Review
Bachelors	BA, Fine/Studio Arts, General	38.6	5.2	Yes	Yes	Exemption	Under Review
Bachelors	BA, Music Management	32.8	4.2	Yes	Yes	Exemption	Under Review
Bachelors	BS, Business/Managerial Economics	33.4	2.4	Yes	Yes	Under Review	Under Review
Bachelors	BA, History, General	8.8	1.2	Yes	Yes	Under Review	Under Review

MEd in Special Education and Teaching: The institution notes that the program was originally scheduled for closure but was later kept open due to a statewide teacher shortage. Currently, there is no enrollment, though the institution is making efforts to recruit students.

Staff Responses: MEd in Special Education and Teaching: The staff acknowledges the ongoing statewide shortage of special education teachers. However, the program has had no enrollment since 2017. The staff commends the institution’s original decision to terminate the program. Additionally, the BS in Special Education and Teaching continues to struggle with retention and completion, leaving the MEd program without a viable internal pipeline. Given these factors, the staff recommends that the institution move forward with terminating the program.

Staff Recommendation: The staff recommends **the termination of MEd in Special Education and Teaching.**

MS in Foods, Nutrition, and Wellness Studies: The institution anticipates future demand for careers related to this program, driven by an aging population, health care reform, and the increasing prevalence of certain health conditions. Additional funding is being secured to support program development, recruitment, and retention efforts.

Staff Responses: The staff acknowledges the institution's forward-looking approach in aligning the program with projected workforce needs. The staff recommends that the institution develop a targeted recruitment and student success plan to strengthen enrollment and completion outcomes.

Staff Recommendation: The staff recommends placing **MS in Foods, Nutrition, and Wellness Studies under review** to monitor the program's progress and student success.

BS in Physics: The institution notes that this is a STEM-related program and serves as a foundation for advanced degrees. Additional research is being conducted to further demonstrate and strengthen the demand for this degree.

Staff Responses: The staff acknowledges that this is a STEM program and that several courses support pathways to advanced degrees. However, the program functions as a stand-alone major and has been non-compliant for three consecutive review cycles. The staff recommends that the institution develop a clear plan to improve both enrollment and completion counts. If the program continues to fall below established standards in the next review cycle, the staff advises the institution to consider terminating it as a major and incorporating its courses into the General Education curriculum.

Staff Recommendation: The staff recommends placing **BS in Physics under review** to monitor the program's progress and student success.

BS in Social Sciences: The institution notes that the program supports the General Education curriculum and serves as an option within the Middle-Level Education program. Additionally, there is a statewide initiative underway to recruit prospective teachers.

Staff Responses: The staff acknowledges the ongoing demand for middle school teachers. However, as a stand-alone program, its primary purpose is to graduate students who will contribute to meeting workforce needs. This program graduated only one student over the five-year review cycle, with a five-year average of fewer than one graduate per year. It has been found non-compliant for three consecutive review cycles. The staff recommends that the institution consider terminating the program as a stand-alone program.

Staff Recommendation: The staff recommends **termination of BS in Social Sciences.**

BA in Drama and Dramatics/Theater: The institution notes that the program is designed to address job-driven demands and to support students' career advancement and lifelong learning opportunities. Recruitment strategies are currently under review.

Staff Responses: The staff acknowledges the institution's ongoing recruitment efforts. However, the program has been non-compliant for three consecutive review cycles. While enrollment has exceeded the established standard, the program continues to fall short in completion. The staff recommends that the institution focus on improving program outcomes. If the program remains below the standard in the forthcoming review cycle, the staff advises the institution to consider terminating the program.

Staff Recommendation: The staff recommends placing **BA in Drama and Dramatics/Theater under review** to monitor the program's progress and student success.

BS in Business/Managerial Economics: The institution states that the program offers courses that students are required to complete as part of the general education requirements. Retention strategies aimed at improving program completion are currently being developed.

Staff Responses: The staff acknowledges that students take courses offered by the program to fulfill General Education requirements. However, the primary purpose of a stand-alone degree program is to graduate students with the designated degree. While the program had a robust enrollment (33.4) over the five-year average, the completion rate was only 2.4. The program has been found non-compliant for three consecutive review cycles. The staff advises the institution to terminate the program as a stand-alone major and incorporate its courses into the General Education curriculum if completion counts remain below the established standard in the forthcoming review cycle.

Staff Recommendation: The staff recommends placing **BS in Business/Managerial Economics under review** to monitor the program's progress and student success.

BA in History: The institution notes that the program serves as a foundation for developing general skills that are adaptable to various careers. Recruitment and retention strategies are being developed to ensure the program's sustainability.

Staff Responses: The staff recognizes the role of the program in skill development. However, the primary purpose of the program is to graduate students. The program has been found non-compliant for three consecutive review cycles, with an average of 1.2 graduates over the five-year review cycle. The staff recommends that the institution terminate the program if it continues to fall below the established standards in the forthcoming review cycle.

Staff Recommendation: The staff recommends placing **BA in History under review** to monitor the program's progress and student success.

The institution requests **exemptions for the following 17 programs:**

- BS, Elementary Education and Teaching
- MAT/MEd, Elementary Education and Teaching
- BS, Junior High/Intermediate/Middle School Education and Teaching
- MAT/MEd, Secondary Education and Teaching
- BS, Early Childhood Education and Teaching
- BS, Music Teacher Education
- BS, Nuclear Engineering
- BS, Electrical, Electronic, and Communications Engineering Technology/Technician
- BS, Foods, Nutrition, and Wellness Studies, General
- BA, English Language and Literature, General
- BS, Mathematics, General
- BS, Sports, Kinesiology, and Physical Education/Fitness, General
- BS, Chemistry, General
- BA, Political Science and Government, General
- BA, Sociology, General
- BA, Fine/Studio Arts, General
- BA, Music Management

BS in Elementary Education/Teaching, MAT/MEd in Elementary Education/Teaching, BS in Junior High/Intermediate/Middle School Education, MAT/MEd, Secondary Education and Teaching, BS in Early Childhood Education and Teaching, BS in Music Teacher Education, and BS, Sports, Kinesiology, and Physical Education/Fitness, General: The institution states that these teaching degree programs are designed to meet the work force demands for teachers in South Carolina.

Staff Responses: The staff acknowledges the teacher shortage in the state. However, while these programs all had enrollment exceeding the established standard for the five-year average, ranging from 16.6 to 110.6, completion counts remained low, ranging from 1.4 to 5. To meet workforce demands, it is essential to produce more graduates. The BS in Early Childhood Education/Teaching and BS in Music Teacher Education have been non-compliant for three consecutive review cycles, while the others have been non-compliant for two consecutive review cycles, except for the MAT/MEd in Elementary Education and Teaching. The staff recommends that the institution develop a comprehensive retention plan focused on student success.

Staff Recommendation: The staff recommends placing **BS Elementary Education/Teaching, MAT/MEd in Elementary Education/Teaching, BS in Junior High/Intermediate/Middle School Education, MAT/MEd, Secondary Education and Teaching, BS in Early Childhood Education and Teaching, and BS in Music Teacher Education, and BS, Sports, Kinesiology, and Physical Education/Fitness, General under review** to monitor the program's progress and student success.

BS in Nuclear Engineering and BS in Electrical, Electronics, and Communications Engineering: The institution states that these programs are designed to meet job-driven demands to advance students in their careers.

Staff Responses: The staff acknowledges the workforce demand for this program. Both had a robust five-year average enrollment (49 and 63.2 respectively) during this review cycle. The staff recommends that the institution develop a retention plan to support students in successfully completing these programs.

Staff Recommendation: The staff recommends placing **BS in Nuclear Engineering and BS in Nuclear Engineering and BS in Electrical, Electronics, and Communications Engineering** under review to monitor the program's progress and student success.

BS in Foods, Nutrition, and Wellness Studies: The institution notes that there will be future demand for careers in this field due to the aging population, healthcare reform, and growth in the food industry.

Staff Responses: The staff acknowledges the institution's forward-thinking approach in designing the program to address future workforce needs. However, while the program's enrollment was more than twice the established standard, the completion rate was only 3.6. Without graduating students, the program cannot fulfill its original intent. The program has been non-compliant for three consecutive review cycles. The staff recommends that the institution focus on developing a plan to improve retention and student success.

Staff Recommendation: The staff recommends placing **BS in Foods, Nutrition, and Wellness Studies** under review to monitor the program's progress and student success.

BA in English Language and Literature and BS in Mathematics: The institution states that both programs offer courses students take to meet the General Education Curriculum.

Staff Responses: The staff recognizes that students need to take both English and math courses to meet General Education requirements. However, these two programs are stand-alone degree programs, with the primary goal of graduating students with the designated degrees. Both programs' enrollment exceeded the established standard. BS in Mathematics has been found non-compliant for three consecutive review cycles, while BA in English for two consecutive review cycles. The staff recommends that the institution develop a comprehensive plan and strategies to help students complete the programs successfully.

Staff Recommendation: The staff recommends placing **BA in English Language and Literature and BS in Mathematics** under review to monitor the program's progress and student success.

BS in Chemistry: The institution notes that this is a STEM-related program and serves as a foundation for advanced degrees. Additional research is being conducted to further demonstrate and strengthen the demand for this degree.

Staff Responses: The staff acknowledges that this is a STEM program and that several courses support pathways to advanced degrees. However, the program functions as a stand-alone major and has been non-compliant for three consecutive review cycles. The enrollment (37.4) of this

program was strong during this review cycle. The staff recommends that the institution develop a clear plan to improve both enrollment and completion counts.

Staff Recommendation: The staff recommends placing **BS in Chemistry** under review to monitor the program's progress and student success.

BA in Political Science and Government and BA in Sociology: The institution notes that both programs offer courses that students take to fulfill the REACH Act requirements for general education.

Staff Responses: The staff recognizes that the courses meet the requirements for compliance with the REACH Act. However, the primary goal of both programs is to graduate students with the designated degrees. Both programs' enrollment significantly exceeded the established standard. The BA in Sociology has been found non-compliant for two consecutive review cycles. The staff recommends that the institution develop a strategic retention plan focused on improving student success.

Staff Recommendation: The staff recommends placing **BA in Political Science and Government and BA in Sociology** under review to monitor the program's progress and student success.

BA in Fine/Studio Arts: The institution argues that the program area has a narrow career focus which procures less graduates than required by the Commission.

Staff Responses: The staff recognizes the limited career pathways for graduates of this program. Enrollment has tripled the established standard. However, the program has been identified as non-compliant for three consecutive review cycles. The staff recommends that the institution focus on student success and revisit the curriculum to explore ways to expand career pathways for graduates, thereby improving retention. Additionally, the staff advises the institution to track employment placement rates after graduation. If graduates face challenges securing employment, the staff recommends that the institution consider terminating the stand-alone program and offering it as a minor instead.

Staff Recommendation: The staff recommends placing **BA in Fine/Studio Arts** under review to monitor the program's progress and student success.

BA in Music Management: The institution notes that the program is designed to meet workforce development and is expected to grow 2023-2033.

Staff Responses: The staff acknowledges the workforce needs. However, the program must graduate students to meet these workforce demands. While the program had robust enrollment (32.8), it has been found non-compliant for three consecutive review cycles. The staff recommends that the institution develop a plan focused on retention and student success.

Staff Recommendation: The staff recommends placing **BA in Music Management** under review to monitor the program's progress and student success.

H. The Citadel (Table 26)

Total Programs: 53

New Programs: 11

General Studies: N/A

Undeclared: N/A

Programs Eligible for Review: 42

Non-Compliant Programs: 12

Percent of Reviewed Programs that were Non-Compliant Programs: 28.57%

During this review cycle, 12 programs were identified as non-compliant. Of these, three programs were identified as non-compliant for three review cycles and four for two consecutive review cycles. The Citadel requests termination for three non-compliant programs, under review for two programs, and exemption for seven programs.

Table 26 Non-Compliant Programs at The Citadel

Degree	Program Description	AVG. Enrol	AVG. Comp	2014-2018 NonCom	2012-2016 NonCom	Institutional Request	Staff Recommendation
Bachelors	BS, Physical Education Teaching and Coaching	17.2	3.4			Exemption	Under Review
Bachelors	BS, Mathematics, General	19.8	4	Yes	Yes	Exemption	Under Review
Bachelors	BS, Secondary Education and Teaching	26	6	Yes	Yes	Exemption	Under Review
Bachelors	BS, Sport and Fitness Administration/Management	39.6	7.2	Yes		Under Review	Under Review
Bachelors	BS, Physics, General	30.4	7.6		Yes	Exemption	Under Review
Masters	MAT, Junior High/Intermediate/Middle School Education and Teaching	3.8	0.8	Yes		Exemption	Under Review
Masters	MA, English Language and Literature, General	4.4	1	Yes		Termination	Termination
Masters	MAED, Mathematics Teacher Education	2.8	1.2	Yes	Yes	Termination	Termination
Masters	MA, History, General	7	1.8	Yes		Termination	Termination
Masters	MAT, Physical Education Teaching and Coaching	8.8	2.4			Exemption	Under Review
Masters	MS, Computer Science	9.2	2.6	Yes		Exemption	Under Review
Masters	MA, Political Science and Government, General	17	2.8			Under Review	Under Review

The institution **requests termination of the MA in English Language and Literature, MAED in Mathematics Teacher Education, and MA in History.**

Staff Responses: The staff commends the institution for its responsible approach in discontinuing unproductive programs. The staff suggests that the institution develop a clear sunset plan to ensure the timely graduation of the remaining students, allowing the program file to be closed as scheduled.

Staff Recommendation: The staff recommends termination of the above-referenced programs.

The institution requests to **place BS in Sport and Fitness Administration/Management and MA in Political Science and Government under review.**

BS in Sport and Fitness Administration/Management: The institution reports strong enrollment in the program, with completion counts approaching the established standard. It has also implemented initiatives targeting improving student completion.

Staff Responses: The staff acknowledges the institution's efforts to enhance advising and increase completion counts. With enrollment numbers exceeding the required threshold by more than threefold, the staff encourages the institution to maintain its focus on retention and student success.

Staff Recommendation: The staff recommends placing **BS in Sport and Fitness Administration/Management under review** to monitor the program's progress and student success.

MA in Political Science and Government: The institution describes this program as a niche offering that aligns closely with its mission. It is designed to meet the needs of U.S. military and federal government agencies, as well as international and non-governmental organizations. The program operates at no additional cost to the institution, as faculty members also teach in the undergraduate political science major.

Staff Responses: The staff acknowledges the program's intent to serve the U.S. military, federal agencies, and both international and domestic non-governmental organizations. However, without sufficient graduate output, these needs cannot be effectively met. During this review cycle, only 2.8 students completed the program.

The primary purpose of a degree program is to confer degrees to students. While the program's courses may contribute to general education requirements, any stand-alone program incurs indirect costs. The staff recommends that the institution develop a comprehensive plan to improve student retention and completion outcomes. Should completion counts remain low in the forthcoming review cycle, the staff advises the institution to discontinue the stand-alone program and instead incorporate its foundational courses into the general education curriculum.

Staff Recommendation: The staff recommends placing **MA in Political Science and Government under review** to monitor the program's progress and student success.

The institution requests exemptions for the **BS in Physical Education Teaching/Coaching, BS in Mathematics, BS in Secondary Education and Teaching, BS in Physics, MAT in Junior High/Intermediate/Middle School Education, MAT in Physical Education Teaching, and MS in Computer Science.**

BS in Physical Education Teaching/Coaching: The institution recommends that educators be added to the list of "high-demand" occupations, citing over 1,000 unfilled teaching positions statewide. Additionally, teaching across various disciplines is identified as a priority occupation in *South Carolina's Unified Plan for Education and Workforce Development*¹.

Staff Responses: The staff acknowledges the teacher shortage. According to the 2024-2025 Educator Supply and Demand report², there were 21.5 vacancies for teachers in physical education across the state. Currently, eight public institutions in South Carolina offer a BS in Physical Education Teaching/Coaching. During this review cycle, the five-year average number of program completers across these institutions was 74.6. While the data is based on past trends, it still offers a meaningful snapshot of the supply relative to demand for physical education teachers.

Enrollment in the reviewed program exceeded the established requirement. However, to better meet workforce needs, the staff recommends that the institution develop a comprehensive plan focused on improving student completion outcomes.

Staff Recommendation: The staff recommends **placing BS in Physical Education Teaching/Coaching under review** to monitor the program's progress and student success.

BS in Mathematics: The institution notes that it is in the process of introducing a BA in Mathematics under the same CIP code, in addition to the existing BS in Mathematics program. The BA option is expected to attract more students by offering greater flexibility, particularly for those pursuing double majors aligned with interdisciplinary careers requiring a strong quantitative foundation. Additionally, mathematics courses enroll approximately 400 students annually, representing over 15% of cadets, through general education requirements. Moreover, STEM disciplines, including mathematics, are identified as priority occupations in *South Carolina's Unified Plan for Education and Workforce Development*.

Staff Responses: The staff acknowledges the importance of supplying graduates for the priority occupations identified in the Unified Plan. However, the primary purpose of a stand-alone degree program is to produce graduates. This program has been found non-compliant for three consecutive review cycles. Although it contributes significantly to general education and supports STEM-related majors, the low number of program completers fails to meet the established benchmarks.

The staff recommends that the institution develop a focused retention and student success plan specific to the BS in Mathematics. If completion counts remain below standard in the next review cycle, the staff advises the institution to terminate the stand-alone program and instead consider offering mathematics as a minor within a related

¹ Retrieved from [ccwd-usp-report-v2-compressed.pdf](#)

² 2024-2025 SC Educator Supply and Demand Report (CERRA, 2024). Retrieved from [2024-2025 SC Educator Supply and Demand Report | Center for Educator Recruitment, Retention, and Advancement](#)

STEM discipline or Accounting while continuing to integrate foundational math courses into the general education curriculum.

Staff Recommendation: The staff recommends placing **BS in Mathematics under review** to monitor the program's progress and student success.

BS in Physics: The institution reports that under the Physics CIP code, it offers both a BS in Applied Physics and a BA in Physics. The addition of the BA provides greater flexibility, which may encourage double-majoring and attract a broader range of students. New outreach initiatives have been implemented, and early indicators show modest gains. The BS in Physics graduates have demonstrated strong job placement outcomes, particularly in securing military commissions. The program also offers courses that enroll approximately 400 students annually—more than 15% of cadets—through general education and service courses for majors such as biology, chemistry, mechanical engineering, civil engineering, and electrical engineering. STEM disciplines, including physics, are identified as priority occupations in *South Carolina's Unified Plan for Education and Workforce Development*.

Staff Responses: The staff commends the institution's proactive efforts to improve student success. The program's enrollment of 30.4 significantly exceeds the established threshold, though completion counts have fluctuated over the last two review cycles. The staff encourages the continued monitoring of the program's progress and ongoing efforts to enhance student outcomes.

Staff Recommendation: The staff recommends placing **BS in Physics under review** to monitor the program's progress and student success.

MAT in Junior High/Intermediate/Middle School Education: The institution recommends that educators/teachers be added to the "high demand" occupations as there are over 1000 unfilled teaching jobs across the state. Teachers of many disciplines are also cited as priority occupations in, "*South Carolina's Unified Plan for Education and Workforce Development*".

Staff Responses: The staff acknowledges the ongoing teacher shortage in South Carolina. However, teacher education programs must produce graduates to effectively address this need. This program has been found non-compliant for two consecutive review cycles due to low enrollment and completion numbers. The staff recommends that the institution develop a targeted recruitment and retention plan to improve program productivity and ensure it contributes meaningfully to the state's teacher workforce pipeline.

Staff Recommendation: The staff recommends placing **MAT in Junior High/Intermediate/Middle School Education under review** to monitor the program's progress and student success.

MAT in Physical Education Teaching and Coaching: The institution recommends that educators/teachers be added to the "high demand" occupations as there are over 1000 unfilled teaching jobs across the state. Teachers of many disciplines are also cited as priority occupations in, "*South Carolina's Unified Plan for Education and Workforce Development*".

Staff Responses: The staff acknowledges the ongoing teacher shortage in South Carolina. However, teacher education programs must produce graduates to effectively address this need. The program's enrollment exceeded the required standard. The staff suggests the institution focus on retention and student success.

Staff Recommendation: The staff recommends placing **MAT in Physical Education Teaching and Coaching under review** to monitor the program's progress and student success.

MS in Computer Science: The institution notes that this program is offered jointly with the College of Charleston and requests that program productivity be evaluated across both institutions. Additionally, computer science is identified as a priority occupation in *South Carolina's Unified Plan for Education and Workforce Development*.

Staff Responses: The staff confirms that the College of Charleston's program, offered under the same CIP code, meets the program productivity standards. However, since the degree is awarded by both institutions, each institution must independently meet the established productivity benchmarks.

The program's enrollment exceeds the threshold, which is a positive indicator. The staff recommends that the institution prioritize efforts to improve retention and student success to strengthen program outcomes and align with productivity expectations.

Staff Recommendation: The staff recommends **placing MS in Computer Science under review** to monitor the program's progress and student success.

I. University of South Carolina Aiken (Table 27)

Total Programs: 33

New Programs: 7

General Studies: 1

Undeclared: 2

Programs Eligible for Review: 26

Non-Compliant Programs: 9

Percent of Reviewed Programs that were Non-Compliant Programs: 34.62%

During this review cycle, nine programs were identified as non-compliant. Of these, five programs were identified as non-compliant for three review cycles and two for two consecutive review cycles. The University of South Carolina Aiken requests termination for two non-compliant programs and exemption for seven programs.

