

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



Academic Program Productivity Report (FY2024 and FY2026)

Amended Report

The Academic Program Productivity Report for FY2024 (2018–2022) and FY2026 (2020–2024), which identified 137 programs for termination, was approved on May 14, 2026, by the Commission on Academic Affairs and Licensing (CAAL), along with a motion to amend the report:

Include an amendment to the 2024/2026 Program Productivity Report to designate those academic programs identified for termination in the report, and under consideration at the May 14, 2026 meeting of the Committee on Academic Affairs and Licensing, as “under review” for a period of one year to begin July 1, 2026. During that time CHE staff will develop a new program productivity review policy, with input from the Advisory Committee on Academic Programs. Upon approval by CAAL and the Commission, CHE staff will conduct a review of programs based on the new policy.

As a result of the amendment, of the 137 programs identified for termination:

- 94 programs will be placed Under Review for one year (July 1, 2026–June 30, 2027).
- 51 non-compliant programs will also be placed Under Review for one year (July 1, 2026–June 30, 2027), adjusting their originally proposed review timelines.

Institutions have proactively committed to terminating 43 of the 137 programs identified for termination (31.4 percent), demonstrating early, voluntary progress toward strengthening program quality and alignment.



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MEMORANDUM

To: Members of the Committee on Academic Affairs and Licensing
From: L. Jeffrey Perez, Ph.D., President and Executive Director
Date: April 22, 2026
Subject: Program Productivity Report

Attached is the latest program productivity report, which includes the FY2024 and FY26 review cycles. Below are a few introductory notes:

- Programs are identified as: “Compliant” or “Non-compliant”. Non-compliant programs are recommended for “Under Review” (for one or two biennial review cycle); “Termination” (not compliant for three or more biennial cycles); or “Exempt.” Collectively, “Under Review” and “Identified for Termination” are referred to as “Non-Compliant.”
- This report presents findings from the FY2024 (2018-22) and FY2026 (2020-24) review cycles. For purposes of determining next steps on noncompliant programs, the Commission should use the FY2026 findings, which incorporate the results of the FY2024 review. As the FY2024 report was not completed in a timely manner, noncompliant programs would have been recommended for termination, under review, or exemption at that time. Instead, those findings have been carried forward and addressed within the FY2026 report.
- 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 apply:

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



- Programs that fail to meet either the enrollment and degree-completion criteria during the biennial review may be assigned to statuses such as under review, exempt, or identified for termination.
- Of 1,076 total active programs, 51 programs were identified as “Under Review” and 137 were Identified for Termination.
- While representing 20 percent of programs eligible for review, Non-Compliant programs constituted only 3.20 percent of total enrollment.
- Of the 137 programs Identified for Termination, campuses reported that they were terminating 28 programs.
- 135 programs met enrollment benchmarks but failed completion thresholds, a phenomenon persistent across review cycles.

Staff Recommendations

Based on the data analysis and data trend, the recommendation is to approve the report, which includes the following proposed actions:

- Continue approval for 766 compliant programs and granting exemptions only to these three strategically significant programs.
- Recommend termination of 28 programs for which institutions have indicated self-termination.
- Recommend 109 programs for termination.
- Consolidate certain service-function offerings into centralized departments rather than maintaining them as stand-alone degrees.
- Moving 51 non-compliant programs to under review status. Of these, 29 programs will be placed under review for two review cycles (FY2022–2026 and FY2024–2028), as they have only completed one compliant cycle and may be under review for up to three cycles. The remaining 22 programs will be placed under review for one review cycle (FY2022–2026), as they have already completed two review cycles and have one remaining.
- Exempt three noncompliant programs: two nuclear programs and one transportation mobility program.

Due to the previous delay with the program productivity reviews, the Committee on Academic Affairs and Licensing (CAAL) provided an opportunity for institutions to submit request to revise the staff recommendations. Those requests are attached to the report as an addendum.

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Academic Program Productivity Report FY2024 and FY2026 Review Cycles



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Terminology

Terms/Acronyms	Definitions
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, e.g. FY2016-2020, FY2018-2022, FY2020-2024, FY2022-2026.
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	A suggested benchmark representing the percentage of program completers relative to enrollment. It serves as a reference point for evaluating program health and effectiveness but is not required for determining compliance with productivity standards.
Compliant	Programs met the Program Productivity Standards
Distinctive	Distinctive programs are academic programs uniquely identified by their own designated Classification of Instructional Programs (CIP) code, indicating a separate field of study.
Enrollment	The unduplicated headcount of students declared as majors in an academic degree program, including both first and second majors.
Exemption	May be granted, on a case-by-case basis, for programs that fail to meet productivity thresholds but are mission critical, legally mandated, or essential to state workforce needs.
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.
Improvement Plan (Action Plan)	For non-compliant programs under review, institutions must provide a plan to meet 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.

IPEDS	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.
New Programs	New programs will be subject to the biennial review in the sixth year of operation for baccalaureate, doctoral-professional practice, and doctoral- research/scholarship programs and in the fourth year of operation of master's and specialist programs to allow time to collect initial program and completion data.
Non-Compliant	Programs did not meet the enrollment and completion thresholds; these programs enter the review continuum and are subject to additional evaluation and institutional response.
Program Productivity Standards	The criteria established by the Commission to assess the viability of academic degree programs based on enrollment and degree completion data. Programs that fail to meet both the enrollment and completion thresholds during the review cycle are deemed noncompliant and subject to further evaluation, which may result in being placed under review, recommended for termination, or considered for exemption.
Termination	Programs that do not meet the enrollment and completion threshold for more than three biennial program review cycles (a minimum of six years) will be identified for termination.
Under Review Period	Programs that did not meet the enrollment and completion thresholds will be placed under review for up to three biennial program productivity review cycles (six years).
Unduplicated	If a student is enrolled in two programs, an <i>unduplicated count</i> would count that student once, not twice.

Program Productivity Review: FY2024 and FY2026 Reports

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. Two reports—covering the FY2018–22 (FY2024) and FY2022–24 (FY2026) review periods—summarize findings from the Commission on Higher Education Management Information System (CHEMIS) program data, institutional responses, and staff analysis, and present recommendations regarding the continuation or termination of programs identified as non-compliant.