Table 27 Non-Compliant Programs at University of South Carolina Aiken

Degree	Program Description	AVG. Enrol	AVG. Comp	2014-2018 NonCom	2012-2016 NonCom	Institutional Request	Staff Recommendation
Bachelors	BA, Liberal Arts and Sciences /Liberal Studies	49.8	1	Yes	Yes	Exemption	Under Review
Bachelors	BA, Music Teacher Education	21	2	Yes	Yes	Termination	Termination
Bachelors	BAED or BSED, Junior High /Intermediate/Middle School Education and Teaching	28.2	4.6	Yes		Exemption	Under Review
Bachelors	BAED or BSED, Secondary Education and Teaching	56.2	6	Yes	Yes	Exemption	Under Review
Bachelors	BA, Special Education and Teaching, General	36.2	6.4	Yes	Yes	Exemption	Under Review
Bachelors	BA, History, General	27.4	6.4	Yes	Yes	Exemption	Under Review
Bachelors	BS or BA, Chemistry, General	46	7.2		Yes	Exemption	Under Review
Bachelors	BA, Political Science and Government, General	40.8	7.6	Yes		Exemption	Under Review
Masters	MA, Educational/ Instructional Technology	5.8	3			Termination	Termination

The institution requests **termination of the BA in Music Teacher Education and MA in Educational Instructional Technology**. The institution notes that the BA in Music Teacher Education program was terminated in 2020 while a new music program was added. MA in Educational Technology graduated its last cohort of students in 2021.

Staff Response: The staff commends the institution’s steadfastness to terminate the programs that were found non-compliant for three consecutive cycles.

Staff Recommendation: The staff recommends **termination of the BA in Music Teacher Education and MA in Educational Instructional Technology**.

The institution requests exemption for the following seven programs: **BA in Liberal Arts and Sciences/Liberal Studies, BAED/BSED in Junior High/Intermediate/Middle School Education and Teaching, BAED/BSED in Secondary Education and Teaching, BA in Special Education and Teaching, BA in History, BS/BA in Chemistry, and BA in Political Sciences and Government.**

BAED/BSED in Junio High/Intermediate/Middle School Education, BAED/BSED in Secondary Education and Teaching, and BA in Special Education: The institution states that these programs are designed to meet the state workforce needs. They all require significant field experience work. These programs maintain high certification exam (PRAXIS) pass rates.

Staff Responses: The staff acknowledges the ongoing teacher shortage in our state. However, to address workforce development needs, it is essential to produce qualified graduates. All three of the above-mentioned programs have demonstrated strong enrollment. Despite this, the BAED/BSED in Secondary Education and Teaching and the BA in Special Education have been found non-compliant for three consecutive review cycles, while the BAED/BSED in Junior High/Intermediate/Middle School Education has been found non-compliant for two consecutive review cycles. The staff recommends that the institution focus on student retention and provide additional support to ensure program completion and student success.

Staff Recommendations: The staff recommends placing the **BAED/BSED in Junior High/Intermediate/Middle School Education, the BAED/BSED in Secondary Education and Teaching, and the BA in Special Education** under review to monitor program progress and student outcomes.

BA in Liberal Arts/Sciences/Liberal Studies: The institution notes that this program does not require additional resources and is structured as a custom-designed major.

Staff Responses: The staff acknowledges the custom-designed nature of this program. However, it has been found non-compliant for three consecutive review cycles. Over the past five years, the program has averaged only one graduate per year, despite an average enrollment of 49.8 students. While the institution indicates no additional resources are used, all programs inevitably incur indirect costs. The staff recommends that the institution prioritize improving student retention and consider discontinuing the program if it remains non-compliant in the next review cycle.

Staff Recommendations: The staff recommends placing the **BA in Liberal Arts/Sciences/Liberal Studies** under review to monitor program progress and student outcomes.

BA in History and BA in Political Science and Government: The institution notes that these programs serve important functions in supporting general education, and several courses align with the requirements of the South Carolina REACH Act of 2021.

Staff Responses: The staff acknowledges the service functions of both programs. Enrollment in both programs exceeded the established threshold. However, the primary purpose of a degree program is to produce graduates who earn the

designated academic credentials. The BA in History has been found non-compliant for three consecutive review cycles, and the BA in Political Science and Government for two consecutive cycles. The staff recommends that the institution develop a comprehensive plan to improve student retention and support student success in these programs.

Staff Recommendations: The staff recommends placing the **BA in History and BA in Political Science and Government** under review to monitor program progress and student outcomes.

BS/BA in Chemistry: The institution states the program serves as a service function to support general education and produced more than 1700 credit hours.

Staff Responses: The staff acknowledges the service functions of the program. The five-year average enrollment was 46, greatly exceeding the established threshold. The primary purpose of a degree program is to produce graduates who earn the designated academic credentials. The staff recommends that the institution develop a comprehensive plan to improve student retention and support student success in these programs.

Staff Recommendations: The staff recommends placing the **BS/BA in Chemistry** under review to monitor program progress and student outcomes.

J. University of South Carolina Beaufort (Table 28)

Total Programs: 23

New Programs: 5

General Studies: 1

Undeclared: 1

Programs Eligible for Review: 18

Non-Compliant Programs: 4

Percent of Reviewed Programs that were Non-Compliant Programs: 22.22%

During this review cycle, four programs were identified as non-compliant. Of these, two programs were identified as non-compliant for three review cycles and two for two consecutive review cycles. The University of South Carolina Beaufort requests termination for one non-compliant program, under review for one program, and exemption for two programs.

Table 28 Non-Compliant Programs at University of South Carolina Beaufort

Degree	Program Description	AVG. Enrol	AVG. Comp	2014-	2012-	Institutional Request	Staff Recommendation
				2018 NonCom	2016 NonCom		
Bachelors	BA, Spanish Language and Literature	13.2	2.4	Yes	Yes	Termination	Termination
Bachelors	BA, Sociology, General	34.6	6.6	Yes		Exemption	Under Review
Bachelors	BA, Liberal Arts and Sciences /Liberal Studies	96.2	7.2	Yes	Yes	Under Review	Under Review
Bachelors	BA, History, General	45	7.2	Yes		Exemption	Under Review

The institution **requests termination for the BA in Spanish Language and Literature.**

Staff Responses: The staff commends the institution’s responsible decision to terminate the program that has been found non-compliant for three consecutive review cycles. The staff encourages the institution to develop a comprehensive program sunset plan to support the successful graduation of the remaining cohort of students.

Staff Recommendations: The staff recommends termination for the **BA in Spanish Language and Literature.**

The institution **requests under review for the BA in Liberal Arts/Sciences/Liberal Studies:** The institution notes that annual completions have recently increased to over 20 as a result of program revisions and enhanced marketing efforts.

Staff Responses: The staff commends the institution’s efforts to revise and promote the program, which have led to improved outcomes. The program has maintained a strong five-year average enrollment of 96 but has been found non-compliant for three consecutive review cycles. The staff recommends continued monitoring of the program’s progress and encourages the institution to maintain its focus on student retention and success.

Staff Recommendations: The staff recommends placing **the BA in Liberal Arts/Sciences/Liberal Studies under review** to monitor program progress and student outcomes.

The institution **requests exemptions for BA in Sociology and BA in History:** The institution requests exemptions for the BA in Sociology and BA in History, stating that both programs are essential to its mission and play a key service role in supporting general education coursework. Each program offers multiple course sections, serving more than 500 students, despite having a relatively low number of major completions.

Staff Responses: The staff acknowledges the service function of both programs. However, each program also maintains strong enrollment, and the primary objective of a degree program is to produce graduates in the designated academic discipline. Both programs have been found non-compliant for two consecutive review cycles. The staff recommends that the institution develop a comprehensive retention plan targeting improving completion counts.

Staff Recommendations: The staff recommends placing **BA in Sociology and BA in History under review** to monitor program progress and student outcomes.

K. University of South Carolina Columbia_(Table 29)

Total Programs: 257

New Programs: 5

General Studies: 1

Undeclared: N/A

Stop-out Programs: 2

Programs Eligible for Review: 250

Non-Compliant Programs: 44

Percent of Reviewed Programs that were Non-Compliant Programs: 17.60%

During this review cycle, 44 programs were identified as non-compliant. Of these, 20 programs were identified as non-compliant for three review cycles and five for two consecutive review cycles. University of South Carolina Columbia requests termination for 18 non-compliant programs, under review for five programs, and exemption for 21 programs.

Table 29 Non-Compliant Programs at USC Columbia

Degree	Program Description	AVG. Enrol	AVG. Comp	2014-2018 NonCom	2012-2016 NonCom	Institutional Request	Staff Recommendation
Bachelors	BA, European Studies/Civilization	0	0.4			Termination	Termination
Bachelors	BA, Latin American Studies	1.4	0.4	Yes		Termination	Termination
Bachelors	BA, Chinese Studies	14.6	3.2			Termination	Termination
Bachelors	BA, African-American/Black Studies	17.4	5.4	Yes	Yes	Exemption	Under Review
Bachelors	BA, Comparative Literature	3.8	0.4	Yes	Yes	Termination	Termination
Bachelors	BA, German Language and Literature	17.8	6	Yes	Yes	Termination	Termination
Bachelors	BA, French Language and Literature	25.6	7.8		Yes	Termination	Termination
Bachelors	BA, Classics and Classical Languages, Literatures, and Linguistics	7.8	2.2	Yes	Yes	Termination	Termination
Bachelors	BS, Geophysics and Seismology	20.8	3.4	Yes	Yes	Termination	Termination
Bachelors	BS, Physics, General	96.4	6.4			Under Review	Under Review
Masters	MA, Clinical Psychology	1.6	4.8			Termination	Termination
Masters	MEd, Higher Education/Higher Education Administration	2.2	2.4			Termination	Termination
Masters	MEd, Educational Evaluation and Research	5.2	1.4	Yes	Yes	Under Review	Under Review
Masters	MA and MAT, Art Teacher Education	8.6	2.6		Yes	Exemption	Under Review
Masters	MAT, Foreign Languages and Literatures, General	3.8	1.4	Yes		Exemption	Under Review
Masters	MA, Comparative Literature	5	2.2	Yes	Yes	Termination	Termination
Masters	MA, German Language and Literature	2.8	1	Yes	Yes	Termination	Termination
Masters	MA, French Language and Literature	2	1	Yes	Yes	Termination	Termination

Masters	MA, Spanish Language and Literature	2.8	1.6		Yes	Termination	Termination
Masters	MS, Biostatistics	7.4	2.2			Exemption	Under Review
Masters	PSM, Multi- /Interdisciplinary Studies, Other	0.2	0.2		Yes	Termination	Termination
Masters	MS, Physics, General	4	0.8	Yes	Yes	Exemption	Under Review
Masters	MA, School Psychology	2.6	3.2			Termination	Termination
Masters	MA, Anthropology, General	5.6	2.6			Exemption	Under Review
Masters	MA, International Relations and Affairs	3.2	1			Exemption	Under Review
Masters	MA, Sociology, General	2.4	1.8	Yes	Yes	Exemption	Under Review
Masters	MA, Film/Video and Photographic Arts, Other	4.6	2	Yes		Exemption	Under Review
Masters	MA, Art History, Criticism and Conservation	5	1.6		Yes	Exemption	Under Review
Masters	MS, Pharmaceuticals and Drug Design	0.8	0.2	Yes	Yes	Exemption	Under Review
Masters	MBA, Business/Commerce, General	9.6	0			Under Review	Under Review
Masters	MR, Retailing and Retail Operations	6.6	2			Under Review	Under Review
Masters	MA, History, General	4.2	1.8	Yes	Yes	Exemption	Under Review
Masters	MA, Philosophy	4.2	1.4	Yes	Yes	Exemption	Under Review
Doctorate	PhD, Social and Philosophical Foundations of Education	10	1.6	Yes		Exemption	Under Review
Doctorate	PhD, Early Childhood Education and Teaching	5.2	0.8	Yes		Termination	Termination
Doctorate	PhD, Music Teacher Education	1.8	0.4	Yes	Yes	Exemption	Under Review
Doctorate	PhD, Nuclear Engineering	12	0.6	Yes	Yes	Exemption	Under Review
Doctorate	PhD, Spanish Language and Literature	10.2	1.6			Exemption	Under Review
Doctorate	PhD, Economics, General	13	1.8	Yes	Yes	Exemption	Under Review
Doctorate	PhD, Sociology, General	22.2	1.8			Exemption	Under Review
Doctorate	DMA, Music Theory and Composition	1.6	0	Yes	Yes	Exemption	Under Review
Doctorate	PhD, Audiology/Audiologist and Speech-Language Pathology/Pathologist	9.2	1.8	Yes	Yes	Exemption	Under Review
Doctorate	PhD, Sport and Fitness Administration/ Management	12.4	1.8			Under Review	Under Review
Specialist	SLIS, Library and Information Science	3.6	0.6	Yes	Yes	Termination	Termination

The institution **requests termination** for the following 18 programs:

BA, European Studies/Civilization
BA, Latin American Studies
BA, Chinese Studies
MEd, Higher Education/Higher Education Administration
PhD, Early Childhood Education and Teaching
BA, Comparative Literature
MA, Comparative Literature
BA, German Language and Literature
MA, German Language and Literature
BA, French Language and Literature
MA, French Language and Literature
MA, Spanish Language and Literature
BA, Classics and Classical Languages, Literatures, and Linguistics
SLIS, Library and Information Science
PSM, Multi-/Interdisciplinary Studies, Other
BS, Geophysics and Seismology
MA, School Psychology
MA, Clinical Psychology

The institution terminated the **BA in European Studies/Civilization, BA in Latin American Studies effective in 2017, and MEd, Higher Education/Higher Education Administration and PhD in Early Childhood Education and Teaching in 2016**. The program files of these programs should be closed.

Staff Responses: The staff commends the institution's stewardship in terminating programs that were found non-compliant for one or two review cycles due to low enrollment and completion counts.

Staff Recommendation: The staff supports the institution's decision to discontinue the above-referenced programs.

The institution **terminated the BA in Chinese Studies, BA in Comparative Literature, BA in German Language and Literature, BA in French Language and Literature, BA in Classics and Classical Language**, and consolidated them into one BA in Language and Literature Program in 2021. Simultaneously, the institution terminated **the MA in Comparative Literature, MA in German Language and Literature, MA in French Language and Literature, MA in Spanish Language and Literature** and consolidated them into one MA in Language and Literature program.

Staff Responses: The staff recognizes the institution's effort to improve program productivity. During this review cycle, the original bachelor's programs all demonstrated healthy enrollment except for the BA in Classics and Classical Language, which remained low. At the master's level, the stand-alone programs continued to struggle with both

enrollment and completion. Although consolidating programs might reduce administrative duplication, many specialized courses (taught in their respective languages) cannot be shared across programs, so the cost of instruction may not decrease as expected.

Staff Recommendation: The staff supports the institution's decision to terminate the above-referenced eight stand-alone programs.

This institution **requests termination of the SLIS in Library and Information Science** and will submit the termination notification to the CHE soon.

Staff Responses and Recommendation: The staff supports the institution's decision to **terminate the SLIS in Library and Information Science** due to low enrollment and low completion.

The institution terminated **PSM in Multi/Interdisciplinary Studies** in 2018 and **BS in Geophysics and Seismology** in 2021.

Staff Responses and Recommendation: The staff supports the institution's decision to terminate the above-referenced programs.

The institution terminated **MA in School Psychology** and **MA in Clinical Psychology** and consolidated them into the MA in Psychology program.

Staff Responses and Recommendation: The staff recognizes the institution's action to merge the stand-alone programs into one and supports the termination of both programs.

The institution **requests placing the following five programs under review: MEd in Educational Evaluation and Research, PhD in Sport and Fitness Administration, BS in Physics, MBA in Business/Commerce, and MR in Retailing and Retail Operations.**

MEd in Educational Evaluation and Research (Educational Psychology and Research): The institution notes that the College of Education has been actively exploring strategies to increase enrollment in this program. One major step has been offering the program to an online format to reach a broader audience. The College began offering the M.Ed. in Educational Psychology and Research fully online in Fall 2021. Since then, the program has seen growth in both enrollment and completions, with 7 students graduating in Academic Year 2022–2023. Continued growth in enrollment and completions is anticipated. The program's average enrollment for the most recent five-year period (2020–2024) is 10.6, and the average number of completions (FY 2019–2024) is 4.2. As a result, the program now meets the required productivity standards.

Staff Responses: The staff commends the institution's efforts to increase access and improve outcomes by offering the program online. The staff encourages the institution to continue monitoring enrollment, completions, and overall program performance.

Staff Recommendation: The staff recommends **placing MEd in Educational Evaluation and Research (Educational Psychology and Research) under review.**

PhD in Sport and Fitness Administration: The institution states the College has been and is exploring ways to increase enrollment in this program. Both enrollment and completions have improved, and the enrollment average for the most recent five-year period (2020-2024) is 17.8, and the completion average (FY 2019-2024) is 2.8, so the program is now meeting the program productivity standards.

Staff Responses: The staff acknowledges the institution's efforts to increase enrollment in the program. The staff encourages the institution to place continued emphasis on student retention and overall student success within the program.

Staff Recommendation: The staff recommends **placing PhD in Sport and Fitness Administration under review.**

BS in Physics: The institution reports that while program enrollments remain well above the minimum threshold, completion counts are low. In response, the program has identified factors that may be hindering student progress and is developing a targeted retention strategy to help ensure the program meets both CHE benchmarks in future productivity reviews. Notably, average completion counts have shown improvement over the past four years.

The program is currently undergoing revisions, and a program modification proposal is expected to be submitted to CHE within the next year. Additionally, the program serves a vital support function: physics courses are part of the Carolina Core requirements and are also required for engineering and several other STEM disciplines, making continued delivery of physics coursework essential.

Staff Responses: The staff supports the institution's plan to develop targeted retention strategies to promote student success within the program. With an enrollment of 96.4, well above the established threshold, the program demonstrates strong demand. The staff recommends that the institution also reevaluate its admission criteria to ensure that students are well-prepared to succeed once enrolled.

Staff Recommendation: The staff recommends **placing BS in Physics under review.**

MBA in Business/Commerce: Enrollment and completion data is missing from this report as it was inadvertently reported under CIP 520201. Prior to the name change from Accelerated MBA in Fall 2021, this program and the PMBA shared one program code in Banner since they were both MBA programs with the OMBA students identified via concentration code. After this change, the OMBA and PMBA were coded separately to improve data reporting and tracking. Recent data indicate this program is meeting the productivity standards. Data from Fall 2022 onward should be clean and reported correctly. The enrollment average for the Fall 2022 onward is 38.3 and the completion average is 18.3 so the program is meeting the program productivity standards.

Staff Responses: The staff acknowledges the change of CIP Code, resulting in missing data for this program.

Staff Recommendation: The staff recommends placing **MBA in Business/Commerce** under review.

MR in Retailing and Retail Operations: The institution reports CHE recently approved a program modification for this program effective Fall 2024. The department made substantive changes geared toward enabling students to become transformative leaders in the retailing industry through a program that focuses on three pillars: Strategic Leadership, Retail Technology, and Retail Analytics. The modified program is delivered using the FLEX instructional method which offers students the option to attend class sessions in person, attend synchronously via livestream technology, or attend asynchronously via reviewing livestream recordings.

Staff Responses: The staff commends the institution's use of multiple delivery modes to meet the diverse needs of students in this program. The staff encourages the institution to develop a strategic plan aimed at increasing both enrollment and completion counts.

Staff Recommendation: The staff recommends placing **MR in Retailing and Retail Operations** under review.

The institution **requests exemptions for 21 programs**. Of those, 11 programs have been found non-compliant for three consecutive review cycles, and four programs for two consecutive review cycles. One program is at the bachelor's degree level, 12 at the master's level, and eight at the doctoral degree level.

BA in African-American/Black Studies: The institution reports that students enrolled in this program may be undercounted when enrollment reports include only the student's first major. This interdisciplinary degree program is frequently a second major for our students. Our count of first and second majors indicates the following enrollment numbers over the past five years: Fall 2025 - 15, Fall 2023 - 15, Fall 2022 - 11, Fall 2021 - 14, and Fall 2020 - 17. Terminating this program would also diminish the University's variety of undergraduate major programs at the University of South Carolina and it provides a service function in terms of community engagement and outreach.

Staff Responses: The staff acknowledges the institution's concern regarding the enrollment count for this program. For the purpose of this review, student enrollment is calculated using data from the CHEMIS system and includes both first and second majors. During this review cycle, 78 students were enrolled as first majors. Additionally, five students were enrolled as second majors in 2018–2019, and four in 2019–2020. This brings the total five-year enrollment to 87, with an average annual enrollment of 17.4.

The staff recommends that the institution develop a targeted plan to improve student success and program outcomes. If program completions continue to fall below the established threshold in the next review cycle, the staff suggests that the institution consider either terminating the program or offering it as a minor.

Staff Recommendation: The staff recommends placing **the BA in African-American/Black Studies** under review.

MA and MAT in Art Teacher Education: The institution notes the M.A. in Art Education primarily serves full-time, certified K–12 art teachers in South Carolina as part of their professional development, often leading to higher salaries. To better meet demand, the institution plans to launch a fully online version of the program in Fall 2025. Increased enrollment is anticipated once the online option is available. The M.A.T. in Art Education remains essential for initial teacher certification and helps address the state’s art teacher shortage, with 34.5 vacancies reported for 2024–25.

Staff Responses: The staff acknowledges the ongoing teacher shortage in art education. However, addressing this need requires an increased number of program graduates. The staff recommends that the institution develop a strategic plan to recruit students into the M.A.T. track and support them through to program completion.

Staff Recommendation: The staff recommends **placing the MA and MAT, Art Teacher Education under review.**

MAT in Foreign Languages and Literature: The MAT in Foreign Languages provides initial certification for individuals seeking to teach foreign languages in South Carolina public schools. Eliminating the program could negatively impact the state’s educator workforce. CERRA’s 2024–25 report identified 24.5 vacant positions in related fields, underscoring the need to maintain the program.

Staff Responses: The staff acknowledges the ongoing teacher shortage in foreign language education. However, addressing this need requires an increased number of program graduates. The staff recommends that the institution develop a strategic plan to recruit students and support them through to program completion.

Staff Recommendation: The staff recommends **placing the MAT in Foreign Languages and Literature under review.**

MS in Biostatistics: The institution states the program supports the Arnold School’s CEPH accreditation and provides essential data analysis support for NIH- and state-funded projects. It also serves as a pathway to the Ph.D. in Biostatistics and related fields. Modifications are underway to boost enrollment.

Staff Responses: The staff acknowledges that this program may support the Arnold School’s accreditation needs. However, the primary purpose of a degree program is to produce graduates. Without program completions, it cannot effectively serve as a pathway to the Ph.D. in Biostatistics or related fields. The staff recommends that the institution prioritize student retention and success.

Staff Recommendation: The staff recommends **placing the MS in Biostatistics under review.**

MS in Physics: The institution notes that though some students are admitted to the program, it primarily serves as a stop-out option for Ph.D. students, allowing them to earn a meaningful degree if they do not complete the doctorate. This supports the university’s mission by recognizing student achievement and improving workforce readiness.

Maintaining the degree also enhances graduates' employability. Since faculty teach many undergraduates, terminating the program would not yield significant cost savings.

Staff Responses: The staff recognizes the institution's rationale that the program serves as a stop-out option for Ph.D. students. However, a degree program must demonstrate viability through consistent enrollment and completions, not solely function as a fallback. The staff recommends that the institution take specific steps to improve student recruitment, retention, and degree completion to ensure the program meets established benchmarks.

Staff Recommendation: The staff recommends **placing the MS in Physics under review.**

MA in Anthropology: The institution states the program primarily serves as a "stop-out" option for Ph.D. students, but also admits some first-generation students interested in the M.A. as a potential career path in Anthropology. The department plans to introduce a non-thesis option to provide an alternative pathway to degree completion. A new professional track in the Archaeology concentration has also increased enrollment. With an enrollment average of 6.8 (2020–2024) and a completion average of 2.4 (FY 2019–2024), the program is now meeting productivity standards.

Staff Responses: The staff acknowledges the department's efforts to adapt the MA program to meet the diverse needs of students, including those who may not pursue a PhD. The introduction of a non-thesis option and the professional track in Archaeology are positive steps toward increasing enrollment and providing pathways for degree completion. However, the staff encourages the department to focus on further improving completion counts, as they are still below expectations. Continued attention to student success and retention will be essential to maintaining the program's alignment with productivity standards.

Staff Recommendation: The staff recommends **placing the MA in Anthropology under review.**

MA in International Relations and Affairs: The institution indicates that the program primarily functions as a stop-out option for the Ph.D. in Political Science, allowing students to exit with a credential prior to completing the doctoral degree

Staff Response: The program had an average of one completer during this review cycle. Additionally, the primary purpose of a degree program is to graduate students in the designated discipline. The MA in Political Science has already fulfilled the role of a stop-out option for the Ph.D. in Political Science. Given the consistently low enrollment and low completion counts, the staff recommends that the institution consider terminating the program.

Staff Recommendation: The staff recommends **placing the MA in International Relations and Affairs under review.**

MA in Sociology and PhD in Sociology: The institution notes that students without an earned MA are enrolled concurrently in both the MA and PhD programs. The MA serves as both a pathway to the Ph.D. and a stop-out option, allowing students to exit with a degree if they choose not to pursue the Ph.D. Awarding the MA recognizes their

achievements and supports the university's mission to educate citizens, while also enhancing graduates' employability and contributing to the state's workforce. The institution notes that PhD program is traditionally designed to be small, with only a total of 12 to 13 funded lines for graduate students. This program also provides a service function as program faculty also teach a large number of undergraduate students, so there would be no effective cost savings as a result of termination.

Staff Responses: The staff recognizes the concurrent model of both MA and PhD programs. However, the program operates as a standalone entity, recruiting and enrolling students independently. The staff acknowledges the importance of recognizing students' achievements. As a standalone program, it must meet its own productivity standards. In addition, the enrollment in the PhD program exceeded the established standard. Both the MA and PhD programs demonstrated the trend of low completions. The staff suggests that the institution develop plans to target completion. If in the forthcoming review cycle, both programs still fall below the standards, the staff suggests the institution consider terminating both programs.

Staff Recommendation: The staff recommends **placing the MA in Sociology and PhD in Sociology under review.**

MA in Film/Video and Photographic Art: The institution states this program is the only program in South Carolina offering training in media production and technologies. The College implemented strategies to boost enrollment and completion, including an accelerated BA/MA program. The degree follows a studio-based model aligned with peer institutions. It remains essential despite smaller enrollment.

Staff Responses: The staff acknowledges that this is the only master's degree program of its kind in the state. However, the program has remained non-compliant for two consecutive review cycles. The staff suggests the institution develop a targeted plan to improve enrollment, completion, and job placement outcomes.

Staff Recommendation: The staff recommends **placing the MA in Film/Video and Photographic Art under review.**

MA in Art History: The institution notes this program has implemented changes to boost enrollment, including accepting Museum Management courses, offering internships, waiving the language requirement, and moving up the application deadline. As the only advanced Art History degree in the state, it supports career readiness and Ph.D. preparation.

Staff Responses: The staff acknowledges the recent program modifications intended to boost enrollment. However, despite being the only advanced Art History program in the state, the program continues to produce too few graduates. The staff recommends the institution focus on increasing degree completions and clearly demonstrating the value of the master's degree program in supporting advanced academic or professional pathways.

Staff Recommendation: The staff recommends **placing the MA in Art History under review.**

MS in Pharmaceutical Sciences: The institution states that this program serves multiple roles: it offers an accelerated path for USC undergraduates, provides research experience for those who undecided about the PhD study, and functions as a stop-out option for Ph.D. students. This ensures students who do not complete the doctorate still earn a meaningful degree. Awarding the M.S. supports the university's mission to educate citizens and boosts graduates' employability, strengthening the state's workforce.

Staff Responses: The staff acknowledges the multiple roles the M.S. in Pharmaceutical Sciences is intended to serve. However, with an average enrollment of 0.8 and a completion rate of 0.2, the program did not demonstrate sufficient student participation or degree production to justify its continuation as a stand-alone program. The program has been found non-compliant for three consecutive review cycles. The staff recommends the institution reevaluate the program's structure and consider merging it with or redesigning it as part of a broader academic pathway to improve outcomes. Without significant improvement, continued noncompliance may warrant consideration of program termination.

Staff Recommendation: The staff recommends **placing the MS in Pharmaceutical Sciences under review.**

MA in History: The institution states that the program serves as both a pipeline to and a stop-out from the PhD program, offering students a recognized credential if they do not complete the doctorate. This aligns with the university's mission and enhances workforce readiness. The program is expected to graduate four M.A. students this year and has recently implemented changes to boost enrollment. It also supports undergraduate instruction, so termination would not result in cost savings.

Staff Responses: The staff acknowledges the program's dual role as a pipeline to and stop-out from the PhD program. This program has been found non-compliant for three review cycles. With low enrollment and completion counts, the institution should focus on improving recruitment and identifying clear job placement outcomes for graduates. Demonstrating how the degree prepares students for employment beyond academia will be critical. The staff encourages the institution to track and report placement data as part of its strategy to strengthen the program's viability.

Staff Recommendation: The staff recommends **placing the MA in History under review.**

MA in Philosophy: The institution argues this program serves as both a steppingstone to the PhD study and a stop-out option for those who do not complete the doctorate. Maintaining the M.A. allows students to earn a credential that reflects their academic progress, supports the university's mission to educate state citizens, and enhances workforce readiness. Additionally, faculty contribute significantly to undergraduate teaching, so terminating the program would not yield cost savings.

Staff Responses: The staff acknowledges the program's dual role as a pipeline to and stop-out from the PhD program. As a stand-alone program, it has been found non-compliant for three consecutive review cycles. With low enrollment and completion, the institution should focus on improving recruitment and identifying clear job placement outcomes. Demonstrating how the degree prepares students for employment beyond academia will be critical.

Staff Recommendation: The staff recommends **placing the MA in Philosophy under review.**

PhD in Social and Philosophical Foundation: The institution argues that this program provides critical instructional and service support to the College of Education. Faculty and doctoral students teach EDFI 300, a required course for over 400 pre-service teachers annually, and deliver core qualitative research courses taken primarily by students in other PhD programs. They also teach advanced qualitative methods and serve on an average of 16 dissertation committees per year, offering essential expertise across the College and University.

Staff Responses: The staff recognizes the program's valuable service function. However, despite strong enrollment for a Ph.D. program, completion counts remain below the standard, resulting in two consecutive non-compliant reviews. As the primary purpose of a degree program is to produce graduates, the staff recommends that the institution focus on improving retention and completion aligned with the program's core mission.

Staff Recommendation: The staff recommends **placing the PhD in Social and Philosophical under review.**

PhD in Music Teacher Education: The institution states This program prepares future postsecondary faculty and supports certified K-12 music teachers seeking advanced education. As the only Ph.D. in Music Education in South Carolina, its elimination would negatively impact the state's public education workforce. CERRA reports 48.2 music teacher vacancies for 2024–25, highlighting continued demand. Faculty teaching in this program also serves other Music Education degrees, so termination would not result in cost savings.

Staff Response: The staff acknowledges the ongoing teacher shortage in our state. However, with an average annual enrollment of 1.8 and a completion of 0.4, this program is insufficient to address the shortage. The program has been non-compliant with state standards for three consecutive years. The staff recommends that the institution prioritize recruitment and retention efforts. Should the program fail to meet compliance standards in the upcoming review cycle, the staff suggests considering program termination.

Staff Recommendation: The staff recommends **placing the PhD in Music Teacher Education under review.**

PhD in Nuclear Engineering: The institution states this program is vital to the University's mission, focusing on energy as a designated Research Focus Area. Unique in the state, it supports economic growth and aligns with South Carolina's nuclear energy industry (50%

of electricity). It serves entities like Savannah River National Laboratory and Westinghouse and is backed by state funding (\$16M via Battelle Savannah River Alliance). It attracts grants from the Department of Energy and others, with low costs due to shared Ph.D./M.S. courses. Plans to boost graduate numbers include adding faculty, with one position already filled.

Staff Responses: The staff acknowledge the program's critical role in the state and its support through state funding. However, as an academic program, it must produce graduates to fulfill its mission. Despite strong enrollment, completion counts remain low, and the program has been non-compliant for three consecutive review cycles. The staff recommends that the institution develop a strategic plan focused on retention and student success.

Staff Recommendation: The staff recommends **placing the PhD in Nuclear Engineering under review.**

PhD in Spanish and Literature: The institution notes the uniqueness of the PhD program, the only one of its kind in the state, was impacted by COVID but is recovering with new recruitment efforts, including a recent tenure-track hire. For 2025-2026, it has admitted three new PhD students, with one on the waitlist, and expects one graduation in 2025 and three in 2026-2027. Faculty also teach undergraduates to meet Carolina Core requirements, making termination cost ineffective.

Staff Responses: The staff commends this program as the only one of its kind in the state, highlighting its unique value. However, it has been found non-compliant for two consecutive review cycles, with pre-pandemic data showing strong average enrollment (10.2), and the staff recommends continued monitoring of retention and student success.

Staff Recommendation: The staff recommends **placing the PhD in Spanish and Literature under review.**

PhD in Economics: This program is traditionally designed to be small, with only a total of 12 to 13 funded lines for graduate students. This program also provides a service function as program faculty also teach a large number of undergraduate students, so there would be no effective cost savings as a result of termination.

Staff Responses: The staff recognizes the program's valuable service function. Although designed to be small, enrollment has surpassed the established threshold, yet low completion counts have led to non-compliance for three consecutive review cycles. The primary goal of a degree program is to award designated degrees, and while it supports the general education community, a standalone program incurs related indirect costs. The staff recommends the institution prioritize retention and student success.

Staff Recommendation: The staff recommends **placing PhD in Economics under review** to monitor the program progress and student success.

DMA in Music Theory and Composition: This unique DMA in Music Composition program in South Carolina is designed to be small, with students sharing courses with other DMA students. Faculty, who provide mostly one-on-one instruction, also teach general DMA

and undergraduate/master's Music courses, necessitating their retention even if the program ends. Termination would not reduce costs for the School of Music.

Staff Responses: The staff acknowledges the program's uniqueness but notes it had no graduates this review cycle and has been non-compliant for three consecutive cycles, with an average enrollment of only 1.6. Despite being designed to be small, it fails to meet minimal compliance standards. The staff recommends the institution consider terminating the program.

Staff Recommendation: The staff recommends **placing DMA in Music Theory and Composition under review.**

PHD in Audiology/Audiologist and Speech-Language Pathology: The institution states this program advances knowledge of communicative disorders, aligning with the University's mission, and educates leading clinical scientists and researchers. The Arnold School of Public Health highlights its growing strength with new and graduating doctoral students, meeting workforce needs for faculty in over 250 U.S. Speech-Language Pathology programs.

Staff Responses: The staff recognizes the institution's effort to grow the program. The program's enrollment exceeded the established threshold during this review period. The staff suggests the institution develop a plan to focus on retention and student success.

Staff Recommendation: The staff recommends **placing PhD in Audiology/Audiologist and Speech-Language Pathology under review** to monitor program outcomes.

L. University of South Carolina Upstate (Table 30)

Total Programs: 41

New Programs: 6

General Studies:

Undeclared: 1

Programs Eligible for Review: 35

Non-Compliant Programs: 7

Percent of Reviewed Programs that were Non-Compliant Programs: 20%

During this review cycle, seven programs were identified as non-compliant. Of these, two programs were identified as non-compliant for three review cycles and two for two consecutive review cycles. University of South Carolina Upstate requests termination for two non-compliant programs, under review for two programs, and exemption for three programs.

Table 30 Non-Compliant Programs at University of South Carolina Upstate

Degree	Program Description	AVG. Enrol	AVG. Comp	2014-2018 NonCom	2012-2016 NonCom	Institutional Request	Staff Recommendation
Bachelors	BA, Art Teacher Education	25.6	4.2	Yes	Yes	Exemption	Under Review
Bachelors	BS, Chemistry, General	90.8	4.4	Yes	Yes	Exemption	Under Review
Bachelors	BA, Spanish Language and Literature	25.6	5.8	Yes	Yes	Under Review	Under Review
Bachelors	BS, Mathematics, General	36.2	7	Yes		Exemption	Under Review
Bachelors	BA, Music, Other	28	4.6	Yes	Yes	Under Review	Under Review
Masters	MAT, Elementary Education and Teaching	4.8	1.4	Yes		Termination	Termination
Masters	BA, Early Childhood Education and Teaching	5.8	2	Yes		Termination	Termination

The institution **requests termination of the MAT in Elementary Education and Teaching and BA in Early Childhood Education and Teaching**. The institution notes that both programs were terminated in 2018 and data file closed in Summer 2019.

Staff Responses: The staff commends the institution’s proactive decision to terminate both programs, which had low enrollment and low completion counts.

Staff Recommendation: The staff supports the request for termination of **the MAT in Elementary Education and Teaching and the BA in Early Childhood Education and Teaching**.

The institution requests placing BA in Spanish Language and Literature and BA in Music under review.

BA in Spanish Language and Literature: The institution notes that the BA in Spanish program is currently undergoing a major revision, with guidance from an external consultant and input from regional industry leaders. A new language program is expected to be finalized by Fall 2025, with proposed curricular changes progressing through faculty governance and the Commission on Higher Education during the 2025–26 academic year. Over the next six years, the institution aims to add 7–9 new majors annually, ultimately reaching an average enrollment of 40 students and an average of 10 graduates per year.

Staff Responses: The staff acknowledges the institution’s commitment to revitalizing the program. While the BA in Spanish Language and Literature has maintained a solid average enrollment of 25.6 students, it has been found non-compliant for three consecutive review cycles. The staff recommends that the institution develop a comprehensive plan that addresses job placement, student retention, and overall student success. Although the proposal to develop a new language program and expand the major through additional tracks is promising, it will likely result in increased costs. Based on the projected enrollment and graduation figures, the cost per graduate could be significant. Furthermore, the anticipated program completion rate of 25% falls well below the established benchmark of 64%.

Staff Recommendation: The staff recommends placing **BA in Spanish Language and Literature** under review to monitor the program outcomes.

BA in Music: The institution notes that the program is scheduled for both External Program Review and Institutional Academic Program Review during the 2025–26 academic year. Based on the results of these reviews, the institution will be required to submit a clear plan outlining how the program will meet the CHE’s degree program productivity standards. If the program fails to meet these standards, the institution intends to recommend it for termination.

Staff Responses: The staff commends the institution for proactively initiating internal and external reviews to address the program’s productivity. Although the program has demonstrated strong enrollment, it has been found non-compliant for two consecutive review cycles. The staff supports the institution’s intention to recommend termination if the program continues to fall short of compliance in the forthcoming cycle.

Staff Recommendation: The staff recommends placing **BA in Music under review** to monitor its program outcomes.

The institution **requests exemptions for the BA in Art Teacher Education, BS in Chemistry, and BS in Mathematics.**

BA in Art Teacher Education: The institution notes that, to maximize efficiency, the BA in Art Education program operates with only one full-time faculty member. However, due to the nature of teacher education, particularly the need for supervision of student teachers, this staffing limitation restricts enrollment capacity. Despite the program’s small

size, Art is listed as a Critical Needs subject by the South Carolina Department of Education, and 100% of program graduates are hired annually to teach Art in public schools.

Staff Responses: The staff acknowledges the institution's efficient use of resources in operating the program with one full-time faculty member. Notably, the program's enrollment has exceeded the established threshold, doubling the required standard. The staff suggests the institution develop a focused retention plan to improve student completion counts.

Staff Recommendation: The staff recommends placing **BA in Art Education under review** to monitor its program outcomes.

B.S in Chemistry: The institution highlights the growing regional and national demand for chemists, with an 8% projected employment growth by 2033 and a 1.7% local growth in chemistry-related jobs. USC Upstate's Chemistry program is meeting workforce needs, with increasing graduate numbers from 2019 to 2024. Certified by the American Chemical Society since 2016, the program offers a rigorous education and supports student research through faculty with NIH and NSF grants. The Chemistry program supports multiple disciplines across the university and offers service courses integrated into other majors. Faculty collaboration and shared resources with biology enhance interdisciplinary learning and efficiency.

Staff Responses: The staff acknowledges the growing workforce demand for chemists. While the program maintains a robust average enrollment of 90.8 students, it has been found non-compliant for three consecutive review cycles. To meet regional and national workforce needs, it is essential for the program to increase the number of graduates. The staff recommends that the institution develop and implement a comprehensive plan focused on improving student retention and completion counts.

Staff Recommendation: The staff recommends placing BS in Chemistry under review to improve student completion counts.

BS in Mathematics: The institution emphasizes its critical service role in general education and STEM programs, profitability, and alignment with workforce needs. The program is the second-highest credit hour producer at the university and generated over \$2.9 million in net revenue in 2023–2024, supported by cost-sharing with related disciplines and recent faculty reductions. Mathematics courses are essential for various majors, including Secondary Education, Computer Science, Cybersecurity, and Data Science, making the program integral to institutional offerings. Although the number of mathematics graduates appears low, this is partly due to not counting Secondary Education Mathematics students, unlike peer institutions. The program is pursuing strategic growth through a new BA option and a data analytics degree, solidifying its importance as the only public institution in the Spartanburg Economic Area offering a Mathematics degree.

Staff Responses: The staff acknowledges the program's substantial service function, financial efficiency, and its vital contributions to general education and STEM disciplines. However, the primary goal of an academic degree program is to produce graduates in its designated field of study. Although the Mathematics major maintains strong enrollment and demonstrates profitability, it has been

found non-compliant for three consecutive review cycles due to persistently low degree completions. The staff recommends that the institution develop and implement a comprehensive retention and completion plan to ensure the program aligns with CHE's degree productivity standards.

Staff Recommendation: The staff recommends placing BS in Chemistry under review to improve the student completion rate.

M. Winthrop (Table 31)

Total Programs: 68

New Programs: 6

General Studies: 1

Undeclared: N/A

Programs Eligible for Review: 62

Non-Compliant Programs: 12

Percent of Reviewed Programs that were Non-Compliant Programs: 19.35%

During this review cycle, 12 programs were identified as non-compliant. Of these, six programs were identified as non-compliant for three review cycles and two for two consecutive review cycles. Winthrop University requests termination for four non-compliant programs, under review for four programs, and exemption for four programs.

Table 31 Non-Compliant Programs at Winthrop University

Degree	Program Description	AVG. Enrol	AVG. Comp	2014-2018 NonCom	2012-2016 NonCom	Institutional Request	Staff Recommendation
Bachelors	BS, Environmental Science	20.2	2.4	Yes	Yes	Exemption	Under Review
Bachelors	BA, Environmental Studies	25.2	7	Yes	Yes	Exemption	Under Review
Bachelors	BA, Art History, Criticism and Conservation	19.2	4.4	Yes	Yes	Exemption	Under Review
Bachelors	BS, Physical Education Teaching and Coaching	42	6.2		Yes	Under Review	Under Review
Bachelors	BFA, Interior Design	44.6	7.2	Yes		Termination	Termination
Bachelors	BA, Philosophy and Religious Studies, Other	27.6	7.6		Yes	Exemption	Under Review
Masters	MEd, Junior High/Intermediate/Middle School Education and Teaching	1	0.6		Yes	Termination	Termination
Masters	MME, Music Teacher Education	1	0.6	Yes	Yes	Termination	Termination
Masters	MFA, Art/Art Studies, General	6.6	0.8			Under Review	Under Review
Masters	MFA, Design and Visual Communications, General	3.4	1.8			Termination	Termination
Masters	MM, Conducting	3.2	1.2	Yes	Yes	Under Review	Under Review
Masters	MM, Music, General	5.2	2	Yes	Yes	Under Review	Under Review

The institution requests termination for the following four programs: **BFA in Interior Design, MEd in Junior High/Intermediate/Middle School Education and Teaching, MME in Music Teacher Education, and MFA in Design and Visual Communication.** The institution states that the **BFA in Interior Design** was merged with the BFA in Visual Communication to create the new Bachelor of Design program. The last of the BFA in Interior Design graduates are completing their programs. **MFA in Design and Visual Communication was renamed to the MFA in Studio Art. MEd in Junior High/Intermediate/Middle School Education and Teaching, MME in Music Teacher Education** were either terminated or to be terminated.

Staff Responses: The staff supports the institution's decision to terminate these programs.

Staff Recommendation: The staff recommends termination of the four above-referenced programs.

The institution requests placing the following programs under review: **BS in Physical Education and Coaching, MFA in Art/Art Studies (Studio Arts), MM in Conducting, and MM in Music.**

BS in Physical Education and Coaching. The institution states that the program is under internal review and for a possible change to the MAT program.