CHE has not been timely in submitting its reports. The 2022 report was not approved by the Commission until November 2025, and this document now provides the 2024 and 2026 reports to bring CHE’s reporting current.

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, meaning each student is counted only once, no matter how many programs they are in. The completion data reflect the total number of degrees or majors completed, so students with double majors are counted twice. 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 either the enrollment and degree-completion criteria during the biennial review may be assigned to statuses such as under review, exempt, or identified for termination. If noncompliant programs are placed under review, this triggers closer monitoring and may require an institutional action plan to address low productivity. If performance does not improve, the program will be identified for termination. In limited cases—such as programs with clear statutory, mission-critical, or workforce-driven roles—a program that does not meet the numeric thresholds may be exempted from productivity standards and allowed to continue, with that exemption explicitly documented. Additionally, institutions may proactively terminate underperforming programs at any time by notifying the CHE.

The revised policy introduces a "Special Program" category. This includes programs fully funded by federal support, external funding 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.

When a non-compliant program is placed under review, an institution is expected to increase degree program enrollment and the number of completers. An improvement plan (to improve 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 may 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 reports. 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, a plan for complying with the Commission's recommendation within a mutually agreed-upon phase-out period must be provided by institutions.

Per the Commissioners' recommendation on November 5, 2025, the completion rate is included as a reference point in this study; however, it is not used to determine the compliance status of a specific program.

III. Summary of Review Process

In this study, 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 either criteria during the biennial review are classified as non-compliant and may be placed under review, identified for termination, or, in limited cases, exempted. Institutions may also voluntarily terminate underperforming programs by notifying the Commission.

Each university received a list of the new and non-compliant academic programs identified by staff review for the FY2024 and FY2026 reports. Programs terminated during these review cycles were removed from the noncompliant program lists. Institutions were requested 1) to review and verify the initial findings of the new and non-compliant programs and 2) to make a request for each of the non-

compliant programs cited that should be under review, terminated, or exempted, and to provide justifications for each request.

CHE met with each institution to discuss institution-specific recommendations before releasing this report. Due to the previous delay with the program productivity review, the Committee on Academic Affairs and Licensing (CAAL) provided an opportunity for institutions to submit any revision requests to the recommendations (See Addendum). To address the fact that CHE's reporting has not been timely in prior cycles, this process will now include follow-up monitoring of institutional responses and more frequent status updates to the Commission to ensure that future reports are completed and released on schedule.

IV. Key Summary Finding of FY2024 and FY2026 Review Reports

A. Total Number of Programs, Five-Year Average Enrollment, and Five-Year Average Completion

For the current report, verified by the institutions, **Table 2** presents a summary of findings during the FY2018-22 and FY2020-24 review cycles. The details of all programs are presented in **Appendix A**.

Table 2

Brief Summary of FY2024 and FY2026 Program Productivity Report Findings

Review Cycle	New	Compliant	Non-compliant	General Studies/Undeclared	Special (Stop-out)	Total Active Programs	Five-Year Average ENL	Five-Year Average COMPL
FY2024	100	738	187	16	2	1,043	134,825	28,514
FY2026	108	766	191	10	1	1,076	136,269	29,107

General Studies/Undeclared programs report enrollment data only and do not include completion counts, as students typically transition to another program after the first year. Although these programs are standalone degree programs and are eligible for review under the policy, they are not classified as compliant or noncompliant in this analysis because of their nature.

Per the Commissioners' recommendation on November 5, 2025, the completion rate is included as a reference point in this study; however, it is not used to determine the compliance status of a specific program.

B. Special Programs and New Programs Exempted from the Review

1. Special programs

For the FY2024 reporting cycle, two master's-level programs, Experimental Psychology and Political Science and Government, were identified as special stop-out programs for parallel doctoral programs, with five-year average completions of 2.0 and 2.8, respectively. During FY2020–24, only Political Science and Government remained classified as a stop-out program, with a five-year average of 0.4 completions.

2. New programs

As summarized in **Table 3**, new programs increased in number and, collectively, experienced higher growth in enrollment and completions than the overall system, indicating that much of the

statewide expansion is being driven by recently launched programs. **Appendix B** provides a complete list of new programs of FY2024 and FY2026 review cycles.

Table 3

Average Enrollment and Completion of New Programs FY2024 and FY2026 Review Cycles

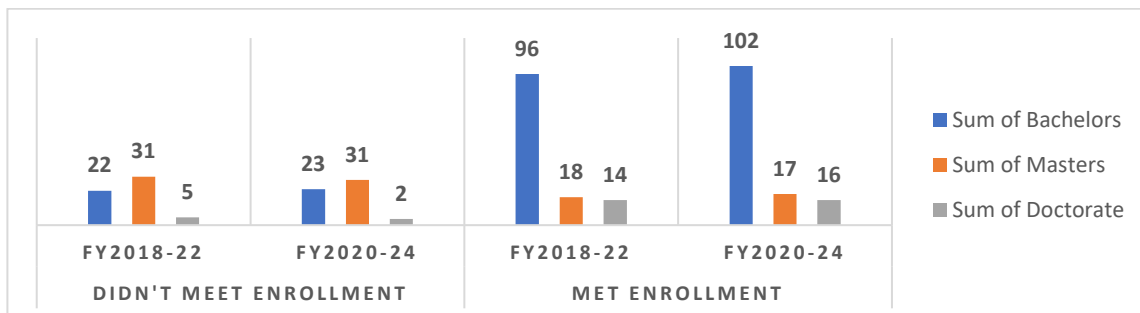
Degree Levels	Review Cycles	# of Programs	Average Enrollment	Average Completion
Bachelors	FY2024	58	846	69
	FY2026	60	1,345	100
Masters	FY2024	28	160	31
	FY2026	31	147	31
Doctors-Professional Practice	FY2024	0	0	0
	FY2026	1	0	0
Doctors-Research/Scholarship	FY2024	13	247	912
	FY2026	16	98	9
Specialist	FY2024	1	10	2.8
	FY2026	0	0	0
Total	FY2024	100	1,263	114
	FY2026	108	1,589	140

C. Non-Compliant Programs Met or Exceeded Enrollment Standards

Across the FY2024 and FY2026 review cycles, a consistent pattern of high enrollment with low completion was observed across degree levels. **Chart 1** illustrates the number of programs by degree level that met enrollment standards compared with those that did not meet the standards, highlighting persistent high enrollment and low completion across the two cycles.