Staff Responses: The staff acknowledges the institution's initiative to review the BS in Physical Education and Coaching program and to explore a potential transition to a Master of Arts in Teaching (MAT) program. With a strong enrollment of 42 students, the undergraduate program reflects solid student interest. Should the institution proceed with developing an MAT program, the staff recommends that the current bachelor's degree program be formally terminated unless it is structured as part of a 4+1 pathway. Furthermore, the institution is encouraged to conduct a comprehensive needs assessment to ensure the proposed MAT program in Physical Education and Coaching does not duplicate existing offerings in the state.

Staff Recommendation: The staff recommends placing BS in Physical Education and Coaching under review.

MM Conducting and MM in Music: The institution is reviewing these two programs and intends to merge them.

Staff Responses: The staff recognizes the institution's effort to reevaluate the MM in Conducting and MM in Music programs, both of which have been found non-compliant for three consecutive review cycles. Given the low enrollment and completion counts in both programs, the proposed merger may only marginally meet productivity standards. Should the merged program fail to demonstrate improvement in degree completion outcomes, the staff recommends that the institution consider termination. The institution is encouraged to closely monitor enrollment and completion trends as part of its evaluation process.

Staff Recommendation: The staff recommends placing MM in Conducting and MM in Music under review to monitor the program outcomes.

MFA in Art/Art Studies (Studio Arts): The institution notes the MFA in Art and Design was renamed to the MFA in Studio Art effective Spring 2015.

Staff Responses: The staff acknowledges the institution's efforts to improve the productivity of the MFA in Art/Art Studies (Studio Arts) program. However, the program has averaged fewer than one graduate per year, which falls significantly below the established productivity standard. Given the persistently low completion rate, the staff recommends that the institution consider terminating the program if it continues to remain non-compliant in future review cycles.

Staff Recommendation: The staff recommends placing MFA in Art/Art Studies (Studio Arts) under review to monitor the program completion rate.

The institution requests exemptions for the following four programs: **BS in Environmental Science, BA in Environmental Studies, BA in Art History, Criticism and Conservation, and BA in Philosophy and Religious Studies.**

BS in Environmental Science and BA in Environmental Studies: The institution states that Both Environmental Science and Environmental Studies use the same set of core classes (9 hours) and the remainder of the majors are throughout the curriculum. The institution considers these to be combined programs under a single broad field.

Staff Responses: The staff recognizes that the BS in Environmental Science and the BA in Environmental Studies are closely related and share a disciplinary foundation, including a common core curriculum. While both programs have maintained strong enrollment, exceeding the established thresholds, they have each been found non-compliant in degree productivity for three consecutive review cycles. The staff suggests that the institution consider consolidating the two programs into a single, more robust offering to strengthen student outcomes and improve overall productivity.

Staff Recommendation: The staff recommends placing **BS in Environmental Science and BA in Environmental Studies under review** to reevaluate the continued need for two separate stand-alone programs.

BA in Art History: The institution notes that the National Association of Schools of Art and Design (NASAD) Accreditation requires teaching a significant number of Art History courses to meet the requirements of the BFA in Fine Art, the BA in Art, and the BFA in Art Teacher Education. Offering the BA in Art History does not require a significant number of additional courses, nor would discontinuing this program allow the institution to reduce the Art History faculty.

Staff Responses: The staff recognizes the NASAD's curricular requirements for art history coursework in programs related to Art. While the program's enrollment has exceeded the established threshold, it has remained non-compliant with degree productivity standards for three consecutive review cycles. Although faculty costs may be minimal, maintaining a stand-alone program entails indirect costs to the institution. The staff recommends that the institution develop a targeted plan to improve student completion and bring the program into compliance.

Staff Recommendation: The staff recommends placing **BA in Art History under review** to monitor the program outcomes.

BA in Philosophy and Religious Studies: The institution notes that the program added a new concentration in Pre-Law, effective for the 2024-2025 academic year. This has netted several new students interested in the program.

Staff Responses: The staff acknowledges the institution's initiative to add a new track under the existing program as a means of creating an additional pathway for students pursuing further study beyond the bachelor's degree. While the program has demonstrated strong enrollment, it has been found non-compliant for three consecutive review cycles due to low degree completion. The addition of a new track is a positive step toward attracting students. However, the staff recommends that the institution prioritize strategies focusing on improving the program's completion rate to ensure long-term viability and compliance.

Staff Recommendation: The staff recommends placing **BA in Philosophy and Religious Studies under review** to monitor the program outcomes.

VI. Discussion of Compliant and Non-Compliant Programs

In this study, enrollment data consist of unduplicated headcounts, including both first and second majors, while completion data reflect the total number of completers, also encompassing double majors. These data are sourced from CHEMIS and the Commission's Academic Degree Program Inventory. Programs are identified by Classification of Instructional Programs (CIP) codes in CHEMIS, though program names may vary slightly across institutions.

According to the Program Productivity Standards, programs are expected to meet both enrollment and completion benchmarks (**Table 1**) to be considered compliant. While not included in the Findings section, completion rate data would offer an important contextual reference for future research and program evaluation. To fully assess a program's health and effectiveness, the completion rate can serve as a general reference point, though it should be interpreted carefully and in conjunction with enrollment and raw completion counts.

For reference, the suggested completion rates based on established standards are: 64% for bachelor's programs (8 completers from 12.5 enrolled), 50% for master's, specialist, and professional doctorates, and 44% for research doctorates. While compliance with policy is determined by meeting enrollment and completion count standards, not necessarily the benchmark completion rate, the suggested benchmarks offer additional insight into program viability. A program may meet minimal benchmarks of enrollment and completion without reaching the completion rate, or vice versa. Nonetheless, the benchmark completion rate provides a meaningful indicator when used as part of a holistic assessment of program productivity and effectiveness.

For example, if completion rate were used as a contextual data point to better understand the effectiveness of the 709 compliant programs (**Table 8**) that met both enrollment and completion benchmarks, the average number of completions across degree levels would fall notably short of the suggested targets based on enrollment volume.

- 366 bachelor's programs had an average completion rate of 21.16%, compared to the 64% suggested rate.
- 227 master's programs averaged 35.16%, against the suggested 50% rate.
- 103 doctoral research/scholarship programs reported a completion rate of 15.62%, well below the suggested 44%.
- 6 doctoral professional practice programs averaged 23.88%, compared to the suggested 50% rate.
- 7 specialist programs had a completion rate of 35.63%, also below the suggested 50%.

These disparities suggest that when evaluating the overall effectiveness of an academic program, completion rate can offer insights that raw enrollment and completion counts alone may not reveal. For instance, while ten institutions offer a bachelor's degree in Registered Nursing, their five-year average completion counts vary widely. The institution with the most focused expertise in medicine and health-related programs recorded the highest completion rate, which falls less than five percentage points below the suggested rate.

It is worth noting that some non-compliant programs demonstrated higher completion rates than certain compliant programs. While compliance is based on meeting minimum enrollment and completion benchmarks, this observation highlights the value of considering completion rate as an additional indicator of program effectiveness. Based on internal analysis, the five-year average completion rates of

compliant programs were slightly higher than those of non-compliant programs, with differences ranging from approximately 1% to 8% across bachelor’s, master’s, and doctoral degree levels. The exception is at the specialist level, where non-compliant programs exhibit a substantially higher completion rate, likely due to students earning the Ed.S. degree as a stackable credential while concurrently completing a parallel master’s program.

These findings highlight the need for ongoing monitoring of completion rates, not as standalone metrics, but as part of a broader evaluation framework. While enrollment and completion counts determine policy compliance, integrating completion rate trends into institutional reviews may uncover critical issues related to student retention, admission criteria, program design, support services, and resource allocation.

Finally, it is important to clarify that the completion rate, mentioned in this discussion, is neither equivalent to nor interchangeable with the graduation rate. This biennial study evaluates the program productivity and effectiveness within a defined five-year review cycle. It is important to note that the completion rate differs from the graduation rate reported in [the Integrated Postsecondary Education Data System \(IPEDS\)](#). While IPEDS graduation rates are limited to full-time, first-time degree- or certificate-seeking undergraduate students and are reported by cohort, disaggregated by race/ethnicity and gender, this study takes a broader approach. The graduation rates track the number of students completing their program within 150% of the normal time (six years) to completion, along with data on Pell Grant recipients and student transfers. In contrast, the completion rate, the datapoint mentioned in this discussion, serves as a broader measure of overall academic program productivity and is not tied to the progress or outcomes of a specific student cohort. It is a suggested data point to consider when evaluating program effectiveness.

VII. Summary of Institutional Requests for the Non-compliant Programs

Of the 1,001 total programs, 915 were eligible for review during the 2016–2020 cycle. Among these, 190 were identified as non-compliant. Of the non-compliant programs, 82 had been non-compliant for three consecutive review cycles, with institutions requesting termination for 17 of them. Another 39 programs were non-compliant for two consecutive cycles, with 13 termination requests submitted. **Table 32** presents the number of non-compliant programs terminated by institutions across two or three review cycles, broken down by degree level. Additionally, institutions requested termination of 22 programs that failed to meet the standard during this review cycle alone. In total, 52 termination requests were submitted.

Table 32 Institutions Termination for Non-Compliant Programs for Two or Three Consecutive Review Cycles

Non-Compliant	Bachelor	Masters	Doctorate	Specialist	Institutions’ Termination
Two Review Cycles: 2014-2018, 2016-2020	25	12	2		13
Three Review cycles: 2012-2016, 2014-2018, 2016-2020	57	17	7	1	17
Total	82	29	9	1	30

Per policy, institutions are required to submit requests for non-compliant programs along with justifications. These requests fall into one of three categories: termination, under review, or exemption. **Table 33** shows the institutional requests related to their non-compliant programs.

Table 33 Summary of Institutional Requests

Institutions	Intuitional Requests			Total
	Exemption	Termination	Under Review	
Clemson	15	3	7	25
Coastal Carolina University	4	2	1	7
College of Charleston	7	2	3	12
Francis Marion University	7	4		11
Lander University	7	2		9
Medical University of S.C.	1	2	1	4
South Carolina State Univ.	17	7	10	34
The Citadel	7	3	2	12
U.S.C. - Aiken	7	2		9
U.S.C. - Beaufort	2	1	1	4
U.S.C. - Columbia	21	18	5	44
U.S.C. - Upstate	3	2	2	7
Winthrop University	4	4	4	12
Total	102	52	36	190

VIII. Summary of CHE Recommendations for the Non-Compliant Programs

CHE staff thoroughly reviewed each request for the 190 non-compliant programs, their justifications as well as program enrollment and completion data. The staff responded to each request and made corresponding recommendations (pp. 20-83). Institutions submitted requests to exempt 102 non-compliant programs, place 36 under review, and terminate 52. After evaluation, the staff responds to each request and recommends placing 133 programs under review, terminating 56 programs, and granting an exemption to one program. **Table 34** presents the staff recommendations. The complete list of recommendations for each non-compliant program can be found in **Appendix E**.

Table 34 Summary of CHE Recommendations

Institutions	Staff Recommendations			Total
	Exemption	Termination	Under Review	
Clemson	1	3	21	25
Coastal Carolina University		2	5	7
College of Charleston		2	10	12
Francis Marion University		4	7	11
Lander University		2	7	9
Medical University of S.C.		2	2	4
South Carolina State Univ.		9	25	34
The Citadel		3	9	12
U.S.C. - Aiken		2	7	9

U.S.C. - Beaufort		1	3	4
U.S.C. - Columbia		18	26	44
U.S.C. - Upstate		2	5	7
Winthrop University		4	8	12
Total	1	54	135	190

IX. Conclusion and Research Implications

During the 2016–2020 review cycle, 1,001 programs across degree levels were offered across the 13 public four-year institutions. Of these, 84 new programs and two special/stop-out programs were exempted from evaluation. Of the 915 programs eligible for review, 709 were found compliant, while 190 were identified as non-compliant. The 190 non-compliant programs included 112 baccalaureate programs (58.94%), 56 master’s programs (29.47%), 19 doctoral programs (10%), and three specialist programs. Of the 190 non-compliant programs, 123 met the major enrollment standards across all degree levels.

The findings show that 190 programs were non-compliant, having failed to meet the enrollment standard, the completion standard, or both. In contrast, 709 programs met both standards outlined in the policy. In many cases, programs achieved the completion standard largely due to high enrollment, which helped offset lower completion counts. This suggests opportunities for institutions to strengthen student retention and completion strategies as well as to refine program admission criteria.

The findings also suggest that program duplication did not contribute to improved completion counts across the board. Instead, it may spread enrollment thinly across similar offerings without proportionally increasing degree productivity. It may be valuable to investigate whether strategic alignment and program coordination may help maximize outcomes and reduce inefficiencies. Certain majors, such as Mathematics, Chemistry, Physics, Spanish, and History, were offered at multiple institutions but consistently yielded low completion counts. While institutions often justified retaining these programs for fulfilling general education requirements or generating revenue, the core purpose of a degree program is to graduate students in the respective discipline. Research could be conducted to establish if consolidating general education courses into one centralized department would prove a more cost-effective means for providing this coursework.

Additionally, some institutions maintained that continuing non-compliant programs was essential for meeting workforce development needs. This assertion warrants further investigation. If a program persistently fails to graduate students at or above the established threshold benchmarks, it may not be able to fulfill workforce demands effectively, and the operational costs may outweigh the benefits.

Moreover, institutions argued that terminating non-compliant programs would not generate savings in faculty resources. Again, further investigation could determine whether indirect costs associated with running such programs, such as faculty salaries, administrative overhead, course scheduling inefficiencies, and other operational expenses, may reveal potential cost savings beyond faculty salaries.

Furthermore, research could be conducted regarding whether institutions with a focused disciplinary expertise might demonstrate stronger program outcomes compared to those with broader program portfolios. For example, while ten institutions offer a bachelor’s degree in Registered Nursing, the average five-year completion counts relative to enrollment volume vary significantly. This indicates that specialization alignment may contribute to more effective student progression.

Finally, according to the Program Productivity Policy, “For programs placed under review, institutions must provide a plan for meeting the degree program productivity standards. This report must be sent within 90 calendar days from the date of Commission action on an initial under review status” (p. 5). However, due to the delayed findings from the FY2016–2020 review cycle, nearly two cycles are behind (FY2018–2022 and FY2020–2024). Staff recommend that the Commission waive the requirement for submitting these plans at this time, as the plans might be irrelevant to the updated findings of the next two review cycles. Instead, institutions should review the Commission’s recommendations provided for each non-compliant program placed under review for this review cycle and take appropriate action accordingly.

To avoid further delays and gain insight into emerging trends, staff recommend continuing efforts to catch up on the FY2018–2022 review cycle and ensuring the FY2020–2024 cycle is completed on time, with particular attention to the potential impact of the COVID-19 pandemic on program productivity. It would be more appropriate to require institutions to submit plans after the review cycles are current, which is anticipated by 2026.

X. Request Approval

Staff request that the Committee on Academic Affairs and Licensing approve the following recommendations, as outlined in Table 34 and further detailed in **Appendix E**:

- Place 135 non-compliant programs under review,
- Terminate 54 non-compliant programs, and
- Grant an exemption to one non-compliant program,

In addition, staff request approval to waive the plan submission requirement for the 135 programs placed under review, given that this review cycle, originally scheduled for 2022, was significantly delayed. Staff further request that the Committee consider incorporating five-year average completion rates into the [CHE Polices and Procedures for Academic Degree Program Productivity](#). Reviewing completion rates alongside enrollment and completion counts will provide a more comprehensive evaluation of program effectiveness.

**All Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

Appendix A

Degree	CIP Code	Program Description	# of Programs	Five-Year Average Enrollment	Five-Year Average Completion
Bachelors	230101	English Language and Literature, General	12	1,640.20	388.60
	260101	Biology/Biological Sciences, General	12	7,624.60	1,122.20
	520201	BUSINESS	12	8,561.80	1,945.60
	540101	History, General	12	1,454.60	338.60
	110101	Computer and Information Sciences, General	11	2,819.40	419.20
	131202	Elementary Education and Teaching	11	1,843.60	315.20
	131210	Early Childhood Education and Teaching	11	1,931.80	339.80
	400501	Chemistry, General	11	1,187.40	159.60
	420101	Psychology, General	11	4,027.40	843.80
	451001	Political Science and Government, General	11	2,524.60	536.60
	451101	Sociology, General	11	1,408.20	320.60
	270101	Mathematics, General	10	830.00	150.00
	513801	Registered Nursing/Registered Nurse	10	5,126.20	1,197.20
	240102	General Studies	9	8,065.20	0.00
	131001	Special Education and Teaching, General	8	557.80	106.40
	131203	Junior High/Intermediate/Middle School Education and Teaching	8	568.00	100.60
	131314	Physical Education Teaching and Coaching	8	519.00	74.60
	160905	Spanish Language and Literature	7	395.80	85.60
	240101	Liberal Arts and Sciences/Liberal Studies	7	2,495.00	278.80
	400801	Physics, General	7	411.00	62.60
	500501	Drama and Dramatics/Theatre Arts, General	7	537.20	94.60
	500702	Fine/Studio Arts, General	7	781.60	167.40
	520301	Accounting	7	1,722.40	432.80
	131205	Secondary Education and Teaching	6	567.20	85.40
	160101	Foreign Languages and Literatures, General	6	280.80	59.00
	450601	Economics, General	6	857.40	216.20
	500901	Music, General	6	582.80	102.40
	520801	Finance, General	6	2,643.00	799.80
	521401	Marketing/Marketing Management, General	6	2,646.60	877.20

**All Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

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0 Undeclared	5	92.20	0.00
90101 Speech Communication and Rhetoric	5	1,719.00	406.00
90102 Mass Communication/Media Studies	5	660.20	111.80
110401 Information Science/Studies	5	502.80	74.80
310505 Exercise Science and Kinesiology	5	1,767.80	306.00
430103 Criminal Justice/Law Enforcement Administration	5	1,848.60	423.60
110103 Information Technology	4	605.60	120.80
131302 Art Teacher Education	4	113.20	15.40
140801 Civil Engineering, General	4	1,022.00	239.80
141901 Mechanical Engineering	4	2,217.40	429.40
143501 Industrial Engineering	4	690.80	148.60
310504 Sport and Fitness Administration/Management	4	1,677.60	268.40
380101 Philosophy	4	203.00	42.80
450201 Anthropology, General	4	296.60	70.40
500701 Art/Art Studies, General	4	413.00	75.80
500703 Art History, Criticism and Conservation	4	135.00	37.60
510913 Athletic Training/Trainer	4	248.40	48.00
520601 Business/Managerial Economics	4	340.60	96.60
30104 Environmental Science	3	182.00	30.20
50201 African-American/Black Studies	3	42.00	10.00
50207 Women's Studies	3	95.80	23.40
131312 Music Teacher Education	3	172.80	15.00
140901 Computer Engineering, General	3	493.20	80.20
141001 Electrical and Electronics Engineering	3	726.20	161.80
190799 Human Development, Family Studies, and Related Services, Other	3	86.60	20.20
260908 Exercise Physiology and Kinesiology	3	1,971.60	406.20
261302 Marine Biology and Biological Oceanography	3	1,434.20	211.40
380201 Religion/Religious Studies	3	85.00	22.80
400601 Geology/Earth Science, General	3	244.00	56.20
440701 Social Work	3	457.00	104.20
500301 Dance, General	3	184.00	33.20
512207 Public Health Education and Promotion	3	1,212.00	208.20
520901 Hospitality Administration/Management, General	3	1,144.00	267.80

**All Programs: Five-Year Average Enrollment and Completion
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30103 Environmental Studies	2	102.00	24.80
90702 Digital Communication and Media/Multimedia	2	244.40	50.00
90902 Public Relations/Image Management	2	715.20	198.00
140501 Bioengineering and Biomedical Engineering	2	689.80	160.80
140701 Chemical Engineering	2	620.80	132.40
160501 German Language and Literature	2	85.20	12.40
160901 French Language and Literature	2	73.00	16.80
161200 Classics and Classical Languages, Literatures, and Linguistics	2	65.60	11.80
240103 Humanities/Humanistic Studies	2	94.60	20.60
240199 Liberal Arts and Sciences, General Studies and Humanities, Other	2	134.60	56.20
260202 Biochemistry	2	426.20	69.00
270301 Applied Mathematics, General	2	258.80	24.60
270501 Statistics, General	2	85.00	14.60
290201 Intelligence, General	2	599.20	79.20
309999 Multi-/Interdisciplinary Studies, Other	2	68.60	18.60
450101 Social Sciences, General	2	161.00	34.60
500601 Film/Cinema/Media Studies	2	68.00	12.00
501003 Music Management	2	69.20	8.40
510701 Health/Health Care Administration/Management	2	239.20	62.60
510901 Cardiovascular Technology/Technologist	2	141.80	19.60
512099 Pharmacy, Pharmaceutical Sciences, and Administration, Other	2	336.60	52.80
512706 Medical Informatics	2	60.20	5.20
520203 Logistics, Materials, and Supply Chain Management	2	101.60	21.60
521101 International Business/Trade/Commerce	2	563.40	187.80
521501 Real Estate	2	129.40	41.60
10101 Agricultural Business and Management, General	1	175.80	45.80
10102 Agribusiness/Agricultural Business Operations	1	23.20	3.60
10103 Agricultural Economics	1	149.60	29.00
10303 Aquaculture	1	176.00	40.00
10601 Applied Horticulture/Horticulture Operations, General	1	27.80	5.20
10901 Animal Sciences, General	1	507.00	108.00
11001 Food Science	1	294.80	58.20
11103 Horticultural Science	1	48.80	12.40