Chart 1

Enrollment Performance of Non-Compliant Programs by Degree Level Across FY2024 and FY2026 Review Cycles



A similar trend is observed among compliant programs. While high enrollment volumes drive overall completion counts sufficient to meet the minimum completion threshold, the actual completion totals remain substantially below the suggested completion rate, as detailed in **Appendix A**.

Contribution of Programs to Total Enrollment and Completion

Table 4 presents the program compliance status, enrollment, and completion contribution by degree levels for the FY2024 and FY2026 review cycles. Average enrollment and completion figures are calculated using only compliant and non-compliant programs and exclude data from new programs, General Studies and Undeclared programs, and stop-out programs. The complete list of compliant and non-compliant of both review cycles are presented in **Appendix C** and **Appendix D** respectively.

Table 4

Contribution of Programs to Total Enrollment and Completion

Degree Levels	Review Cycles	Compliance Status	# of Programs	% of Programs	% Average Enrollment	% Average Completion
Bachelor's	FY2024	Yes	376	75.81%	96.60%	97.68%
		No	118	23.88%	3.40%	2.32%
	FY2026	Yes	390	73.31%	96.44%	97.88%
		No	124	23.67%	3.56%	2.12%
Master's	FY2024	Yes	241	83.10%	98.05%	98.40%
		No	49	16.90%	1.95%	1.60%
	FY2026	Yes	247	83.45%	98.37%	98.55%
		No	49	16.55%	1.63%	1.45%
Doctoral/ Professional	FY2024	Yes	7	100.00%	100.00%	100.00%
		No	0	N/A	N/A	N/A
	FY2026	Yes	7	100.00%	100.00%	100.00%
		No	0	N/A	N/A	N/A
Doctoral/ Research	FY2024	Yes	104	84.55%	95.87%	97.33%
		No	19	15.45%	4.13%	2.67%
	FY2026	Yes	111	86.72%	96.73%	97.85%
		No	17	13.28%	3.26%	2.15%
Specialist	FY2024	Yes	10	90.90%	99.06%	99.85%
		No	1	9.10%	0.94%	0.15%
	FY2026	Yes	11	91.67%	98.86%	99.57%
		No	1	8.33%	1.14%	0.43%
Total	FY2024	Yes	738	80.00%	96.82%	97.87%
		No	187	20.00%	3.18%	2.13%

	FY2026	Yes	766	80.05%	96.80%	98.00%
		No	191	19.95%	3.20%	2.00%

Across both review cycles, excluding the data of new programs, General Studies/Undeclared programs, and stop-out programs, approximately 80 percent of academic programs met compliance standards.

Importantly, compliant programs account for approximately 97% of total enrollment and 98% of total completions across degree levels in the most recent cycle.

In contrast, approximately 20 percent of programs identified as noncompliant collectively enroll only about 3% of students and produce less than 2 percent of total completions. The findings demonstrate that noncompliant programs present a small share of overall enrollment and contribute minimally to overall completion counts. The same trend was identified in the FY22 review cycle. **Programs with Continued Noncompliance Across Review Cycles**

Table 5 presents the number of programs that have consistently remained noncompliant across five consecutive biennial review cycles starting from FY2012. For example, 77 programs have remained noncompliant over four consecutive review cycles (FY2012–16 through FY2018–22), and 73 programs have remained noncompliant over five consecutive review cycles (FY2012–16 through FY2020–24). Each cell represents the cumulative count of these same programs as they persist across cycles.

Table 5

Programs Remaining in Non-Compliant Status Consecutively Across Multiple Review Cycles

Biennial Report	Review Cycles				
	FY2012-16	FY2014-18	FY2016-20	FY2018-22	FY2020-24
2018	152				
2020	100	143			
2025	87	101	190		
2026	77	98	143	187	
2026	73	98	130	151	191

The table shows the number of noncompliant programs in the same cohort retaining noncompliant status consecutively across the biennial review cycles. While long-standing noncompliant programs gradually reduce over time, a substantial number of programs from recent cycles remain noncompliant. It is important to note that no review was conducted between 2020 and 2024. As a result, the most recent cycles reflect an accumulation effect rather than a sudden decline in performance. This context is critical when evaluating next steps, including whether program termination or reasonable consolidation is warranted.

There are 130 programs that have remained non-compliant for three or more review cycles. Institutions requested termination for 28 of them. **Table 6** summarizes outcomes for the remaining 102 academic programs, make up 9.48% of all programs. These programs enroll only 1.75% of total enrollment and they produce just 1.10% of all compeltions

Table 6

Five-Year Average Enrollment and Completions of Noncompliant Programs for Three or More Review Cycles and Their Contribution to Total Enrollment and Completion of All Programs, FY2026

Degree Level	# of Pro-grams	% of Total Pro-grams	Five-Year Average Enrollment	Five-Year Average Completion	Five-Year Average Completion Rate	% of Total Enrollment of All Programs	% of Total Completion of All Programs
Bachelors	69	11.00%	2198.4	273.2	12.43%	1.98%	1.26%
Masters	25	7.58%	122.8	38.4	31.27%	0.79%	0.69%
Doctors-Research/Scholarship	8	5.56%	64	7.4	11.56%	1.09%	0.80%
Total	102	9.48%	2385.2	319	13.37%	1.75%	1.10%

V. Institutions' Requests

A. Follow up on the FY2022 Action Plans

On November 5, 2025, the Commission requested that institutions submit action plans for 135 noncompliant programs for the FY2022 report. However, during the current review cycle (FY2026), 130 of those 135 programs remained noncompliant. The institutions have requested termination for 23 of the 130 programs that continued to be noncompliant in the current review cycle. The summary report of the action plans for the 2022 review cycle is presented in **Appendix E**.

B. Institutions' Requests for Noncompliant Programs Identified in FY2020-24 Review Cycles

This report presents findings from the FY2024 and FY2026 review cycles. For purposes of determining next steps on noncompliant programs, the Commission should use the FY2026 findings, which incorporate the results of the FY2024 review. As the FY2024 report was not completed in a timely manner, noncompliant programs would have been recommended for termination, under review, or exemption at that time. Instead, those findings have been carried forward and addressed within the FY2026 report.

Table 7 summarizes institutional action requests for the 191 programs identified as noncompliant in the most recent FY2026 cycle across all 13 public four-year institutions.

Of these programs, institutions most frequently requested exemptions for 81 programs, followed by placing 72 programs under review and proposing 31 programs for termination. Seven programs received no institutional action requests. These findings show that exemption is the most common approach institutions use to address noncompliance, while termination is applied only rarely. Notably, 23 of the 31 termination requests originated from action plans developed in response to FY2022 noncompliant

programs.

Table 7

Institutions' Requests for Non-Compliant Programs in FY2026 Review Cycles

Institutions	Exemption	Termination	Under Review	No Requests Made	Total
Clemson University	4	2	11	1	18
Coastal Carolina University	5	1	1		7
College of Charleston	5	1	6		12
Francis Marion University	3		6	6	15
Lander University	5	2			7
Medical University of South Carolina		1	1		2
South Carolina State University	29	4			33
The Citadel	5	1	6		12
U. S. C. - Aiken	11	1			12
U. S. C. - Beaufort	3	1	5		9
U. S. C. - Columbia	5	13	26		44
U. S. C. - Upstate	3	1	4		8
Winthrop University	3	3	6		12
Grand Total	81	31	72	7	191

1. Institutions' Justifications

Institutions provided written justifications to support their requests for exemption or under review status. A review of these submissions revealed several recurring themes, summarized below:

a. Requests for Exemption:

- 1) Programs serve accelerated pathways to advanced degrees.
- 2) Programs address teacher shortage.
- 3) Programs serve as stop-out programs for the parallel doctoral program.
- 4) Programs need more time to grow.
- 5) Programs meet the state Workforce needs.
- 6) Programs provide general education service to support other majors
- 7) Programs are jointly offered by two institutions.
- 8) Programs have increased retention and are expected to be compliant.

b. Requests for Under-Review:

- 1) Programs have experienced substantial growth in enrollment and are expected to be compliant in the new review cycle.

- 2) Programs meet the workforce needs.
- 3) Improvement strategies are detailed in the action plans.
- 4) Programs need time to assess the effect of the action plans.
- 5) New approaches are being developed to increase enrollment and completion.

c. Requests for Termination

- 1) Program closure
- 2) Program consolidation

From the justifications that were provided, a CHE working group has identified three programs for exemption: one bachelor's program at South Carolina State University, one doctoral program at the University of South Carolina Columbia, and master's program at South Carolina State University. The remaining programs that requested exemptions did not meet the policy requirements for being unique in subject matter or for statewide value, and institutions generally did not provide sufficient justification to support their exemption requests. Although institutions noted that some programs address workforce needs, low completion counts limit their effectiveness in meeting those demands.

These two nuclear programs are identified as unique is due to their critical alignment with state priorities, particularly the Battelle Savannah River Alliance (BSRA) partnership, which manages the Savannah River National Laboratory under a Department of Energy contract and emphasizes workforce training, research, and talent pipelines in nuclear sciences, engineering, and related fields at Clemson, SC State, and USC Columbia. In addition, South Carolina Energy Security Act (2025), Act No. 41, encourages the development of advanced nuclear technologies as part of the state's energy mix and frames nuclear energy as critical for economic development, grid reliability, and job creation in South Carolina. However, staff suggest that SC State and USC Columbia focus on developing retention strategies and raise the admission criteria to ensure a sufficient number of completers to meet these unique needs of our state.

The master's-level Transportation/Mobility Management program at South Carolina State University is fully supported by federal funding, none of the other programs met the exemption criteria. South Carolina State University recently received \$30 million in EMBARK federal funding to support research in nuclear, transportation, and cybersecurity. The Transportation/Mobility Management program is supported by this funding and has also received additional research support through a collaboration with Clemson University funded by the U.S. Army. Based on its federal funding, the program qualifies for exemption in accordance with policy.

VI. Conclusion

Under Commission policy, academic programs that do not meet established productivity standards may be placed under review for a maximum of three biennial review cycles (six years). During this period, institutions are expected to demonstrate improved enrollment and completion outcomes. Programs that fail to meet productivity standards at the end of the third review period are recommended for termination.

Importantly, programs placed under review are not eligible for exemption status. Exemptions might be granted for programs that are essential to institutional mission and demonstrably unique in subject matter and statewide value.

Table 8 summarizes recommendations for the 191 noncompliant programs. **Appendix F** presents a

detailed list of programs of the institutional requests and CHE recommendations.

Table 8

Summary of Staff Recommendations

Noncompliance of Review Cycles	Termination	Under Review	Exemption	Total
One Cycle	6	29	0	35
Two Cycles	3	22	1	26
Three or More Cycles	128	0	2	130
Total	137	51	3	191

FY2018-2022 All Program Data:
Five-Year Average Enrollment, Completion, and Completion Rate

Degree Levels	CIP Code	Program Description	# of Programs	Five-Year Average ENL	Five-Year Average COMPL	Five-Year Average COMPL Rate
Bachelors	230101	English Language and Literature, General	12	1451.2	350.6	24.16%
	260101	Biology/Biological Sciences, General	12	7439.4	1161.2	15.61%
	520201	BUSINESS	12	8705.8	1787.2	20.53%
	540101	History, General	12	1393.6	307.2	22.04%
	110101	Computer and Information Sciences, General	11	3055.2	458.8	15.02%
	131202	Elementary Education and Teaching	11	1791.8	319.4	17.83%
	131210	Early Childhood Education and Teaching	11	1828.2	338.2	18.50%
	400501	Chemistry, General	11	935	152.2	16.28%
	420101	Psychology, General	11	4396.4	903.8	20.56%
	451001	Political Science and Government, General	11	2598.4	551.2	21.21%
	451101	Sociology, General	11	1305	293	22.45%
	270101	Mathematics, General	10	811	156	19.24%
	513801	Registered Nursing/Registered Nurse	10	5837.6	1252.2	21.45%
	131203	Junior High/Intermediate/Middle School Education and Te	9	487.4	88	18.05%
	131001	Special Education and Teaching, General	8	518.4	100.8	19.44%
	131314	Physical Education Teaching and Coaching	8	457.8	66.6	14.55%
	500501	Drama and Dramatics/Theatre Arts, General	8	571.8	102.8	17.98%
	500702	Fine/Studio Arts, General	8	769	154.8	20.13%
	520301	Accounting	8	1717.2	438	25.51%
	521401	Marketing/Marketing Management, General	8	3071	922	30.02%
	160905	Spanish Language and Literature	7	377.4	82	21.73%
	240101	INTERDISCIPLINARY STUDIES	7	2420.2	272.2	11.25%
	240102	General Studies	7	6958.6	0	0.00%
	400801	Physics, General	7	366.2	59.8	16.33%
	131205	Secondary Education and Teaching	6	569.2	85.4	15.00%
	160101	Foreign Languages and Literatures, General	6	281.2	67.4	23.97%
	450601	Economics, General	6	901.6	230.6	25.58%
	500901	Music, General	6	589.2	95.4	16.19%