**All Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

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11299	Soil Sciences, Other	1	45.80	8.80
30101	Natural Resources/Conservation, General	1	153.60	29.80
30506	Forest Management/Forest Resources Management	1	99.40	23.40
40201	Architecture	1	315.60	57.60
40601	Landscape Architecture	1	76.40	15.00
50106	European Studies/Civilization	1	0.00	0.40
50107	Latin American Studies	1	1.40	0.40
50123	Chinese Studies	1	14.60	3.20
50134	Latin American and Caribbean Studies	1	12.60	2.40
50199	Area Studies, Other	1	100.80	13.20
90401	Journalism	1	168.80	23.40
90402	Broadcast Journalism	1	297.00	51.00
90903	Advertising	1	309.40	63.00
90906	Sports Communication	1	97.40	17.40
110199	Computer and Information Sciences, Other	1	47.80	9.60
110899	Computer Software and Media Applications, Other	1	114.00	14.80
131206	Teacher Education, Multiple Levels	1	33.20	4.80
131301	Agricultural Teacher Education	1	62.60	15.60
131303	Business and Innovation/Entrepreneurship Teacher Education	1	15.40	0.20
131308	Family and Consumer Sciences/Home Economics Teacher Education	1	100.00	27.00
131309	Technology Teacher Education/Industrial Arts Teacher Education	1	18.40	3.60
131311	Mathematics Teacher Education	1	18.20	2.40
131316	Science Teacher Education/General Science Teacher Education	1	32.20	5.80
131318	Social Studies Teacher Education	1	38.20	1.20
131322	Biology Teacher Education	1	2.00	0.00
140201	Aerospace, Aeronautical, and Astronautical/Space Engineering, Gener	1	17.60	0.00
140301	Agricultural Engineering	1	74.20	21.00
141301	Engineering Science	1	72.00	1.40
141401	Environmental/Environmental Health Engineering	1	105.60	29.80
141801	Materials Engineering	1	158.80	48.20
142301	Nuclear Engineering	1	49.00	6.00
142701	Systems Engineering	1	1.40	0.00
143301	Construction Engineering	1	17.40	1.60

**All Programs: Five-Year Average Enrollment and Completion
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144201	Mechatronics, Robotics, and Automation Engineering	1	8.00	0.80
150201	Civil Engineering Technologies/Technicians	1	31.40	3.40
150303	Electrical, Electronic, and Communications Engineering Technology/Technician	1	63.20	6.60
150612	Industrial Technology/Technician	1	11.80	2.60
150805	Mechanical/Mechanical Engineering Technology/Technician	1	111.20	9.80
151102	Surveying Technology/Surveying	1	0.60	0.60
151501	Engineering/Industrial Management	1	47.80	10.80
151503	Packaging Science	1	291.20	61.80
159999	Engineering/Engineering-Related Technologies/Technicians, Other	1	59.80	2.00
160104	Comparative Literature	1	3.80	0.40
160402	Russian Language and Literature	1	35.20	10.60
169999	Foreign Languages, Literatures, and Linguistics, Other	1	164.60	29.20
190101	Family and Consumer Sciences/Human Sciences, General	1	130.80	35.60
190501	Foods, Nutrition, and Wellness Studies, General	1	28.00	3.60
190504	Human Nutrition	1	106.40	19.20
231301	Writing, General	1	0.80	0.00
231304	Rhetoric and Composition	1	241.60	75.40
260102	Biomedical Sciences, General	1	12.80	0.20
260210	Biochemistry and Molecular Biology	1	389.20	48.00
260502	Microbiology, General	1	267.80	51.20
260804	Animal Genetics	1	232.60	42.20
301201	Historic Preservation and Conservation, General	1	132.80	35.40
302001	International/Globalization Studies	1	239.20	54.60
303001	Computational Science	1	111.00	13.80
310301	Parks, Recreation, and Leisure Facilities Management, General	1	526.60	139.80
310501	Sports, Kinesiology, and Physical Education/Fitness, General	1	62.80	5.00
380206	Jewish/Judaic Studies	1	7.40	1.60
389999	Philosophy and Religious Studies, Other	1	27.60	7.60
400299	Astronomy and Astrophysics, Other	1	51.00	7.00
400404	Meteorology	1	18.80	2.60
400599	Chemistry, Other	1	98.20	12.60
400603	Geophysics and Seismology	1	20.80	3.40
422704	Experimental Psychology	1	1,215.00	269.60

**All Programs: Five-Year Average Enrollment and Completion
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440000	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS	1	0.40	0.00
450301	Archeology	1	55.20	8.20
450401	Criminology	1	120.00	20.80
450701	Geography	1	64.60	22.40
450901	International Relations and Affairs	1	203.40	49.80
451201	Urban Studies/Affairs	1	39.80	8.80
500401	Design and Visual Communications, General	1	89.00	10.60
500404	Industrial and Product Design	1	374.00	88.40
500408	Interior Design	1	44.60	7.20
500409	Graphic Design	1	205.80	34.80
500599	Dramatic/Theatre Arts and Stagecraft, Other	1	35.20	10.40
500699	Film/Video and Photographic Arts, Other	1	346.60	78.40
500999	Music, Other	1	28.00	4.60
501002	Fine and Studio Arts Management	1	335.60	86.60
509999	Visual and Performing Arts, Other	1	98.80	21.40
510000	HEALTH PROFESSIONS AND RELATED PROGRAMS	1	12.60	2.60
510204	Audiology/Audiologist and Speech-Language Pathology/Pathologist	1	77.00	14.00
511102	Pre-Medicine/Pre-Medical Studies	1	0.00	0.40
511103	Pre-Pharmacy Studies	1	0.20	5.80
511504	Community Health Services/Liaison/Counseling	1	1.40	0.00
512299	Public Health, Other	1	1,075.60	300.60
519999	Health Professions and Related Clinical Sciences, Other	1	408.00	96.40
520101	Business/Commerce, General**	1	0.00	30.60
520206	Non-Profit/Public/Organizational Management	1	169.00	42.40
520208	E-Commerce/Electronic Commerce	1	72.20	13.00
520903	Tourism and Travel Services Management	1	135.40	31.40
520906	Resort Management	1	220.80	34.80
521201	Management Information Systems, General	1	44.20	9.40
521301	Management Science	1	594.60	260.40
521701	Insurance	1	336.00	110.80
521803	Retailing and Retail Operations	1	660.60	143.60
522001	Construction Management, General	1	220.20	54.60

**All Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

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Bachelors Subtotal		535	108,720.60	20,897.40
Masters	520201 BUSINESS	9	2,015.00	630.80
	131205 Secondary Education and Teaching	7	267.60	109.60
	131001 Special Education and Teaching, General	6	117.00	39.00
	130401 Educational Leadership and Administration, General	5	567.40	216.20
	131299 Teacher Education and Professional Development, Specific Levels and	5	197.80	23.60
	131315 Reading Teacher Education	5	207.40	56.80
	230101 English Language and Literature, General	5	79.60	31.60
	310504 Sport and Fitness Administration/Management	5	228.40	72.00
	540101 History, General	5	79.20	22.80
	130501 Educational/Instructional Technology	4	115.20	39.40
	131101 Counselor Education/School Counseling and Guidance Services	4	349.00	136.80
	131202 Elementary Education and Teaching	4	59.60	18.80
	131203 Junior High/Intermediate/Middle School Education and Teaching	4	38.40	19.60
	131210 Early Childhood Education and Teaching	4	56.80	14.60
	260101 Biology/Biological Sciences, General	4	383.00	117.00
	520301 Accounting	4	342.00	204.60
	110701 Computer Science	3	39.00	22.60
	130101 Education, General	3	392.40	138.60
	140801 Civil Engineering, General	3	119.40	53.80
	141001 Electrical and Electronics Engineering	3	109.40	39.80
	141901 Mechanical Engineering	3	208.00	72.20
	231302 Creative Writing	3	64.40	23.20
	261302 Marine Biology and Biological Oceanography	3	101.80	31.20
	270101 Mathematics, General	3	70.60	36.20
	440401 Public Administration	3	214.80	54.20
	510912 Physician Assistant	3	272.80	75.80
	512399 Rehabilitation and Therapeutic Professions, Other	3	208.60	69.00
	512706 Medical Informatics	3	43.60	16.80
	520101 Business/Commerce, General	3	41.20	28.00
	0 Undeclared	2	0.20	0.00
	40301 City/Urban, Community, and Regional Planning	2	39.20	15.80

**All Programs: Five-Year Average Enrollment and Completion
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111003 CYBERSECURITY	2	14.80	4.80
130301 Curriculum and Instruction	2	38.40	13.20
130406 Higher Education/Higher Education Administration	2	4.00	2.60
131206 Teacher Education, Multiple Levels	2	28.20	14.60
131312 Music Teacher Education	2	14.00	6.00
131314 Physical Education Teaching and Coaching	2	30.60	6.00
140501 Bioengineering and Biomedical Engineering	2	74.00	47.60
140701 Chemical Engineering	2	14.40	5.20
140901 Computer Engineering, General	2	98.40	30.60
151501 Engineering/Industrial Management	2	116.60	41.20
240101 Liberal Arts and Sciences/Liberal Studies	2	41.80	11.20
260102 Biomedical Sciences, General	2	92.40	39.80
261102 Biostatistics	2	10.20	3.40
261309 Epidemiology	2	39.00	16.00
301201 Historic Preservation and Conservation, General	2	29.40	21.20
400501 Chemistry, General	2	12.60	9.20
400801 Physics, General	2	8.20	5.20
422802 Community Psychology	2	35.60	15.80
422805 School Psychology	2	25.40	13.80
440701 Social Work	2	737.40	296.00
450601 Economics, General	2	27.00	15.80
451001 Political Science and Government, General	2	19.60	7.40
459999 Social Sciences, Other	2	19.40	7.20
500701 Art/Art Studies, General	2	22.40	5.80
500901 Music, General	2	32.00	13.00
510203 Speech-Language Pathology/Pathologist	2	224.00	65.20
512207 Public Health Education and Promotion	2	95.40	29.40
513804 Nurse Anesthetist	2	142.40	49.00
513805 Family Practice Nurse/Nursing	2	244.00	66.80
513808 Nursing Science	2	187.60	55.40
513820 Clinical Nurse Leader	2	25.00	8.80
520209 Transportation/Mobility Management	2	11.00	3.40
521001 Human Resources Management/Personnel Administration, General	2	173.00	77.20

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10103 Agricultural Economics	1	13.60	5.40
10303 Aquaculture	1	37.20	4.60
11099 Food Science and Technology, Other	1	23.00	8.20
11101 Plant Sciences, General	1	43.20	11.00
30103 Environmental Studies	1	82.80	18.00
30502 Forest Sciences and Biology	1	15.60	4.00
30601 Wildlife, Fish and Wildlands Science and Management	1	42.20	9.20
40201 Architecture	1	60.40	25.20
40401 Environmental Design/Architecture	1	3.60	1.60
40601 Landscape Architecture	1	20.60	7.60
40902 Architectural and Building Sciences/Technology	1	39.60	14.20
90199 Communication and Media Studies, Other	1	20.80	9.20
90401 Journalism	1	35.60	14.40
90900 Public Relations, Advertising, and Applied Communication	1	3.80	0.20
90901 Organizational Communication, General	1	13.20	6.20
110101 Computer and Information Sciences, General	1	135.60	61.40
110199 Computer and Information Sciences, Other	1	1.20	0.00
110201 Computer Programming/Programmer, General	1	35.40	10.00
130601 Educational Evaluation and Research	1	5.20	1.40
131009 Education/Teaching of Individuals with Vision Impairments Including B	1	18.60	3.40
131011 Education/Teaching of Individuals with Specific Learning Disabilities	1	69.80	20.00
131099 Special Education and Teaching, Other	1	71.20	23.60
131102 College Student Counseling and Personnel Services	1	89.80	42.00
131207 Montessori Teacher Education	1	28.60	8.80
131301 Agricultural Teacher Education	1	23.80	7.40
131302 Art Teacher Education	1	8.60	2.60
131306 Foreign Language Teacher Education	1	19.60	5.80
131311 Mathematics Teacher Education	1	2.80	1.20
131324 Drama and Dance Teacher Education	1	1.80	1.40
131399 Teacher Education and Professional Development, Specific Subject Ar	1	13.00	4.00
140201 Aerospace, Aeronautical, and Astronautical/Space Engineering, Gener	1	23.60	6.80
140301 Agricultural Engineering	1	6.20	1.60
140903 Computer Software Engineering	1	12.20	3.60

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141401	Environmental/Environmental Health Engineering	1	40.80	16.20
141801	Materials Engineering	1	17.20	5.80
142301	Nuclear Engineering	1	18.00	5.20
143501	Industrial Engineering	1	205.60	75.80
149999	Engineering, Other	1	180.40	65.80
151503	Packaging Science	1	13.60	4.00
160101	Foreign Languages and Literatures, General	1	3.80	1.40
160102	Linguistics	1	12.60	3.60
160104	Comparative Literature	1	5.00	2.20
160501	German Language and Literature	1	2.80	1.00
160901	French Language and Literature	1	2.00	1.00
160905	Spanish Language and Literature	1	2.80	1.60
190501	Foods, Nutrition, and Wellness Studies, General	1	5.60	2.20
190504	Human Nutrition	1	55.60	24.20
190701	Human Development and Family Studies, General	1	8.00	2.60
190706	Child Development	1	20.60	8.20
190799	Human Development, Family Studies, and Related Services, Other	1	50.20	11.60
231303	Professional, Technical, Business, and Scientific Writing	1	21.20	9.40
250101	Library and Information Science	1	404.00	108.40
260502	Microbiology, General	1	9.80	2.80
260702	Entomology	1	7.00	2.00
260707	Animal Physiology	1	15.20	4.40
260806	Human/Medical Genetics	1	16.60	8.20
260908	Exercise Physiology and Kinesiology	1	18.80	7.40
261004	Toxicology	1	4.80	1.20
270301	Applied Mathematics, General	1	22.60	6.00
270501	Statistics, General	1	28.40	5.60
290201	Intelligence, General	1	37.80	8.00
303001	Computational Science	1	1.80	0.00
309999	Multi-/Interdisciplinary Studies, Other	1	0.20	0.20
310301	Parks, Recreation, and Leisure Facilities Management, General	1	103.00	34.40
310505	Exercise Science and Kinesiology	1	30.00	11.20
380101	Philosophy	1	4.20	1.40

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400601	Geology/Earth Science, General	1	34.20	10.80
400699	Geological and Earth Sciences/Geosciences, Other	1	24.60	7.40
400807	Optics/Optical Sciences	1	2.00	0.60
409999	Physical Sciences, Other	1	12.40	4.80
420101	Psychology, General	1	83.80	28.60
422704	Experimental Psychology	1	1.00	1.80
422801	Clinical Psychology	1	1.60	4.80
422813	Applied Psychology	1	45.20	13.80
422814	Applied Behavior Analysis	1	0.60	0.00
430103	Criminal Justice/Law Enforcement Administration	1	16.00	5.60
430302	Crisis/Emergency/Disaster Management	1	13.80	3.80
450101	Social Sciences, General	1	35.60	5.40
450201	Anthropology, General	1	5.60	2.60
450701	Geography	1	19.60	7.60
450901	International Relations and Affairs	1	3.20	1.00
451101	Sociology, General	1	2.40	1.80
500101	Visual and Performing Arts, General	1	11.20	2.80
500401	Design and Visual Communications, General	1	3.40	1.80
500404	Industrial and Product Design	1	13.20	4.20
500501	Drama and Dramatics/Theatre Arts, General	1	27.80	9.20
500699	Film/Video and Photographic Arts, Other	1	4.60	2.00
500702	Fine/Studio Arts, General	1	14.40	5.00
500703	Art History, Criticism and Conservation	1	5.00	1.60
500903	Music Performance, General	1	35.20	12.40
500906	Conducting	1	3.20	1.20
500913	Music Technology	1	1.80	0.60
501002	Fine and Studio Arts Management	1	33.40	6.00
510204	Audiology/Audiologist and Speech-Language Pathology/Pathologist	1	82.20	30.80
510502	Advanced General Dentistry	1	28.00	7.40
510701	Health/Health Care Administration/Management	1	113.60	47.20
510702	Hospital and Health Care Facilities Administration/Management	1	41.20	18.40
510706	Health Information/Medical Records Administration/Administrator	1	72.20	19.20
510901	Cardiovascular Technology/Technologist	1	36.80	15.60

**All Programs: Five-Year Average Enrollment and Completion
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	510913 Athletic Training/Trainer	1	56.00	20.40
	511401 Medical Science/Scientist	1	28.00	12.60
	512003 Pharmaceuticals and Drug Design	1	0.80	0.20
	512201 Public Health, General	1	211.40	26.80
	512202 Environmental Health	1	12.40	4.60
	512299 Public Health, Other	1	7.20	6.80
	512310 Vocational Rehabilitation Counseling/Counselor	1	15.20	1.20
	513203 Nursing Education	1	1.00	0.00
	513802 Nursing Administration	1	108.20	36.40
	513803 Adult Health Nurse/Nursing	1	6.40	17.80
	513806 Maternal/Child Health and Neonatal Nurse/Nursing	1	19.80	39.20
	513810 Psychiatric/Mental Health Nurse/Nursing	1	43.20	6.80
	513811 Public Health/Community Nurse/Nursing	1	142.20	16.40
	513814 Critical Care Nursing	1	61.20	14.60
	520205 Operations Management and Supervision	1	3.00	2.40
	520701 Entrepreneurship/Entrepreneurial Studies	1	6.40	3.80
	520901 Hospitality Administration/Management, General	1	15.40	4.80
	521101 International Business/Trade/Commerce	1	178.80	80.00
	521206 Information Resources Management	1	15.20	4.40
	521302 Business Statistics	1	4.20	0.00
	521499 Marketing, Other	1	19.60	12.40
	521501 Real Estate	1	42.60	18.20
	521803 Retailing and Retail Operations	1	6.60	2.00
	522001 Construction Management, General	1	27.40	10.60
	540105 Public/Applied History	1	15.00	7.40
	540108 Military History	1	3.00	0.00
Masters Subtotal		314	13,988.20	4,860.80
Doctors-Research/Sc	130401 Educational Leadership and Administration, General	3	261.40	35.80
	513818 Nursing Practice	3	290.60	56.00
	130301 Curriculum and Instruction	2	377.00	52.20
	131001 Special Education and Teaching, General	2	41.20	3.40
	139999 Education, Other	2	27.40	1.00

**All Programs: Five-Year Average Enrollment and Completion
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140501	Bioengineering and Biomedical Engineering	2	95.80	16.80
140701	Chemical Engineering	2	118.00	17.40
140801	Civil Engineering, General	2	123.80	20.60
140901	Computer Engineering, General	2	123.80	11.60
141001	Electrical and Electronics Engineering	2	129.20	18.00
141901	Mechanical Engineering	2	157.40	21.20
260101	Biology/Biological Sciences, General	2	70.40	10.80
260202	Biochemistry	2	40.60	4.40
260707	Animal Physiology	2	28.60	5.00
261102	Biostatistics	2	21.00	2.80
261309	Epidemiology	2	39.20	7.00
270101	Mathematics, General	2	159.00	20.20
400501	Chemistry, General	2	247.60	41.80
400801	Physics, General	2	110.00	12.00
450601	Economics, General	2	83.20	13.60
512003	Pharmaceutics and Drug Design	2	43.20	6.60
512308	Physical Therapy/Therapist	2	342.60	79.80
512706	Medical Informatics	2	6.80	0.20
513808	Nursing Science	2	111.40	12.80
10103	Agricultural Economics	1	2.80	0.60
11001	Food Science	1	23.20	3.80
11101	Plant Sciences, General	1	41.20	5.80
30502	Forest Sciences and Biology	1	10.60	2.00
30601	Wildlife, Fish and Wildlands Science and Management	1	18.80	2.40
40401	Environmental Design/Architecture	1	26.00	4.40
90101	Speech Communication and Rhetoric	1	35.60	6.00
90102	Mass Communication/Media Studies	1	20.00	3.20
110101	Computer and Information Sciences, General	1	57.80	5.20
110104	Informatics	1	30.80	2.00
130101	Education, General	1	28.60	2.20
130601	Educational Evaluation and Research	1	36.20	3.00
130607	Learning Sciences	1	17.60	1.00
130699	Educational Assessment, Evaluation, and Research, Other	1	9.60	0.00

**All Programs: Five-Year Average Enrollment and Completion
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Appendix A

130901	Social and Philosophical Foundations of Education	1	10.00	1.60
131101	Counselor Education/School Counseling and Guidance Services	1	30.00	5.60
131210	Early Childhood Education and Teaching	1	5.20	0.80
131312	Music Teacher Education	1	1.80	0.40
131314	Physical Education Teaching and Coaching	1	13.20	3.80
131315	Reading Teacher Education	1	31.20	4.00
140301	Agricultural Engineering	1	4.80	0.40
141401	Environmental/Environmental Health Engineering	1	38.60	4.60
141801	Materials Engineering	1	49.40	7.00
142301	Nuclear Engineering	1	12.00	0.60
143501	Industrial Engineering	1	38.40	6.80
149999	Engineering, Other	1	51.40	10.20
151599	Engineering-Related Fields, Other	1	15.40	2.40
160102	Linguistics	1	23.80	2.40
160104	Comparative Literature	1	27.00	3.40
160905	Spanish Language and Literature	1	10.20	1.60
190707	Family and Community Services	1	34.80	4.40
230101	English Language and Literature, General	1	70.20	7.40
250101	Library and Information Science	1	16.60	4.20
260102	Biomedical Sciences, General	1	56.00	7.20
260499	Cell/Cellular Biology and Anatomical Sciences, Other	1	32.20	6.00
260502	Microbiology, General	1	12.20	2.00
260503	Medical Microbiology and Bacteriology	1	14.00	2.80
260702	Entomology	1	9.00	1.20
260804	Animal Genetics	1	15.20	2.40
260806	Human/Medical Genetics	1	31.20	2.00
260908	Exercise Physiology and Kinesiology	1	39.00	7.20
260910	Pathology/Experimental Pathology	1	5.20	0.60
261001	Pharmacology	1	11.00	1.40
261004	Toxicology	1	9.80	2.60
261101	Biometry/Biometrics	1	16.80	3.40
261103	Bioinformatics	1	4.00	0.20
261302	Marine Biology and Biological Oceanography	1	15.40	3.20

**All Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

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261501	Neuroscience	1	14.40	2.80
270501	Statistics, General	1	42.20	6.40
310301	Parks, Recreation, and Leisure Facilities Management, General	1	57.80	8.60
310504	Sport and Fitness Administration/Management	1	12.40	1.80
380101	Philosophy	1	24.00	3.60
400601	Geology/Earth Science, General	1	25.40	2.80
400607	Oceanography, Chemical and Physical	1	10.60	0.20
400807	Optics/Optical Sciences	1	4.80	0.20
422704	Experimental Psychology	1	18.60	3.60
422801	Clinical Psychology	1	37.80	6.80
422804	Industrial and Organizational Psychology	1	24.60	5.80
422805	School Psychology	1	23.20	4.00
429999	Psychology, Other	1	16.00	2.40
440501	Public Policy Analysis, General	1	14.60	2.20
440701	Social Work	1	20.80	2.40
450201	Anthropology, General	1	19.20	3.20
450401	Criminology	1	26.40	3.40
450701	Geography	1	21.40	3.40
451001	Political Science and Government, General	1	40.60	4.80
451101	Sociology, General	1	22.20	1.80
500903	Music Performance, General	1	60.00	10.20
500904	Music Theory and Composition	1	1.60	0.00
500906	Conducting	1	17.00	5.00
500999	Music, Other	1	18.00	3.20
510204	Audiology/Audiologist and Speech-Language Pathology/Pathologist	1	9.20	1.80
510701	Health/Health Care Administration/Management	1	89.20	23.40
512201	Public Health, General	1	68.00	9.00
512202	Environmental Health	1	39.00	5.00
512207	Public Health Education and Promotion	1	44.60	10.00
512299	Public Health, Other	1	11.40	0.80
512306	Occupational Therapy/Therapist	1	32.00	0.00
512399	Rehabilitation and Therapeutic Professions, Other	1	16.60	2.60
513804	Nurse Anesthetist	1	60.80	7.00

**All Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

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	520201 BUSINESS	1	63.00	11.00
	520205 Operations Management and Supervision	1	19.60	3.20
	520901 Hospitality Administration/Management, General	1	13.40	3.20
	540101 History, General	1	42.80	7.00
Doctors-Research/Scholarship Subtotal		134	5,246.20	799.00
Doctors-Professional	511201 Medicine	2	1,496.00	324.20
	512001 Pharmacy	2	751.60	181.20
	220101 Law	1	630.60	199.60
	510401 Dentistry	1	376.80	71.60
	513818 Nursing Practice	1	8.00	2.00
Doctors-Professional Practice Subtotal		7	3,263.00	778.60
Specialist	130401 Educational Leadership and Administration, General	5	107.80	35.20
	131101 Counselor Education/School Counseling and Guidance Services	2	82.60	59.40
	422805 School Psychology	2	21.60	17.40
	130501 Educational/Instructional Technology	1	41.60	11.00
	250101 Library and Information Science	1	3.60	0.60
Specialist Subtotal		11	257.20	123.60
Grand Total		1001	131,475.20	27,459.40

**Data entry error made by the institution and recorded in the CHEMIS system. The institution is actively troubleshooting and addressing the issue at the time of the review.

**New Programs: Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

Appendix B

Degree	CIP Code	Program Description	# of Programs	Average Enrollment	Average Completion	
Bachelors	143501	Industrial Engineering	3	126.60	8.60	
	512706	Medical Informatics	2	60.20	5.20	
	90702	Digital Communication and Media/Multimedia	1	2.00	0.20	
	110101	Computer and Information Sciences, General	1	21.80	0.20	
	110103	Information Technology	1	2.40	0.00	
	131202	Elementary Education and Teaching	1	75.40	6.60	
	131205	Secondary Education and Teaching	1	1.40	0.00	
	131318	Social Studies Teacher Education	1	38.20	1.20	
	131322	Biology Teacher Education	1	2.00	0.00	
		Aerospace, Aeronautical, and Astronautical/Space				
	140201	Engineering, General	1	17.60	0.00	
	140801	Civil Engineering, General	1	5.60	0.20	
	140901	Computer Engineering, General	1	0.60	0.00	
	141301	Engineering Science	1	72.00	1.40	
	141901	Mechanical Engineering	1	6.60	0.00	
	142701	Systems Engineering	1	1.40	0.00	
	143301	Construction Engineering	1	17.40	1.60	
	144201	Mechatronics, Robotics, and Automation Engineering	1	8.00	0.80	
	160101	Foreign Languages and Literatures, General	1	24.40	2.60	
	190799	Human Development, Family Studies, and Related Services, Other	1	21.40	5.20	
	231301	Writing, General	1	0.80	0.00	
	240103	Humanities/Humanistic Studies	1	34.20	2.80	
	240199	Liberal Arts and Sciences, General Studies and Humanities, Other	1	17.20	0.80	
	260102	Biomedical Sciences, General	1	12.80	0.20	
	270101	Mathematics, General	1	17.60	1.20	
	270501	Statistics, General	1	0.60	0.00	
	290201	Intelligence, General	1	144.40	7.40	
	309999	Multi-/Interdisciplinary Studies, Other	1	18.00	6.80	
	440000	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS	1	0.40	0.00	
	450201	Anthropology, General	1	28.20	4.00	

**New Programs: Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

Appendix B

500501	Drama and Dramatics/Theatre Arts, General	1	19.40	4.60
500601	Film/Cinema/Media Studies	1	28.00	3.80
500703	Art History, Criticism and Conservation	1	11.40	1.40
500901	Music, General	1	1.00	0.00
510000	HEALTH PROFESSIONS AND RELATED PROGRAMS	1	12.60	2.60
510901	Cardiovascular Technology/Technologist	1	11.80	7.60
511504	Community Health Services/Liaison/Counseling	1	1.40	0.00
513801	Registered Nursing/Registered Nurse	1	32.00	7.60
520203	Logistics, Materials, and Supply Chain Management	1	5.40	1.40
520801	Finance, General	1	8.40	0.80
521501	Real Estate	1	42.40	6.60
Bachelors Subtotal		43	953.00	93.40
Masters	131299 Teacher Education and Professional Development, Specific Levels :	2	114.40	2.40
	40301 City/Urban, Community, and Regional Planning	1	4.60	1.20
	40401 Environmental Design/Architecture	1	3.60	1.60
	90900 Public Relations, Advertising, and Applied Communication	1	3.80	0.20
	110199 Computer and Information Sciences, Other	1	1.20	0.00
	110701 Computer Science	1	0.00	8.80
	111003 CYBERSECURITY	1	0.80	0.60
	130301 Curriculum and Instruction	1	11.60	0.60
	130406 Higher Education/Higher Education Administration	1	1.80	0.20
	130501 Educational/Instructional Technology	1	5.80	0.00
	131324 Drama and Dance Teacher Education	1	1.80	1.40
	140801 Civil Engineering, General	1	10.60	1.80
	141001 Electrical and Electronics Engineering	1	4.80	0.60
	141901 Mechanical Engineering	1	9.00	2.40
	303001 Computational Science	1	1.80	0.00
	422814 Applied Behavior Analysis	1	0.60	0.00
	500913 Music Technology	1	1.80	0.60
	510203 Speech-Language Pathology/Pathologist	1	18.60	4.20
	510912 Physician Assistant	1	38.20	6.40
	512310 Vocational Rehabilitation Counseling/Counselor	1	15.20	1.20

**New Programs: Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

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	512706 Medical Informatics	1	1.60	0.40
	513203 Nursing Education	1	1.00	0.00
	520201 BUSINESS	1	8.60	0.00
	520209 Transportation/Mobility Management	1	1.60	0.00
	521302 Business Statistics	1	4.20	0.00
	540108 Military History	1	3.00	0.00
Masters Subtotal		27	270.00	34.60
Doctors-Research/Scholarship	139999 Education, Other	2	27.40	1.00
	512706 Medical Informatics	2	6.80	0.20
	130607 Learning Sciences	1	17.60	1.00
	130699 Educational Assessment, Evaluation, and Research, Other	1	9.60	0.00
	131001 Special Education and Teaching, General	1	8.40	0.80
	261102 Biostatistics	1	5.60	0.80
	261309 Epidemiology	1	3.40	0.60
	400607 Oceanography, Chemical and Physical	1	10.60	0.20
	512306 Occupational Therapy/Therapist	1	32.00	0.00
	513818 Nursing Practice	1	8.80	1.20
Doctors-Research/Scholarship Subtotal		12	130.20	5.80
Doctors-Professional P	513818 Nursing Practice	1	8.00	2.00
Specialist	130401 Educational Leadership and Administration, General	1	5.60	1.60
Grand Total		84	1,366.80	137.40

**Compliant Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

Appendix C

Degree	CIP Code	Program Description	# of Programs	Five-Year Average Enrollment	Five-Year Average Enrollment
Bachelors	260101	Biology/Biological Sciences, General	12	7,624.60	1,122.20
	520201	BUSINESS	12	8,561.80	1,945.60
	230101	English Language and Literature, General	11	1,620.00	384.40
	420101	Psychology, General	11	4,027.40	843.80
	131210	Early Childhood Education and Teaching	10	1,821.20	336.00
	110101	Computer and Information Sciences, General	9	2,708.00	411.80
	131202	Elementary Education and Teaching	9	1,704.00	305.20
	451001	Political Science and Government, General	9	2,440.20	521.80
	451101	Sociology, General	9	1,344.20	310.20
	513801	Registered Nursing/Registered Nurse	9	5,094.20	1,189.60
	540101	History, General	9	1,373.40	323.80
	520301	Accounting	7	1,722.40	432.80
	131001	Special Education and Teaching, General	6	499.00	97.40
	400501	Chemistry, General	6	899.00	129.40
	500702	Fine/Studio Arts, General	6	743.00	162.20
	521401	Marketing/Marketing Management, General	6	2,646.60	877.20
	90101	Speech Communication and Rhetoric	5	1,719.00	406.00
	90102	Mass Communication/Media Studies	5	660.20	111.80
	110401	Information Science/Studies	5	502.80	74.80
	131203	Junior High/Intermediate/Middle School Education and Teaching	5	472.80	89.40
	240101	Liberal Arts and Sciences/Liberal Studies	5	2,349.00	270.60
	310505	Exercise Science and Kinesiology	5	1,767.80	306.00
	520801	Finance, General	5	2,634.60	799.00
	270101	Mathematics, General	4	628.80	121.40
	430103	Criminal Justice/Law Enforcement Administration	4	1,774.80	416.00
	450601	Economics, General	4	841.40	212.20
	500501	Drama and Dramatics/Theatre Arts, General	4	477.00	84.20
	500701	Art/Art Studies, General	4	413.00	75.80
	500901	Music, General	4	539.60	94.80
	110103	Information Technology	3	603.20	120.80

**Compliant Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

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131205	Secondary Education and Teaching	3	483.60	73.40
131314	Physical Education Teaching and Coaching	3	317.60	45.80
140801	Civil Engineering, General	3	1,016.40	239.60
141001	Electrical and Electronics Engineering	3	726.20	161.80
141901	Mechanical Engineering	3	2,210.80	429.40
160101	Foreign Languages and Literatures, General	3	236.80	52.00
160905	Spanish Language and Literature	3	337.00	73.60
260908	Exercise Physiology and Kinesiology	3	1,971.60	406.20
261302	Marine Biology and Biological Oceanography	3	1,434.20	211.40
310504	Sport and Fitness Administration/Management	3	1,638.00	261.20
380101	Philosophy	3	172.60	37.20
400601	Geology/Earth Science, General	3	244.00	56.20
400801	Physics, General	3	217.40	40.80
440701	Social Work	3	457.00	104.20
450201	Anthropology, General	3	268.40	66.40
512207	Public Health Education and Promotion	3	1,212.00	208.20
520901	Hospitality Administration/Management, General	3	1,144.00	267.80
50207	Women's Studies	2	57.80	16.60
90902	Public Relations/Image Management	2	715.20	198.00
140501	Bioengineering and Biomedical Engineering	2	689.80	160.80
140701	Chemical Engineering	2	620.80	132.40
140901	Computer Engineering, General	2	492.60	80.20
260202	Biochemistry	2	426.20	69.00
270301	Applied Mathematics, General	2	258.80	24.60
500301	Dance, General	2	122.00	25.40
500703	Art History, Criticism and Conservation	2	104.40	31.80
510701	Health/Health Care Administration/Management	2	239.20	62.60
510913	Athletic Training/Trainer	2	214.00	40.20
520601	Business/Managerial Economics	2	261.40	89.00
521101	International Business/Trade/Commerce	2	563.40	187.80
10101	Agricultural Business and Management, General	1	175.80	45.80
10103	Agricultural Economics	1	149.60	29.00
10303	Aquaculture	1	176.00	40.00

**Compliant Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

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10901 Animal Sciences, General	1	507.00	108.00
11001 Food Science	1	294.80	58.20
11103 Horticultural Science	1	48.80	12.40
11299 Soil Sciences, Other	1	45.80	8.80
30101 Natural Resources/Conservation, General	1	153.60	29.80
30103 Environmental Studies	1	76.80	17.80
30104 Environmental Science	1	145.40	24.80
30506 Forest Management/Forest Resources Management	1	99.40	23.40
40201 Architecture	1	315.60	57.60
40601 Landscape Architecture	1	76.40	15.00
50199 Area Studies, Other	1	100.80	13.20
90401 Journalism	1	168.80	23.40
90402 Broadcast Journalism	1	297.00	51.00
90702 Digital Communication and Media/Multimedia	1	242.40	49.80
90903 Advertising	1	309.40	63.00
90906 Sports Communication	1	97.40	17.40
110199 Computer and Information Sciences, Other	1	47.80	9.60
110899 Computer Software and Media Applications, Other	1	114.00	14.80
131301 Agricultural Teacher Education	1	62.60	15.60
131302 Art Teacher Education	1	61.80	10.00
131308 Family and Consumer Sciences/Home Economics Teach	1	100.00	27.00
131312 Music Teacher Education	1	104.60	11.00
140301 Agricultural Engineering	1	74.20	21.00
141401 Environmental/Environmental Health Engineering	1	105.60	29.80
141801 Materials Engineering	1	158.80	48.20
143501 Industrial Engineering	1	564.20	140.00
150805 Mechanical/Mechanical Engineering Technology/Technic	1	111.20	9.80
151501 Engineering/Industrial Management	1	47.80	10.80
151503 Packaging Science	1	291.20	61.80
160402 Russian Language and Literature	1	35.20	10.60
160901 French Language and Literature	1	47.40	9.00
161200 Classics and Classical Languages, Literatures, and Lingu	1	57.80	9.60
169999 Foreign Languages, Literatures, and Linguistics, Other	1	164.60	29.20

**Compliant Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

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190101	Family and Consumer Sciences/Human Sciences, Gener	1	130.80	35.60
190504	Human Nutrition	1	106.40	19.20
190799	Human Development, Family Studies, and Related Servic	1	61.20	14.60
231304	Rhetoric and Composition	1	241.60	75.40
240103	Humanities/Humanistic Studies	1	60.40	17.80
240199	Liberal Arts and Sciences, General Studies and Humaniti	1	117.40	55.40
260210	Biochemistry and Molecular Biology	1	389.20	48.00
260502	Microbiology, General	1	267.80	51.20
260804	Animal Genetics	1	232.60	42.20
270501	Statistics, General	1	84.40	14.60
290201	Intelligence, General	1	454.80	71.80
301201	Historic Preservation and Conservation, General	1	132.80	35.40
302001	International/Globalization Studies	1	239.20	54.60
303001	Computational Science	1	111.00	13.80
309999	Multi-/Interdisciplinary Studies, Other	1	50.60	11.80
310301	Parks, Recreation, and Leisure Facilities Management, G	1	526.60	139.80
380201	Religion/Religious Studies	1	25.00	9.40
400599	Chemistry, Other	1	98.20	12.60
422704	Experimental Psychology	1	1,215.00	269.60
450101	Social Sciences, General	1	149.80	34.40
450301	Archeology	1	55.20	8.20
450401	Criminology	1	120.00	20.80
450701	Geography	1	64.60	22.40
450901	International Relations and Affairs	1	203.40	49.80
451201	Urban Studies/Affairs	1	39.80	8.80
500401	Design and Visual Communications, General	1	89.00	10.60
500404	Industrial and Product Design	1	374.00	88.40
500409	Graphic Design	1	205.80	34.80
500599	Dramatic/Theatre Arts and Stagecraft, Other	1	35.20	10.40
500601	Film/Cinema/Media Studies	1	40.00	8.20
500699	Film/Video and Photographic Arts, Other	1	346.60	78.40
501002	Fine and Studio Arts Management	1	335.60	86.60
509999	Visual and Performing Arts, Other	1	98.80	21.40

**Compliant Programs: Five-Year Average Enrollment and Completion
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510204	Audiology/Audiologist and Speech-Language Pathology/F	1	77.00	14.00
510901	Cardiovascular Technology/Technologist	1	130.00	12.00
512099	Pharmacy, Pharmaceutical Sciences, and Administrator	1	331.20	51.20
512299	Public Health, Other	1	1,075.60	300.60
519999	Health Professions and Related Clinical Sciences, Other	1	408.00	96.40
520101	Business/Commerce, General	1	0.00	30.60
520203	Logistics, Materials, and Supply Chain Management	1	96.20	20.20
520206	Non-Profit/Public/Organizational Management	1	169.00	42.40
520208	E-Commerce/Electronic Commerce	1	72.20	13.00
520903	Tourism and Travel Services Management	1	135.40	31.40
520906	Resort Management	1	220.80	34.80
521201	Management Information Systems, General	1	44.20	9.40
521301	Management Science	1	594.60	260.40
521501	Real Estate	1	87.00	35.00
521701	Insurance	1	336.00	110.80
521803	Retailing and Retail Operations	1	660.60	143.60
522001	Construction Management, General	1	220.20	54.60
Bachelors Subtotal		366	96,056.60	20,322.40
Masters	520201 BUSINESS	8	2,006.40	630.80
	130401 Educational Leadership and Administration, General	5	567.40	216.20
	131001 Special Education and Teaching, General	5	116.80	39.00
	131205 Secondary Education and Teaching	5	253.40	106.80
	131315 Reading Teacher Education	5	207.40	56.80
	310504 Sport and Fitness Administration/Management	5	228.40	72.00
	131101 Counselor Education/School Counseling and Guidance S	4	349.00	136.80
	230101 English Language and Literature, General	4	75.20	30.60
	260101 Biology/Biological Sciences, General	4	383.00	117.00
	520301 Accounting	4	342.00	204.60
	130101 Education, General	3	392.40	138.60
	131210 Early Childhood Education and Teaching	3	51.00	12.60
	131299 Teacher Education and Professional Development, Speci	3	83.40	21.20
	231302 Creative Writing	3	64.40	23.20

**Compliant Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

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261302	Marine Biology and Biological Oceanography	3	101.80	31.20
270101	Mathematics, General	3	70.60	36.20
440401	Public Administration	3	214.80	54.20
512399	Rehabilitation and Therapeutic Professions, Other	3	208.60	69.00
540101	History, General	3	68.00	19.20
130501	Educational/Instructional Technology	2	103.60	36.40
131202	Elementary Education and Teaching	2	38.00	15.00
131203	Junior High/Intermediate/Middle School Education and T	2	33.60	18.20
131206	Teacher Education, Multiple Levels	2	28.20	14.60
140501	Bioengineering and Biomedical Engineering	2	74.00	47.60
140801	Civil Engineering, General	2	108.80	52.00
140901	Computer Engineering, General	2	98.40	30.60
141001	Electrical and Electronics Engineering	2	104.60	39.20
141901	Mechanical Engineering	2	199.00	69.80
151501	Engineering/Industrial Management	2	116.60	41.20
240101	Liberal Arts and Sciences/Liberal Studies	2	41.80	11.20
260102	Biomedical Sciences, General	2	92.40	39.80
261309	Epidemiology	2	39.00	16.00
301201	Historic Preservation and Conservation, General	2	29.40	21.20
422802	Community Psychology	2	35.60	15.80
440701	Social Work	2	737.40	296.00
450601	Economics, General	2	27.00	15.80
459999	Social Sciences, Other	2	19.40	7.20
510912	Physician Assistant	2	234.60	69.40
512207	Public Health Education and Promotion	2	95.40	29.40
512706	Medical Informatics	2	42.00	16.40
513804	Nurse Anesthetist	2	142.40	49.00
513805	Family Practice Nurse/Nursing	2	244.00	66.80
513808	Nursing Science	2	187.60	55.40
513820	Clinical Nurse Leader	2	25.00	8.80
520101	Business/Commerce, General	2	31.60	28.00
521001	Human Resources Management/Personnel Administratic	2	173.00	77.20
10103	Agricultural Economics	1	13.60	5.40

**Compliant Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

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10303 Aquaculture	1	37.20	4.60
11099 Food Science and Technology, Other	1	23.00	8.20
11101 Plant Sciences, General	1	43.20	11.00
30103 Environmental Studies	1	82.80	18.00
30502 Forest Sciences and Biology	1	15.60	4.00
30601 Wildlife, Fish and Wildlands Science and Management	1	42.20	9.20
40201 Architecture	1	60.40	25.20
40301 City/Urban, Community, and Regional Planning	1	34.60	14.60
40601 Landscape Architecture	1	20.60	7.60
40902 Architectural and Building Sciences/Technology	1	39.60	14.20
90199 Communication and Media Studies, Other	1	20.80	9.20
90401 Journalism	1	35.60	14.40
90901 Organizational Communication, General	1	13.20	6.20
110101 Computer and Information Sciences, General	1	135.60	61.40
110201 Computer Programming/Programmer, General	1	35.40	10.00
110701 Computer Science	1	29.80	11.20
111003 CYBERSECURITY	1	14.00	4.20
130301 Curriculum and Instruction	1	26.80	12.60
131009 Education/Teaching of Individuals with Vision Impairmen	1	18.60	3.40
131011 Education/Teaching of Individuals with Specific Learning	1	69.80	20.00
131099 Special Education and Teaching, Other	1	71.20	23.60
131102 College Student Counseling and Personnel Services	1	89.80	42.00
131207 Montessori Teacher Education	1	28.60	8.80
131301 Agricultural Teacher Education	1	23.80	7.40
131306 Foreign Language Teacher Education	1	19.60	5.80
131312 Music Teacher Education	1	13.00	5.40
131314 Physical Education Teaching and Coaching	1	21.80	3.60
131399 Teacher Education and Professional Development, Speci	1	13.00	4.00
140201 Aerospace, Aeronautical, and Astronautical/Space Engin	1	23.60	6.80
140701 Chemical Engineering	1	11.00	3.60
140903 Computer Software Engineering	1	12.20	3.60
141401 Environmental/Environmental Health Engineering	1	40.80	16.20
141801 Materials Engineering	1	17.20	5.80