FY2018-2022 All Program Data:
Five-Year Average Enrollment, Completion, and Completion Rate

520801 Finance, General	6	3180.8	899.4	28.28%
0 Undeclared	5	300.6	0	0.00%
90101 Speech Communication and Rhetoric	5	1686.4	409.2	24.26%
90102 Mass Communication/Media Studies	5	761.6	155.6	20.43%
110401 Information Science/Studies	5	517.6	83	16.04%
141901 Mechanical Engineering	5	2247	504.2	22.44%
310505 Exercise Science and Kinesiology	5	1656	303.6	18.33%
500701 Art/Art Studies, General	5	413	78.6	19.03%
520601 Business/Managerial Economics	5	434.8	107.2	24.66%
50207 WOMEN IN STEM	4	114.2	27.8	24.34%
110103 Information Technology	4	614.2	113.6	18.50%
111003 CYBERSECURITY	4	30.4	1.6	5.26%
131302 Art Teacher Education	4	106.6	16	15.01%
140801 Civil Engineering, General	4	1018	239.8	23.56%
141001 Electrical and Electronics Engineering	4	681.6	154.6	22.68%
143501 Industrial Engineering	4	790.8	182.4	23.07%
310504 Sport and Fitness Administration/Management	4	1960.4	330.8	16.87%
380101 Philosophy	4	213.6	44	20.60%
380201 Religion/Religious Studies	4	84.6	20	23.64%
400601 Geology/Earth Science, General	4	224.4	50.6	22.55%
430103 Criminal Justice/Law Enforcement Administration	4	1730.6	387.2	22.37%
450201 Anthropology, General	4	317.4	72.8	22.94%
500703 Art History, Criticism and Conservation	4	136.2	33.4	24.52%
512207 Public Health Education and Promotion	4	1293	221	17.09%
30104 Environmental Science	3	209.4	27.2	12.99%
50201 African-American/Black Studies	3	46.6	8.8	18.88%
131312 Music Teacher Education	3	135.4	13.8	10.19%
140901 Computer Engineering, General	3	511	92.8	18.16%
260908 Exercise Physiology and Kinesiology	3	1853.6	380.6	20.53%
261302 Marine Biology and Biological Oceanography	3	1438.4	209	14.53%
307001 Data Science, General	3	13.8	1.2	8.70%
440701 Social Work	3	412.6	95.4	23.12%

FY2018-2022 All Program Data:
Five-Year Average Enrollment, Completion, and Completion Rate

500301	Dance, General	3	167.2	30.6	18.30%
501003	Music Management	3	69.4	6.2	8.93%
520203	Logistics, Materials, and Supply Chain Management	3	153.4	33	21.51%
520901	Hospitality Administration/Management, General	3	986.4	247.8	25.12%
30103	Environmental Studies	2	130.4	32.6	25.00%
90702	Digital Communication and Media/Multimedia	2	290.6	61.2	21.06%
90902	Public Relations/Image Management	2	579.8	174.2	30.04%
140501	Bioengineering and Biomedical Engineering	2	649	156.8	24.16%
140701	Chemical Engineering	2	553.2	133.6	24.15%
144201	Mechatronics, Robotics, and Automation Engineering	2	13.6	2.4	17.65%
160501	German Language and Literature	2	98	14.6	14.90%
160901	French Language and Literature	2	72.8	15.6	21.43%
161200	Classics and Classical Languages, Literatures, and Linguistics	2	69.2	12.2	17.63%
190799	Human Development, Family Studies, and Related Services	2	113	33.8	29.91%
240103	Humanities/Humanistic Studies	2	59.4	13.2	22.22%
240199	Liberal Arts and Sciences, General Studies and Humanities	2	145	52.2	36.00%
260202	Biochemistry	2	454.8	79	17.37%
270301	Applied Mathematics, General	2	157.4	25	15.88%
270501	Statistics, General	2	110.6	20.2	18.26%
290201	Intelligence, General	2	754.2	123.4	16.36%
302001	International/Globalization Studies	2	233	47.8	20.52%
309999	Multi-/Interdisciplinary Studies, Other	2	89.6	23.6	26.34%
450101	Social Sciences, General	2	145.4	33.6	23.11%
450401	Criminology	2	363	62.4	17.19%
500601	Film/Cinema/Media Studies	2	84	14.8	17.62%
510701	Health/Health Care Administration/Management	2	268.4	76.2	28.39%
510913	Athletic Training/Trainer	2	100.8	28.4	28.17%
512099	Pharmacy, Pharmaceutical Sciences, and Administration,	2	349.4	72.6	20.78%
512706	Medical Informatics	2	107.6	14.2	13.20%
521101	International Business/Trade/Commerce	2	683.8	192.6	28.17%
521501	Real Estate	2	262.2	60.4	23.04%
10101	Agricultural Business and Management, General	1	142	40.4	28.45%

FY2018-2022 All Program Data:
Five-Year Average Enrollment, Completion, and Completion Rate