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by Program Description Across the Degree Levels, FY2016-2020**

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142301	Nuclear Engineering	1	18.00	5.20
143501	Industrial Engineering	1	205.60	75.80
149999	Engineering, Other	1	180.40	65.80
151503	Packaging Science	1	13.60	4.00
160102	Linguistics	1	12.60	3.60
190504	Human Nutrition	1	55.60	24.20
190706	Child Development	1	20.60	8.20
190799	Human Development, Family Studies, and Related Servic	1	50.20	11.60
231303	Professional, Technical, Business, and Scientific Writing	1	21.20	9.40
250101	Library and Information Science	1	404.00	108.40
260707	Animal Physiology	1	15.20	4.40
260806	Human/Medical Genetics	1	16.60	8.20
260908	Exercise Physiology and Kinesiology	1	18.80	7.40
270301	Applied Mathematics, General	1	22.60	6.00
270501	Statistics, General	1	28.40	5.60
290201	Intelligence, General	1	37.80	8.00
310301	Parks, Recreation, and Leisure Facilities Management, G	1	103.00	34.40
310505	Exercise Science and Kinesiology	1	30.00	11.20
400501	Chemistry, General	1	6.80	6.40
400601	Geology/Earth Science, General	1	34.20	10.80
400699	Geological and Earth Sciences/Geosciences, Other	1	24.60	7.40
409999	Physical Sciences, Other	1	12.40	4.80
420101	Psychology, General	1	83.80	28.60
422805	School Psychology	1	22.80	10.60
422813	Applied Psychology	1	45.20	13.80
430103	Criminal Justice/Law Enforcement Administration	1	16.00	5.60
430302	Crisis/Emergency/Disaster Management	1	13.80	3.80
450101	Social Sciences, General	1	35.60	5.40
450701	Geography	1	19.60	7.60
500404	Industrial and Product Design	1	13.20	4.20
500501	Drama and Dramatics/Theatre Arts, General	1	27.80	9.20
500701	Art/Art Studies, General	1	15.80	5.00
500702	Fine/Studio Arts, General	1	14.40	5.00

**Compliant Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

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500901	Music, General	1	26.80	11.00
500903	Music Performance, General	1	35.20	12.40
501002	Fine and Studio Arts Management	1	33.40	6.00
510203	Speech-Language Pathology/Pathologist	1	205.40	61.00
510204	Audiology/Audiologist and Speech-Language Pathology/F	1	82.20	30.80
510502	Advanced General Dentistry	1	28.00	7.40
510701	Health/Health Care Administration/Management	1	113.60	47.20
510702	Hospital and Health Care Facilities Administration/Mana	1	41.20	18.40
510706	Health Information/Medical Records Administration/Adr	1	72.20	19.20
510901	Cardiovascular Technology/Technologist	1	36.80	15.60
510913	Athletic Training/Trainer	1	56.00	20.40
511401	Medical Science/Scientist	1	28.00	12.60
512201	Public Health, General	1	211.40	26.80
512202	Environmental Health	1	12.40	4.60
512299	Public Health, Other	1	7.20	6.80
513802	Nursing Administration	1	108.20	36.40
513803	Adult Health Nurse/Nursing	1	6.40	17.80
513806	Maternal/Child Health and Neonatal Nurse/Nursing	1	19.80	39.20
513810	Psychiatric/Mental Health Nurse/Nursing	1	43.20	6.80
513811	Public Health/Community Nurse/Nursing	1	142.20	16.40
513814	Critical Care Nursing	1	61.20	14.60
520209	Transportation/Mobility Management	1	9.40	3.40
520701	Entrepreneurship/Entrepreneurial Studies	1	6.40	3.80
520901	Hospitality Administration/Management, General	1	15.40	4.80
521101	International Business/Trade/Commerce	1	178.80	80.00
521206	Information Resources Management	1	15.20	4.40
521499	Marketing, Other	1	19.60	12.40
521501	Real Estate	1	42.60	18.20
522001	Construction Management, General	1	27.40	10.60
540105	Public/Applied History	1	15.00	7.40
Masters Total		227	13,425.20	4,721.20
Doctors-Research/Scholarsh	130401 Educational Leadership and Administration, General	3	261.40	35.80

**Compliant Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

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130301	Curriculum and Instruction	2	377.00	52.20
140501	Bioengineering and Biomedical Engineering	2	95.80	16.80
140701	Chemical Engineering	2	118.00	17.40
140801	Civil Engineering, General	2	123.80	20.60
140901	Computer Engineering, General	2	123.80	11.60
141001	Electrical and Electronics Engineering	2	129.20	18.00
141901	Mechanical Engineering	2	157.40	21.20
260101	Biology/Biological Sciences, General	2	70.40	10.80
260202	Biochemistry	2	40.60	4.40
270101	Mathematics, General	2	159.00	20.20
400501	Chemistry, General	2	247.60	41.80
400801	Physics, General	2	110.00	12.00
512003	Pharmaceutics and Drug Design	2	43.20	6.60
512308	Physical Therapy/Therapist	2	342.60	79.80
513808	Nursing Science	2	111.40	12.80
513818	Nursing Practice	2	281.80	54.80
11001	Food Science	1	23.20	3.80
11101	Plant Sciences, General	1	41.20	5.80
30502	Forest Sciences and Biology	1	10.60	2.00
30601	Wildlife, Fish and Wildlands Science and Management	1	18.80	2.40
40401	Environmental Design/Architecture	1	26.00	4.40
90101	Speech Communication and Rhetoric	1	35.60	6.00
90102	Mass Communication/Media Studies	1	20.00	3.20
110101	Computer and Information Sciences, General	1	57.80	5.20
110104	Informatics	1	30.80	2.00
130101	Education, General	1	28.60	2.20
130601	Educational Evaluation and Research	1	36.20	3.00
131001	Special Education and Teaching, General	1	32.80	2.60
131101	Counselor Education/School Counseling and Guidance S	1	30.00	5.60
131314	Physical Education Teaching and Coaching	1	13.20	3.80
131315	Reading Teacher Education	1	31.20	4.00
141401	Environmental/Environmental Health Engineering	1	38.60	4.60
141801	Materials Engineering	1	49.40	7.00

**Compliant Programs: Five-Year Average Enrollment and Completion
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143501	Industrial Engineering	1	38.40	6.80
149999	Engineering, Other	1	51.40	10.20
151599	Engineering-Related Fields, Other	1	15.40	2.40
160102	Linguistics	1	23.80	2.40
160104	Comparative Literature	1	27.00	3.40
190707	Family and Community Services	1	34.80	4.40
230101	English Language and Literature, General	1	70.20	7.40
250101	Library and Information Science	1	16.60	4.20
260102	Biomedical Sciences, General	1	56.00	7.20
260499	Cell/Cellular Biology and Anatomical Sciences, Other	1	32.20	6.00
260502	Microbiology, General	1	12.20	2.00
260503	Medical Microbiology and Bacteriology	1	14.00	2.80
260707	Animal Physiology	1	17.40	3.20
260804	Animal Genetics	1	15.20	2.40
260806	Human/Medical Genetics	1	31.20	2.00
260908	Exercise Physiology and Kinesiology	1	39.00	7.20
261004	Toxicology	1	9.80	2.60
261101	Biometry/Biometrics	1	16.80	3.40
261102	Biostatistics	1	15.40	2.00
261302	Marine Biology and Biological Oceanography	1	15.40	3.20
261309	Epidemiology	1	35.80	6.40
261501	Neuroscience	1	14.40	2.80
270501	Statistics, General	1	42.20	6.40
310301	Parks, Recreation, and Leisure Facilities Management, G	1	57.80	8.60
380101	Philosophy	1	24.00	3.60
400601	Geology/Earth Science, General	1	25.40	2.80
422704	Experimental Psychology	1	18.60	3.60
422801	Clinical Psychology	1	37.80	6.80
422804	Industrial and Organizational Psychology	1	24.60	5.80
422805	School Psychology	1	23.20	4.00
429999	Psychology, Other	1	16.00	2.40
440501	Public Policy Analysis, General	1	14.60	2.20
440701	Social Work	1	20.80	2.40

**Compliant Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

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	450201 Anthropology, General	1	19.20	3.20
	450401 Criminology	1	26.40	3.40
	450601 Economics, General	1	70.20	11.80
	450701 Geography	1	21.40	3.40
	451001 Political Science and Government, General	1	40.60	4.80
	500903 Music Performance, General	1	60.00	10.20
	500906 Conducting	1	17.00	5.00
	500999 Music, Other	1	18.00	3.20
	510701 Health/Health Care Administration/Management	1	89.20	23.40
	512201 Public Health, General	1	68.00	9.00
	512202 Environmental Health	1	39.00	5.00
	512207 Public Health Education and Promotion	1	44.60	10.00
	512399 Rehabilitation and Therapeutic Professions, Other	1	16.60	2.60
	513804 Nurse Anesthetist	1	60.80	7.00
	520201 BUSINESS	1	63.00	11.00
	520205 Operations Management and Supervision	1	19.60	3.20
	520901 Hospitality Administration/Management, General	1	13.40	3.20
	540101 History, General	1	42.80	7.00
Doctors-Research/Scholarship Subtotal		103	4,954.20	773.80
Doctors-Professional Practic	511201 Medicine	2	1,496.00	324.20
	512001 Pharmacy	2	751.60	181.20
	220101 Law	1	630.60	199.60
	510401 Dentistry	1	376.80	71.60
Doctors-Professional Practice Subtotal		6	3,255.00	776.60
Specialist	130401 Educational Leadership and Administration, General	3	93.80	31.00
	130501 Educational/Instructional Technology	1	41.60	11.00
	131101 Counselor Education/School Counseling and Guidance S	1	78.20	24.40
	422805 School Psychology	2	21.60	17.40
Specialist Subtotal		7	235.20	83.80
Grand Total		709	117,926.20	26,677.80

**Non-Compliant Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

Appendix D

Degree	CIP Code	Program Description	# of Programs	Five-Year Average Enrollment	Five-Year Average Completion
Bachelors	131314	Physical Education Teaching and Coaching	5	201.40	28.80
	270101	Mathematics, General	5	183.60	27.40
	400501	Chemistry, General	5	288.40	30.20
	160905	Spanish Language and Literature	4	58.80	12.00
	400801	Physics, General	4	193.60	21.80
	50201	African-American/Black Studies	3	42.00	10.00
	131203	Junior High/Intermediate/Middle School Education and Teac	3	95.20	11.20
	131302	Art Teacher Education	3	51.40	5.40
	540101	History, General	3	81.20	14.80
	30104	Environmental Science	2	36.60	5.40
	131001	Special Education and Teaching, General	2	58.80	9.00
	131205	Secondary Education and Teaching	2	82.20	12.00
	131312	Music Teacher Education	2	68.20	4.00
	160101	Foreign Languages and Literatures, General	2	19.60	4.40
	160501	German Language and Literature	2	85.20	12.40
	240101	Liberal Arts and Sciences/Liberal Studies	2	146.00	8.20
	380201	Religion/Religious Studies	2	60.00	13.40
	450601	Economics, General	2	16.00	4.00
	451001	Political Science and Government, General	2	84.40	14.80
	451101	Sociology, General	2	64.00	10.40
	500501	Drama and Dramatics/Theatre Arts, General	2	40.80	5.80
	501003	Music Management	2	69.20	8.40
	510913	Athletic Training/Trainer	2	34.40	7.80
	520601	Business/Managerial Economics	2	79.20	7.60
	10102	Agribusiness/Agricultural Business Operations	1	23.20	3.60
	10601	Applied Horticulture/Horticulture Operations, General	1	27.80	5.20
	30103	Environmental Studies	1	25.20	7.00
	50106	European Studies/Civilization	1	0.00	0.40
	50107	Latin American Studies	1	1.40	0.40

**Non-Compliant Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

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50123	Chinese Studies	1	14.60	3.20
50134	Latin American and Caribbean Studies	1	12.60	2.40
50207	Women's Studies	1	38.00	6.80
110101	Computer and Information Sciences, General	1	89.60	7.20
131202	Elementary Education and Teaching	1	64.20	3.40
131206	Teacher Education, Multiple Levels	1	33.20	4.80
131210	Early Childhood Education and Teaching	1	110.60	3.80
131303	Business and Innovation/Entrepreneurship Teacher Education	1	15.40	0.20
131309	Technology Teacher Education/Industrial Arts Teacher Education	1	18.40	3.60
131311	Mathematics Teacher Education	1	18.20	2.40
131316	Science Teacher Education/General Science Teacher Education	1	32.20	5.80
142301	Nuclear Engineering	1	49.00	6.00
150201	Civil Engineering Technologies/Technicians	1	31.40	3.40
150303	Electrical, Electronic, and Communications Engineering Technologies	1	63.20	6.60
150612	Industrial Technology/Technician	1	11.80	2.60
151102	Surveying Technology/Surveying	1	0.60	0.60
159999	Engineering/Engineering-Related Technologies/Technicians	1	59.80	2.00
160104	Comparative Literature	1	3.80	0.40
160901	French Language and Literature	1	25.60	7.80
161200	Classics and Classical Languages, Literatures, and Linguistics	1	7.80	2.20
190501	Foods, Nutrition, and Wellness Studies, General	1	28.00	3.60
190799	Human Development, Family Studies, and Related Services, General	1	4.00	0.40
230101	English Language and Literature, General	1	20.20	4.20
310501	Sports, Kinesiology, and Physical Education/Fitness, General	1	62.80	5.00
310504	Sport and Fitness Administration/Management	1	39.60	7.20
380101	Philosophy	1	30.40	5.60
380206	Jewish/Judaic Studies	1	7.40	1.60
389999	Philosophy and Religious Studies, Other	1	27.60	7.60
400299	Astronomy and Astrophysics, Other	1	51.00	7.00
400404	Meteorology	1	18.80	2.60
400603	Geophysics and Seismology	1	20.80	3.40
430103	Criminal Justice/Law Enforcement Administration	1	73.80	7.60
450101	Social Sciences, General	1	11.20	0.20

**Non-Compliant Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

Appendix D

	500301	Dance, General	1	62.00	7.80
	500408	Interior Design	1	44.60	7.20
	500702	Fine/Studio Arts, General	1	38.60	5.20
	500703	Art History, Criticism and Conservation	1	19.20	4.40
	500901	Music, General	1	42.20	7.60
	500999	Music, Other	1	28.00	4.60
	511102	Pre-Medicine/Pre-Medical Studies	1	0.00	0.40
	511103	Pre-Pharmacy Studies	1	0.20	5.80
	512099	Pharmacy, Pharmaceutical Sciences, and Administration, O	1	5.40	1.60
Bachelors					
Subtotal			112	3,553.60	481.60
Masters	131202	Elementary Education and Teaching	2	21.60	3.80
	131203	Junior High/Intermediate/Middle School Education and Teac	2	4.80	1.40
	131205	Secondary Education and Teaching	2	14.20	2.80
	261102	Biostatistics	2	10.20	3.40
	400801	Physics, General	2	8.20	5.20
	540101	History, General	2	11.20	3.60
	110701	Computer Science	1	9.20	2.60
	130406	Higher Education/Higher Education Administration	1	2.20	2.40
	130501	Educational/Instructional Technology	1	5.80	3.00
	130601	Educational Evaluation and Research	1	5.20	1.40
	131001	Special Education and Teaching, General	1	0.20	0.00
	131210	Early Childhood Education and Teaching	1	5.80	2.00
	131302	Art Teacher Education	1	8.60	2.60
	131311	Mathematics Teacher Education	1	2.80	1.20
	131312	Music Teacher Education	1	1.00	0.60
	131314	Physical Education Teaching and Coaching	1	8.80	2.40
	140301	Agricultural Engineering	1	6.20	1.60
	140701	Chemical Engineering	1	3.40	1.60
	160101	Foreign Languages and Literatures, General	1	3.80	1.40
	160104	Comparative Literature	1	5.00	2.20
	160501	German Language and Literature	1	2.80	1.00

**Non-Compliant Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

Appendix D

160901	French Language and Literature	1	2.00	1.00
160905	Spanish Language and Literature	1	2.80	1.60
190501	Foods, Nutrition, and Wellness Studies, General	1	5.60	2.20
190701	Human Development and Family Studies, General	1	8.00	2.60
230101	English Language and Literature, General	1	4.40	1.00
260502	Microbiology, General	1	9.80	2.80
260702	Entomology	1	7.00	2.00
261004	Toxicology	1	4.80	1.20
309999	Multi-/Interdisciplinary Studies, Other	1	0.20	0.20
380101	Philosophy	1	4.20	1.40
400501	Chemistry, General	1	5.80	2.80
400807	Optics/Optical Sciences	1	2.00	0.60
422801	Clinical Psychology	1	1.60	4.80
422805	School Psychology	1	2.60	3.20
450201	Anthropology, General	1	5.60	2.60
450901	International Relations and Affairs	1	3.20	1.00
451001	Political Science and Government, General	1	17.00	2.80
451101	Sociology, General	1	2.40	1.80
500101	Visual and Performing Arts, General	1	11.20	2.80
500401	Design and Visual Communications, General	1	3.40	1.80
500699	Film/Video and Photographic Arts, Other	1	4.60	2.00
500701	Art/Art Studies, General	1	6.60	0.80
500703	Art History, Criticism and Conservation	1	5.00	1.60
500901	Music, General	1	5.20	2.00
500906	Conducting	1	3.20	1.20
512003	Pharmaceutics and Drug Design	1	0.80	0.20
520101	Business/Commerce, General	1	9.60	0.00
520205	Operations Management and Supervision	1	3.00	2.40
521803	Retailing and Retail Operations	1	6.60	2.00
Masters				
Subtotal		56	289.20	98.60

**Non-Compliant Programs: Five-Year Average Enrollment and Completion
by Program Description Across the Degree Levels, FY2016-2020**

Appendix D

Doctors-Research/

Scholarship	10103 Agricultural Economics	1	2.80	0.60
	130901 Social and Philosophical Foundations of Education	1	10.00	1.60
	131210 Early Childhood Education and Teaching	1	5.20	0.80
	131312 Music Teacher Education	1	1.80	0.40
	140301 Agricultural Engineering	1	4.80	0.40
	142301 Nuclear Engineering	1	12.00	0.60
	160905 Spanish Language and Literature	1	10.20	1.60
	260702 Entomology	1	9.00	1.20
	260707 Animal Physiology	1	11.20	1.80
	260910 Pathology/Experimental Pathology	1	5.20	0.60
	261001 Pharmacology	1	11.00	1.40
	261103 Bioinformatics	1	4.00	0.20
	310504 Sport and Fitness Administration/Management	1	12.40	1.80
	400807 Optics/Optical Sciences	1	4.80	0.20
	450601 Economics, General	1	13.00	1.80
	451101 Sociology, General	1	22.20	1.80
	500904 Music Theory and Composition	1	1.60	0.00
	Audiology/Audiologist and Speech-Language Pathology/			
	510204 Pathologist	1	9.20	1.80
	512299 Public Health, Other	1	11.40	0.80
Doctorate Subtotal		19	161.80	19.40
Specialist	130401 Educational Leadership and Administration, General	1	8.40	2.60
	131101 Counselor Education/School Counseling and Guidance Serv	1	4.40	35.00
	250101 Library and Information Science	1	3.60	0.60
Specialist Subtotal		3	16.40	38.20
Grand Total		190	4,021.00	637.80

Non-Compliant Programs: Institutional Requests and CHE Recommendations

Appendix E

Institutions	Degree	CIP Code	Program Description	AVG. Enrol	AVG. Comp	2014-2018 NonCom	2012-2016 NonCom	Institutional Request	CHE Recommendation
Clemson University	Bachelors	51102	N/A. Pre-Medicine/Pre-Medical	0	0.4	Yes	Yes	Exemption	Under Review
Clemson University	Bachelors	131311	BS, Mathematics Teacher Educa	18.2	2.4	Yes	Yes	Exemption	Under Review
Clemson University	Bachelors	10601	BS, Applied Horticulture/Horticu	27.8	5.2			Exemption	Under Review
Clemson University	Bachelors	38201	BA, Religion/Religious Studies	25.8	5.6			Exemption	Under Review
Clemson University	Bachelors	131316	BA/BS, Science Teacher Educati	32.2	5.8			Exemption	Under Review
Clemson University	Bachelors	511103	N/A. Pre-Pharmacy Studies	0.2	5.8	Yes		Exemption	Under Review
Clemson University	Bachelors	50207	BA, Women's Studies	38	6.8			Exemption	Under Review
Clemson University	Bachelors	190799	BS, Human Development, Famil	4	0.4			Termination	Termination
Clemson University	Bachelors	50201	BA, African-American/Black Stur	4.6	0.8			Under Review	Under Review
Clemson University	Masters	400807	MS, Optics/Optical Sciences	2	0.6			Exemption	Under Review
Clemson University	Masters	261004	MS, Toxicology	4.8	1.2	Yes	Yes	Exemption	Under Review
Clemson University	Masters	140301	MS, Agricultural Engineering	6.2	1.6			Exemption	Under Review
Clemson University	Masters	260502	MS, Microbiology, General	9.8	2.8		Yes	Exemption	Under Review
Clemson University	Masters	400801	MS, Physics, General	4.2	4.4			Exemption	Under Review
Clemson University	Masters	260702	MS, Entomology	7	2	Yes		Termination	Termination
Clemson University	Masters	140701	MS, Chemical Engineering	3.4	1.6	Yes		Under Review	Under Review
Clemson University	Masters	520205	MS, Operations Management an	3	2.4	Yes		Under Review	Under Review
Clemson University	Masters	400501	MS, Chemistry, General	5.8	2.8			Under Review	Under Review
Clemson University	Doctors-Researc	140301	PhD, Agricultural Engineering	4.8	0.4	Yes	Yes	Exemption	Under Review
Clemson University	Doctors-Researc	260702	PhD, Entomology	9	1.2		Yes	Under Review	Under Review
Clemson University	Doctors-Researc	260707	PhD, Animal Physiology	11.2	1.8		Yes	Under Review	Under Review
Clemson University	Doctors-Researc	400807	PhD, Optics/Optical Sciences	4.8	0.2			Exemption	Under Review
Clemson University	Doctors-Researc	512299	PhD, Public Health, Other	11.4	0.8			Exemption	Exemption
Clemson University	Doctors-Researc	10103	PhD, Agricultural Economics	2.8	0.6			Termination	Termination
Clemson University	Specialist	131101	EdS Counselor Education/Schoc	4.4	35			Under Review	Under Review
Coastal Carolina Univ	Bachelors	160905	Spanish Language and Literature	2	0.4			Termination	Termination
Coastal Carolina Univ	Bachelors	450601	BA, Economics, General	6.4	1.6	Yes		Exemption	Under Review
Coastal Carolina Univ	Bachelors	400501	BS, Chemistry, General	51	4.6	Yes	Yes	Exemption	Under Review
Coastal Carolina Univ	Bachelors	380101	BA, Philosophy	30.4	5.6	Yes	Yes	Exemption	Under Review
Coastal Carolina Univ	Bachelors	400801	BS, Physics, General	58.6	6.6	Yes	Yes	Exemption	Under Review

Non-Compliant Programs: Institutional Requests and CHE Recommendations

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Coastal Carolina Univ Bachelors		131314	BSP, Physical Education Teachin	71.6	7.6			Under Review	Under Review
Coastal Carolina Univ Specialist		130401	EdS, Educational Leadership and	8.4	2.6			Termination	Termination
College of Charleston Bachelors		380206	BA, Jewish/Judaic Studies	7.4	1.6	Yes		Exemption	Under Review
College of Charleston Bachelors		50134	BA, Latin American and Caribbe:	12.6	2.4	Yes	Yes	Exemption	Under Review
College of Charleston Bachelors		400404	BA, Meteorology	18.8	2.6			Under Review	Under Review
College of Charleston Bachelors		50201	BA, African-American/Black Stud	20	3.8			Exemption	Under Review
College of Charleston Bachelors		131206	BS, Teacher Education, Multiple	33.2	4.8	Yes		Under Review	Under Review
College of Charleston Bachelors		160501	BA, German Language and Litera	67.4	6.4	Yes	Yes	Exemption	Under Review
College of Charleston Bachelors		131314	BS, Physical Education Teaching	29.4	6.8			Termination	Termination
College of Charleston Bachelors		400299	BA/BS, Astronomy and Astrophys:	51	7	Yes		Exemption	Under Review
College of Charleston Bachelors		380201	BA, Religion/Religious Studies	34.2	7.8			Under Review	Under Review
College of Charleston Bachelors		500301	BA, Dance, General	62	7.8	Yes		Exemption	Under Review
College of Charleston Bachelors		510913	BS, Athletic Training/Trainer	34	7.8			Termination	Termination
College of Charleston Masters		500101	MAT, Visual and Performing Arts,	11.2	2.8	Yes	Yes	Exemption	Under Review
Francis Marion Univer Bachelors		131302	BS, Art Teacher Education	14.2	1	Yes	Yes	Termination	Termination
Francis Marion Univer Bachelors		512099	BS, Pharmacy, Pharmaceutical S	5.4	1.6	Yes		Exemption	Under Review
Francis Marion Univer Bachelors		159999	BS, Engineering/Engineering-Rel	59.8	2	Yes	Yes	Exemption	Under Review
Francis Marion Univer Bachelors		450601	BBA, Economics, General	9.6	2.4	Yes	Yes	Exemption	Under Review
Francis Marion Univer Bachelors		500501	BA, Drama and Dramatics/Theat	21.8	3.8	Yes	Yes	Termination	Termination
Francis Marion Univer Bachelors		160101	BA, Foreign Languages and Liter:	19.2	4.2	Yes	Yes	Exemption	Under Review
Francis Marion Univer Bachelors		501003	BS, Music Management	36.4	4.2	Yes		Termination	Termination
Francis Marion Univer Bachelors		131203	BS, Junior High/Intermediate/Mir	50.4	5.2	Yes		Termination	Termination
Francis Marion Univer Bachelors		520601	BBA, Business/Managerial Econ	45.8	5.2	Yes	Yes	Exemption	Under Review
Francis Marion Univer Bachelors		270101	BA/BS, Mathematics, General	41	6.8			Exemption	Under Review
Francis Marion Univer Bachelors		110101	BS Computer and Information Sc	89.6	7.2	Yes	Yes	Exemption	Under Review
Lander University	Bachelors	510913	BS, Athletic Training/Trainer	0.4	0			Termination	Termination
Lander University	Bachelors	30104	BS, Environmental Science	16.4	3	Yes	Yes	Exemption	Under Review
Lander University	Bachelors	160905	BA, Spanish Language and Litera	18	3.4	Yes	Yes	Exemption	Under Review
Lander University	Bachelors	131314	BS, Physical Education Teaching	41.2	4.8	Yes	Yes	Exemption	Under Review
Lander University	Bachelors	270101	BS, Mathematics, General	62	6	Yes	Yes	Exemption	Under Review
Lander University	Bachelors	430103	BS, Criminal Justice/Law Enforc	73.8	7.6			Exemption	Under Review
Lander University	Bachelors	500901	BS, Music, General	42.2	7.6	Yes	Yes	Exemption	Under Review

Non-Compliant Programs: Institutional Requests and CHE Recommendations

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Lander University	Bachelors	400501 BS, Chemistry, General	63.2	7.8			Exemption	Under Review
Lander University	Masters	131205 MAT, Secondary Education and T	0	0.8			Termination	Termination
Medical University of	Masters	261102 MPH, Biostatistics	2.8	1.2			Exemption	Under Review
Medical University of	Doctors-Researc	260910 PhD, Pathology/Experimental Pa	5.2	0.6	Yes		Termination	Termination
Medical University of	Doctors-Researc	261001 PhD, Pharmacology	11	1.4	Yes	Yes	Under Review	Under Review
Medical University of	Doctors-Researc	261103 PhD, Bioinformatics	4	0.2			Termination	Termination
South Carolina State	Bachelors	10102 BS, Agribusiness/Agricultural Bu	23.2	3.6	Yes	Yes	Under Review	Under Review
South Carolina State	Bachelors	131001 BS, Special Education and Teach	22.6	2.6	Yes	Yes	Under Review	Under Review
South Carolina State	Bachelors	131202 BS, Elementary Education and Te	64.2	3.4	Yes		Exemption	Under Review
South Carolina State	Bachelors	131203 BS, Junior High/Intermediate/Mir	16.6	1.4	Yes		Exemption	Under Review
South Carolina State	Bachelors	131210 BS, Early Childhood Education a	110.6	3.8	Yes	Yes	Exemption	Under Review
South Carolina State	Bachelors	131302 BS, Art Teacher Education	11.6	0.2	Yes	Yes	Under Review	Under Review
South Carolina State	Bachelors	131303 BS, Business and Innovation/Ent	15.4	0.2	Yes	Yes	Termination	Termination
South Carolina State	Bachelors	131309 BS, Technology Teacher Educatio	18.4	3.6	Yes		Termination	Termination
South Carolina State	Bachelors	131312 BS, Music Teacher Education	47.2	2	Yes	Yes	Exemption	Under Review
South Carolina State	Bachelors	142301 BS, Nuclear Engineering	49	6			Exemption	Under Review
South Carolina State	Bachelors	150201 BS, Civil Engineering Technologi	31.4	3.4	Yes		Termination	Termination
South Carolina State	Bachelors	150303 BS, Electrical, Electronic, and Co	63.2	6.6			Exemption	Under Review
South Carolina State	Bachelors	150612 BS, Industrial Technology/Techni	11.8	2.6	Yes	Yes	Termination	Termination
South Carolina State	Bachelors	151102 BS, Surveying Technology/Survey	0.6	0.6			Termination	Termination
South Carolina State	Bachelors	160101 BA, Foreign Languages and Litera	0.4	0.2	Yes		Termination	Termination
South Carolina State	Bachelors	190501 BS, Foods, Nutrition, and Wellne	28	3.6	Yes	Yes	Exemption	Under Review
South Carolina State	Bachelors	230101 BA, English Language and Literat	20.2	4.2	Yes		Exemption	Under Review
South Carolina State	Bachelors	270101 BS, Mathematics, General	24.6	3.6	Yes	Yes	Exemption	Under Review
South Carolina State	Bachelors	310501 BS, Sports, Kinesiology, and Phy:	62.8	5	Yes		Exemption	Under Review
South Carolina State	Bachelors	400501 BS, Chemistry, General	37.4	6.2	Yes	Yes	Exemption	Under Review
South Carolina State	Bachelors	400801 BS, Physics, General	8.2	1.2	Yes	Yes	Under Review	Under Review
South Carolina State	Bachelors	450101 BA, Social Sciences, General	11.2	0.2	Yes	Yes	Under Review	Termination
South Carolina State	Bachelors	451001 BA, Political Science and Govern	43.6	7.2			Exemption	Under Review
South Carolina State	Bachelors	451101 BA, Sociology, General	29.4	3.8	Yes		Exemption	Under Review
South Carolina State	Bachelors	500501 BA, Drama and Dramatics/Theat	19	2	Yes	Yes	Under Review	Under Review
South Carolina State	Bachelors	500702 BA, Fine/Studio Arts, General	38.6	5.2	Yes	Yes	Exemption	Under Review

Non-Compliant Programs: Institutional Requests and CHE Recommendations

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South Carolina State	Bachelors	501003	BA, Music Management	32.8	4.2	Yes	Yes	Exemption	Under Review
South Carolina State	Bachelors	520601	BS, Business/Managerial Economi	33.4	2.4	Yes	Yes	Under Review	Under Review
South Carolina State	Bachelors	540101	BA, History, General	8.8	1.2	Yes	Yes	Under Review	Under Review
South Carolina State	Masters	131001	MEd, Special Education and Teac	0.2	0	Yes	Yes	Under Review	Termination
South Carolina State	Masters	131202	MAT/MEd, Elementary Education	16.8	2.4			Exemption	Under Review
South Carolina State	Masters	131205	MAT/MEd, Secondary Education	14.2	2	Yes		Exemption	Under Review
South Carolina State	Masters	190501	MS, Foods, Nutrition, and Wellne	5.6	2.2			Under Review	Under Review
South Carolina State	Masters	190701	MS, Human Development and Fa	8	2.6	Yes	Yes	Termination	Termination
The Citadel	Bachelors	131314	BS, Physical Education Teaching	17.2	3.4			Exemption	Under Review
The Citadel	Bachelors	270101	BS, Mathematics, General	19.8	4	Yes	Yes	Exemption	Under Review
The Citadel	Bachelors	131205	BS, Secondary Education and Te	26	6	Yes	Yes	Exemption	Under Review
The Citadel	Bachelors	310504	BS, Sport and Fitness Administra	39.6	7.2	Yes		Under Review	Under Review
The Citadel	Bachelors	400801	BS, Physics, General	30.4	7.6		Yes	Exemption	Under Review
The Citadel	Masters	131203	MAT, Junior High/Intermediate/M	3.8	0.8	Yes		Exemption	Under Review
The Citadel	Masters	230101	MA, English Language and Litera	4.4	1	Yes		Termination	Termination
The Citadel	Masters	131311	MAED, Mathematics TeacherEdu	2.8	1.2	Yes	Yes	Termination	Termination
The Citadel	Masters	540101	MA, History, General	7	1.8	Yes		Termination	Termination
The Citadel	Masters	131314	MAT, Physical Education Teachin	8.8	2.4			Exemption	Under Review
The Citadel	Masters	110701	MS, Computer Science	9.2	2.6	Yes		Exemption	Under Review
The Citadel	Masters	451001	MA, Political Science and Govern	17	2.8			Under Review	Under Review
U.S.C. - Aiken	Bachelors	240101	BA, Liberal Arts and Sciences/Lit	49.8	1	Yes	Yes	Exemption	Under Review
U.S.C. - Aiken	Bachelors	131312	BA, Music Teacher Education	21	2	Yes	Yes	Termination	Termination
U.S.C. - Aiken	Bachelors	131203	BAED or BSED, Junior High/Inter	28.2	4.6	Yes		Exemption	Under Review
U.S.C. - Aiken	Bachelors	131205	BAED or BSED, Secondary Educa	56.2	6	Yes	Yes	Exemption	Under Review
U.S.C. - Aiken	Bachelors	131001	BA, Special Education and Teach	36.2	6.4	Yes	Yes	Exemption	Under Review
U.S.C. - Aiken	Bachelors	540101	BA, History, General	27.4	6.4	Yes	Yes	Exemption	Under Review
U.S.C. - Aiken	Bachelors	400501	BS or BA, Chemistry, General	46	7.2		Yes	Exemption	Under Review
U.S.C. - Aiken	Bachelors	451001	BA, Political Science and Govern	40.8	7.6	Yes		Exemption	Under Review
U.S.C. - Aiken	Masters	130501	MA, Educational/Instructional Te	5.8	3			Termination	Termination
U.S.C. - Beaufort	Bachelors	160905	BA, Spanish Language and Litera	13.2	2.4	Yes	Yes	Termination	Termination
U.S.C. - Beaufort	Bachelors	451101	BA, Sociology, General	34.6	6.6	Yes		Exemption	Under Review
U.S.C. - Beaufort	Bachelors	240101	BA, Liberal Arts and Sciences/Lit	96.2	7.2	Yes	Yes	Under Review	Under Review

Non-Compliant Programs: Institutional Requests and CHE Recommendations

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U.S.C. - Beaufort	Bachelors	540101 BA, History, General	45	7.2	Yes		Exemption	Under Review
U.S.C. - Columbia	Bachelors	50106 BA, European Studies/Civilizatio	0	0.4			Termination	Termination
U.S.C. - Columbia	Bachelors	50107 BA, Latin American Studies	1.4	0.4	Yes		Termination	Termination
U.S.C. - Columbia	Bachelors	50123 BA, Chinese Studies	14.6	3.2			Termination	Termination
U.S.C. - Columbia	Bachelors	50201 BA, African-American/Black Stur	17.4	5.4	Yes	Yes	Exemption	Under Review
U.S.C. - Columbia	Bachelors	160104 BA, Comparative Literature	3.8	0.4	Yes	Yes	Termination	Termination
U.S.C. - Columbia	Bachelors	160501 BA, German Language and Litera	17.8	6	Yes	Yes	Termination	Termination
U.S.C. - Columbia	Bachelors	160901 BA, French Language and Literat	25.6	7.8		Yes	Termination	Termination
U.S.C. - Columbia	Bachelors	161200 BA, Classics and Classical Lang	7.8	2.2	Yes	Yes	Termination	Termination
U.S.C. - Columbia	Bachelors	400603 BS, Geophysics and Seismology	20.8	3.4	Yes	Yes	Termination	Termination
U.S.C. - Columbia	Bachelors	400801 BS, Physics, General	96.4	6.4			Under Review	Under Review
U.S.C. - Columbia	Masters	422801 MA, Clinical Psychology	1.6	4.8			Termination	Termination
U.S.C. - Columbia	Masters	130406 MEd, Higher Education/Higher E	2.2	2.4			Termination	Termination
U.S.C. - Columbia	Masters	130601 MEd, Educational Evaluation and	5.2	1.4	Yes	Yes	Under Review	Under Review
U.S.C. - Columbia	Masters	131302 MA and MAT, Art Teacher Educat	8.6	2.6		Yes	Exemption	Under Review
U.S.C. - Columbia	Masters	160101 MAT, Foreign Languages and Lite	3.8	1.4	Yes		Exemption	Under Review
U.S.C. - Columbia	Masters	160104 MA, Comparative Literature	5	2.2	Yes	Yes	Termination	Termination
U.S.C. - Columbia	Masters	160501 MA, German Language and Litera	2.8	1	Yes	Yes	Termination	Termination
U.S.C. - Columbia	Masters	160901 MA, French Language and Litera	2	1	Yes	Yes	Termination	Termination
U.S.C. - Columbia	Masters	160905 MA, Spanish Language and Litera	2.8	1.6		Yes	Termination	Termination
U.S.C. - Columbia	Masters	261102 MS, Biostatistics	7.4	2.2			Exemption	Under Review
U.S.C. - Columbia	Masters	309999 PSM, Multi-/Interdisciplinary Stu	0.2	0.2		Yes	Termination	Termination
U.S.C. - Columbia	Masters	400801 MS, Physics, General	4	0.8	Yes	Yes	Exemption	Under Review
U.S.C. - Columbia	Masters	422805 MA, School Psychology	2.6	3.2			Termination	Termination
U.S.C. - Columbia	Masters	450201 MA, Anthropology, General	5.6	2.6			Exemption	Under Review
U.S.C. - Columbia	Masters	450901 MA, International Relations and	3.2	1			Exemption	Under Review
U.S.C. - Columbia	Masters	451101 MA, Sociology, General	2.4	1.8	Yes	Yes	Exemption	Under Review
U.S.C. - Columbia	Masters	500699 MA, Film/Video and Photographi	4.6	2	Yes		Exemption	Under Review
U.S.C. - Columbia	Masters	500703 MA, Art History, Criticism and Cc	5	1.6		Yes	Exemption	Under Review
U.S.C. - Columbia	Masters	512003 MS, Pharmaceuticals and Drug De	0.8	0.2	Yes	Yes	Exemption	Under Review
U.S.C. - Columbia	Masters	520101 MBA, Business/Commerce, Gen	9.6	0			Under Review	Under Review
U.S.C. - Columbia	Masters	521803 MR, Retailing and Retail Operatic	6.6	2			Under Review	Under Review

Non-Compliant Programs: Institutional Requests and CHE Recommendations

Appendix E

U.S.C. - Columbia	Masters	540101 MA, History, General	4.2	1.8	Yes	Yes	Exemption	Under Review
U.S.C. - Columbia	Masters	380101 MA, Philosophy	4.2	1.4	Yes	Yes	Exemption	Under Review
U.S.C. - Columbia	Doctors-Researc	130901 PhD, Social and Philosophical Fr	10	1.6	Yes		Exemption	Under Review
U.S.C. - Columbia	Doctors-Researc	131210 PhD, Early Childhood Education	5.2	0.8	Yes		Termination	Termination
U.S.C. - Columbia	Doctors-Researc	131312 PhD, Music Teacher Education	1.8	0.4	Yes	Yes	Exemption	Under Review
U.S.C. - Columbia	Doctors-Researc	142301 PhD, Nuclear Engineering	12	0.6	Yes	Yes	Exemption	Under Review
U.S.C. - Columbia	Doctors-Researc	160905 PhD, Spanish Language and Lite	10.2	1.6	Yes		Exemption	Under Review
U.S.C. - Columbia	Doctors-Researc	310504 PhD, Sport and Fitness Administ	12.4	1.8			Under Review	Under Review
U.S.C. - Columbia	Doctors-Researc	450601 PhD, Economics, General	13	1.8	Yes	Yes	Exemption	Under Review
U.S.C. - Columbia	Doctors-Researc	451101 PhD, Sociology, General	22.2	1.8			Exemption	Under Review
U.S.C. - Columbia	Doctors-Researc	500904 DMA, Music Theory and Compos	1.6	0	Yes	Yes	Exemption	Under Review
U.S.C. - Columbia	Doctors-Researc	510204 PhD, Audiology/Audiologist and :	9.2	1.8	Yes	Yes	Exemption	Under Review
U.S.C. - Columbia	Specialist	250101 SLIS, Library and Information Sci	3.6	0.6	Yes	Yes	Termination	Termination
U.S.C. - Upstate	Bachelors	131302 BA, Art Teacher Education	25.6	4.2	Yes	Yes	Exemption	Under Review
U.S.C. - Upstate	Bachelors	400501 BS, Chemistry, General	90.8	4.4	Yes	Yes	Exemption	Under Review
U.S.C. - Upstate	Bachelors	160905 BA, Spanish Language and Litera	25.6	5.8	Yes	Yes	Under Review	Under Review
U.S.C. - Upstate	Bachelors	270101 BS, Mathematics, General	36.2	7	Yes		Exemption	Under Review
U.S.C. - Upstate	Bachelors	500999 BA, Music, Other	28	4.6	Yes	Yes	Under Review	Under Review
U.S.C. - Upstate	Masters	131202 MAT, Elementary Education and	4.8	1.4	Yes		Termination	Termination
U.S.C. - Upstate	Masters	131210 BA, Early Childhood Education a	5.8	2	Yes		Termination	Termination
Winthrop University	Bachelors	30104 BS, Environmental Science	20.2	2.4	Yes	Yes	Exemption	Under Review
Winthrop University	Bachelors	30103 BA, Environmental Studies	25.2	7	Yes	Yes	Exemption	Under Review
Winthrop University	Bachelors	500703 BA, Art History, Criticism and Co	19.2	4.4	Yes	Yes	Exemption	Under Review
Winthrop University	Bachelors	131314 BS, Physical Education Teaching	42	6.2		Yes	Under Review	Under Review
Winthrop University	Bachelors	500408 BFA, Interior Design	44.6	7.2	Yes		Termination	Termination
Winthrop University	Bachelors	389999 BA, Philosophy and Religious Stu	27.6	7.6		Yes	Exemption	Under Review
Winthrop University	Masters	131203 MEd, Junior High/Intermediate/M	1	0.6		Yes	Termination	Termination
Winthrop University	Masters	131312 MME, Music Teacher Education	1	0.6	Yes	Yes	Termination	Termination
Winthrop University	Masters	500701 MFA, Art/Art Studies, General	6.6	0.8			Under Review	Under Review
Winthrop University	Masters	500401 MFA, Design and Visual Commu	3.4	1.8			Termination	Termination
Winthrop University	Masters	500906 MM, Conducting	3.2	1.2	Yes	Yes	Under Review	Under Review
Winthrop University	Masters	500901 MM, Music, General	5.2	2	Yes	Yes	Under Review	Under Review