10102	Agribusiness/Agricultural Business Operations	1	25.8	4	15.50%
10103	Agricultural Economics	1	162.8	36.2	22.24%
10303	Aquaculture	1	172.2	38.2	22.18%
10601	Applied Horticulture/Horticulture Operations, General	1	26.4	5	18.94%
10901	Animal Sciences, General	1	511.8	116.8	22.82%
11001	Food Science	1	314	60.8	19.36%
11101	Plant Sciences, General	1	1.6	0	0.00%
11103	Horticultural Science	1	50.2	12	23.90%
11299	Soil Sciences, Other	1	53.2	11.8	22.18%
30101	Natural Resources/Conservation, General	1	162.2	31.2	19.24%
30506	Forest Management/Forest Resources Management	1	105.4	26.4	25.05%
40201	Architecture	1	360.8	71.8	19.90%
40601	Landscape Architecture	1	87.6	16.2	18.49%
50123	Chinese Studies	1	16.4	3.4	20.73%
50125	German Studies	1	7.4	0.6	8.11%
50134	Latin American and Caribbean Studies	1	14.2	3.8	26.76%
50199	Area Studies, Other	1	149	27.2	18.26%
90401	Journalism	1	166.2	23	13.84%
90402	Broadcast Journalism	1	252.6	49.4	19.56%
90903	Advertising	1	348	81	23.28%
90906	Sports Communication	1	104.4	25	23.95%
110199	Computer and Information Sciences, Other	1	43.8	7.2	16.44%
110201	Computer Programming/Programmer, General	1	1.4	0.2	14.29%
110899	Computer Software and Media Applications, Other	1	133	18.4	13.83%
130101	Education, General	1	16.2	8.2	50.62%
131206	Teacher Education, Multiple Levels	1	31.2	5	16.03%
131301	Agricultural Teacher Education	1	52.8	13.6	25.76%
131303	Business and Innovation/Entrepreneurship Teacher Education	1	6	0.2	3.33%
131308	Family and Consumer Sciences/Home Economics Teacher Education	1	50	14.4	28.80%
131309	Technology Teacher Education/Industrial Arts Teacher Education	1	12	3.2	26.67%
131311	Mathematics Teacher Education	1	17.8	2	11.24%
131316	Science Teacher Education/General Science Teacher Education	1	25.8	6.2	24.03%

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Five-Year Average Enrollment, Completion, and Completion Rate

131318	Social Studies Teacher Education	1	44.8	2	4.46%
131322	Biology Teacher Education	1	11.6	0.4	3.45%
139999	Education, Other	1	0.4	0	0.00%
140201	Aerospace, Aeronautical, and Astronautical/Space Engine	1	75.6	2	2.65%
140301	Agricultural Engineering	1	67.6	19.6	28.99%
141301	Engineering Science	1	125.2	8.4	6.71%
141401	Environmental/Environmental Health Engineering	1	101.6	27.2	26.77%
141801	Materials Engineering	1	127.6	41.4	32.45%
142301	Nuclear Engineering	1	41	5.8	14.15%
142701	Systems Engineering	1	14.4	0	0.00%
143301	Construction Engineering	1	45.8	5.4	11.79%
149999	Engineering, Other	1	4.4	0	0.00%
150303	Electrical, Electronic, and Communications Engineering T	1	54.6	5.2	9.52%
150805	Mechanical/Mechanical Engineering Technology/Technici	1	107.6	10.8	10.04%
151001	Construction Engineering Technology/Technician	1	108.8	27	24.82%
151102	Surveying Technology/Surveying	1	0.8	0.6	75.00%
151501	Engineering/Industrial Management	1	49	11.8	24.08%
151503	Packaging Science	1	282.4	64.6	22.88%
159999	Engineering/Engineering-Related Technologies/Technicia	1	43	2.6	6.05%
160104	Comparative Literature	1	4.2	0.8	19.05%
160402	Russian Language and Literature	1	42.4	10.8	25.47%
169999	Foreign Languages, Literatures, and Linguistics, Other	1	163.6	32.6	19.93%
190101	Family and Consumer Sciences/Human Sciences, Genera	1	119	35.2	29.58%
190501	Foods, Nutrition, and Wellness Studies, General	1	27	4.4	16.30%
190504	Human Nutrition	1	93.8	20.2	21.54%
220000	LEGAL PROFESSIONS AND STUDIES	1	1.4	0.2	14.29%
231301	Writing, General	1	5	0	0.00%
231304	Rhetoric and Composition	1	222.2	69.4	31.23%
260102	Biomedical Sciences, General	1	26.4	0.4	1.52%
260210	Biochemistry and Molecular Biology	1	420.6	59.8	14.22%
260502	Microbiology, General	1	260.6	57.2	21.95%
260804	Animal Genetics	1	243.4	48.6	19.97%

FY2018-2022 All Program Data:
Five-Year Average Enrollment, Completion, and Completion Rate

261501 Neuroscience	1	2.2	0	0.00%
301201 Historic Preservation and Conservation, General	1	111.4	29.2	26.21%
303001 Computational Science	1	98.4	14.2	14.43%
303301 Sustainability Studies	1	17.2	0.2	1.16%
310301 Parks, Recreation, and Leisure Facilities Management, Ge	1	476.2	137.8	28.94%
310501 Sports, Kinesiology, and Physical Education/Fitness, Gene	1	58.8	4.4	7.48%
380206 Jewish/Judaic Studies	1	11.2	2.2	19.64%
389999 Philosophy and Religious Studies, Other	1	21.2	7	33.02%
400299 Astronomy and Astrophysics, Other	1	55.8	7.8	13.98%
400404 Meteorology	1	28	3.8	13.57%
400599 Chemistry, Other	1	96.4	12	12.45%
400699 Geological and Earth Sciences/Geosciences, Other	1	8	0	0.00%
422704 Experimental Psychology	1	1445.8	301.4	20.85%
430104 Criminal Justice/Safety Studies	1	10.6	0	0.00%
430404 Cybersecurity Defense Strategy/Policy	1	10.6	0	0.00%
440000 PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFES	1	16.2	2	12.35%
450301 Archeology	1	58.4	7.8	13.36%
450701 Geography	1	73.8	22.6	30.62%
450901 International Relations and Affairs	1	183.8	40.8	22.20%
451201 Urban Studies/Affairs	1	31.8	7.4	23.27%
500101 Visual and Performing Arts, General	1	5.6	1.2	21.43%
500102 Digital Arts	1	13.2	1	7.58%
500401 Design and Visual Communications, General	1	88.2	10.8	12.24%
500404 Industrial and Product Design	1	362.8	85.4	23.54%
500408 Interior Design	1	50.8	5.8	11.42%
500409 Graphic Design	1	215	40.8	18.98%
500499 Design and Applied Arts, Other	1	12.6	0.2	1.59%
500699 Film/Video and Photographic Arts, Other	1	371	86.6	23.34%
500999 Music, Other	1	22.4	4	17.86%
501002 Fine and Studio Arts Management	1	295.2	74.4	25.20%
509999 Visual and Performing Arts, Other	1	100.2	21	20.96%
510000 HEALTH PROFESSIONS AND RELATED PROGRAMS	1	25.8	9.6	37.21%

FY2018-2022 All Program Data:
Five-Year Average Enrollment, Completion, and Completion Rate

	510204 Audiology/Audiologist and Speech-Language Pathology/Pi	1	76.2	12.8	16.80%
	510901 Cardiovascular Technology/Technologist	1	146.2	14.8	10.12%
	511103 Pre-Pharmacy Studies	1	0.2	7.2	3600.00%
	511504 Community Health Services/Liaison/Counseling	1	20.6	1.8	8.74%
	512299 Public Health, Other	1	1414	386.4	27.33%
	519999 Health Professions and Related Clinical Sciences, Other	1	416.4	95.8	23.01%
	520101 Business/Commerce, General	1	219.2	98.4	44.89%
	520206 Non-Profit/Public/Organizational Management	1	182.8	47.6	26.04%
	520208 E-Commerce/Electronic Commerce	1	66	11.8	17.88%
	520701 Entrepreneurship/Entrepreneurial Studies	1	14.2	0	0.00%
	520903 Tourism and Travel Services Management	1	139.2	36.8	26.44%
	520906 Resort Management	1	193.8	34.2	17.65%
	521201 Management Information Systems, General	1	40.6	8.6	21.18%
	521301 Management Science	1	647.6	247.8	38.26%
	521701 Insurance	1	356.4	121	33.95%
	521803 Retailing	1	697.6	150.8	21.62%
	522001 Construction Management, General	1	151	38.4	25.43%
Bachelors Subtotal		564	110774.6	21549	19.45%
Masters	520201 BUSINESS	9	2407.8	700.2	29.08%
	131205 Secondary Education and Teaching	6	224.8	101.2	45.02%
	131315 Reading Teacher Education	6	296	77.2	26.08%
	130401 Educational Leadership and Administration, General	5	452.4	171.8	37.98%
	131001 Special Education and Teaching, General	5	111.4	41.8	37.52%
	131202 Elementary Education and Teaching	5	71.6	27.6	38.55%
	131210 Early Childhood Education and Teaching	5	58	18.2	31.38%
	131299 Teacher Education and Professional Development, Specif	5	366	89.6	24.48%
	230101 English Language and Literature, General	5	75.6	30.6	40.48%
	310504 Sport and Fitness Administration/Management	5	287.6	105	36.51%
	0 Undeclared	4	62.8	0	0.00%
	130501 Educational/Instructional Technology	4	174.2	66.2	38.00%
	131101 Counselor Education/School Counseling and Guidance S	4	324.6	130.4	40.17%
	260101 Biology/Biological Sciences, General	4	367.2	121.4	33.06%

FY2018-2022 All Program Data:
Five-Year Average Enrollment, Completion, and Completion Rate

520301 Accounting	4	347.6	203.6	58.57%
540101 History, General	4	71.2	18.6	26.12%
110701 Computer Science	3	56.6	29.6	52.30%
130101 Education, General	3	393.2	172.4	43.85%
131203 Junior High/Intermediate/Middle School Education and Te	3	9.6	6	62.50%
140801 Civil Engineering, General	3	117.2	54.4	46.42%
141001 Electrical and Electronics Engineering	3	89.2	31.4	35.20%
141901 Mechanical Engineering	3	214.4	76.8	35.82%
231302 Creative Writing	3	62.6	23	36.74%
261302 Marine Biology and Biological Oceanography	3	106.4	30.6	28.76%
270101 Mathematics, General	3	59.4	34.8	58.59%
440401 Public Administration	3	250.6	68	27.13%
510203 Speech-Language Pathology/Pathologist	3	262.8	73.2	27.85%
510912 Physician Assistant STUDIES	3	364.6	97.6	26.77%
512399 Rehabilitation and Therapeutic Professions, Other	3	131.6	54.4	41.34%
512706 Medical Informatics	3	62.8	26.2	41.72%
520101 Business/Commerce, General	3	191.2	73.4	38.39%
40301 City/Urban, Community, and Regional Planning	2	35	17.2	49.14%
130301 Curriculum and Instruction	2	54.6	20	36.63%
131302 Art Teacher Education	2	7.8	2.6	33.33%
131314 Physical Education Teaching and Coaching	2	43.8	11.4	26.03%
140501 Bioengineering and Biomedical Engineering	2	74.2	50.6	68.19%
140701 Chemical Engineering	2	14.2	5.6	39.44%
140901 Computer Engineering, General	2	65.8	22.6	34.35%
151501 Engineering/Industrial Management	2	108.6	36.6	33.70%
240101 INTERDISCIPLINARY STUDIES	2	36.6	11.6	31.69%
260102 Biomedical Sciences, General	2	80.4	35.4	44.03%
261102 Biostatistics	2	10.6	3.8	35.85%
261309 Epidemiology	2	39.2	15.6	39.80%
301201 Historic Preservation and Conservation, General	2	27.4	18.4	67.15%
303001 Computational Science	2	21.6	2.6	12.04%
400501 Chemistry, General	2	13.6	9	66.18%

FY2018-2022 All Program Data:
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400801 Physics, General	2	9.8	4	40.82%
422802 Community Psychology	2	41.2	16.6	40.29%
422805 School Psychology	2	29.6	16.2	54.73%
440701 Social Work	2	772.4	260	33.66%
450601 Economics, General	2	25.4	16.8	66.14%
451001 Political Science and Government, General	2	20	6.2	31.00%
500701 Art/Art Studies, General	2	24.4	8	32.79%
500702 Fine/Studio Arts, General	2	15.8	4.4	27.85%
500901 Music, General	2	30.2	12.2	40.40%
512207 Public Health Education and Promotion	2	79.4	31	39.04%
513804 Nurse Anesthetist	2	105.6	41.2	39.02%
513805 Family Practice Nurse/Nursing	2	303	92.2	30.43%
513808 Nursing Science	2	131.6	49	37.23%
513810 Psychiatric/Mental Health Nurse/Nursing	2	57.8	13.8	23.88%
513820 Clinical Nurse Leader	2	20.8	7.4	35.58%
513899 Registered Nursing, Nursing Admin., Nursing Research & C	2	5.8	1.8	31.03%
520209 Transportation/Mobility Management	2	17.4	3.8	21.84%
521001 Human Resources Management/Personnel Administration	2	152.8	58.2	38.09%
521302 Business Statistics	2	22.8	6.8	29.82%
10103 Agricultural Economics	1	13.4	3.8	28.36%
10303 Aquaculture	1	24	2.6	10.83%
11099 Food Science and Technology, Other	1	24.4	9.8	40.16%
11101 Plant Sciences, General	1	52.8	14.6	27.65%
19999 Agricultural/Animal/Plant/Veterinary Science and Related	1	4.2	1.2	28.57%
30103 Environmental Studies	1	84.6	19.2	22.70%
30502 Forest Sciences and Biology	1	21	5.2	24.76%
30601 Wildlife, Fish and Wildlands Science and Management	1	101.6	26	25.59%
40201 Architecture	1	19	8.6	45.26%
40401 Environmental Design/Architecture	1	7.4	2.8	37.84%
40601 Landscape Architecture	1	16.8	6.2	36.90%
40902 Architectural and Building Sciences/Technology	1	86.6	31.6	36.49%
90199 Communication and Media Studies, Other	1	24.8	10.2	41.13%

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90401 Journalism	1	51.8	16.2	31.27%
90900 Public Relations, Advertising, and Applied Communicatio	1	13.4	3.6	26.87%
90901 Organizational Communication, General	1	13.2	5.6	42.42%
110101 Computer and Information Sciences, General	1	129.6	63.8	49.23%
110199 Computer and Information Sciences, Other	1	4.2	1.6	38.10%
110201 Computer Programming/Programmer, General	1	41	10.8	26.34%
111003 CYBERSECURITY	1	15.8	5.4	34.18%
130406 Higher Education/Higher Education Administration	1	8.4	2.6	30.95%
130601 Educational Evaluation and Research	1	6.8	1.8	26.47%
131009 Education/Teaching of Individuals with Vision Impairment:	1	16.8	4.2	25.00%
131011 Education/Teaching of Individuals with Specific Learning C	1	81	21.2	26.17%
131099 Special Education and Teaching, Other	1	41	9.6	23.41%
131102 College Student Counseling and Personnel Services	1	77	34	44.16%
131206 Teacher Education, Multiple Levels	1	13.6	5.2	38.24%
131207 Montessori Teacher Education	1	18	9.4	52.22%
131301 Agricultural Teacher Education	1	20.2	8.6	42.57%
131306 Foreign Language Teacher Education	1	20.6	6	29.13%
131312 Music Teacher Education	1	12.8	5.8	45.31%
131324 Drama and Dance Teacher Education	1	3	2.6	86.67%
140201 Aerospace, Aeronautical, and Astronautical/Space Engine	1	24	6.4	26.67%
140301 Agricultural Engineering	1	5.8	1.8	31.03%
141401 Environmental/Environmental Health Engineering	1	37	14.2	38.38%
141801 Materials Engineering	1	21.8	7.6	34.86%
142301 Nuclear Engineering	1	13.4	4.2	31.34%
143501 Industrial Engineering	1	201.4	65.2	32.37%
149999 Engineering, Other	1	219.2	77.4	35.31%
151001 Construction Engineering Technology/Technician	1	14.4	4.6	31.94%
151503 Packaging Science	1	12.2	2.6	21.31%
160101 Foreign Languages and Literatures, General	1	4.2	1.2	28.57%
160102 Linguistics	1	13	3.8	29.23%
160104 Comparative Literature	1	4.6	2.2	47.83%
160501 German Language and Literature	1	1.8	0.8	44.44%

FY2018-2022 All Program Data:
Five-Year Average Enrollment, Completion, and Completion Rate

160901 French Language and Literature	1	0.6	0.4	66.67%
160905 Spanish Language and Literature	1	2	1	50.00%
190501 Foods, Nutrition, and Wellness Studies, General	1	5.8	2.2	37.93%
190504 Human Nutrition	1	50.2	17.6	35.06%
190701 Human Development and Family Studies, General	1	4	2	50.00%
190706 Child Development	1	20.6	10.2	49.51%
190799 Human Development, Family Studies, and Related Services	1	59.4	16	26.94%
231303 Professional, Technical, Business, and Scientific Writing	1	13.6	6.6	48.53%
250101 Library and Information Science	1	437.8	120.2	27.46%
260202 Biochemistry	1	2.2	0.4	18.18%
260502 Microbiology, General	1	12	3	25.00%
260702 Entomology	1	6	1.4	23.33%
260707 Animal Physiology	1	18.2	5.6	30.77%
260804 Animal Genetics	1	3.2	0.4	12.50%
260806 Human/Medical Genetics	1	17.2	8.6	50.00%
260908 Exercise Physiology and Kinesiology	1	33.2	12.6	37.95%
261004 Toxicology	1	6	2.6	43.33%
270301 Applied Mathematics, General	1	26.8	6	22.39%
270501 Statistics, General	1	9.4	4.4	46.81%
270601 Applied Statistics, General	1	3.4	2.4	70.59%
290201 Intelligence, General	1	60.8	14	23.03%
307001 Data Science, General	1	1.4	0.2	14.29%
310301 Parks, Recreation, and Leisure Facilities Management, General	1	93	37.4	40.22%
310505 Exercise Science and Kinesiology	1	31.2	10.6	33.97%
380101 Philosophy	1	1.8	0.8	44.44%
400601 Geology/Earth Science, General	1	24.8	9.2	37.10%
400699 Geological and Earth Sciences/Geosciences, Other	1	21.8	7	32.11%
400807 Optics/Optical Sciences	1	1.8	0.6	33.33%
409999 Physical Sciences, Other	1	8.2	3.8	46.34%
420101 Psychology, General	1	93.6	27	28.85%
422704 Experimental Psychology	1	1.2	2	166.67%
422801 Clinical Psychology	1	2.2	4.2	190.91%

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Five-Year Average Enrollment, Completion, and Completion Rate

422813	Applied Psychology	1	50.6	15.8	31.23%
422814	Applied Behavior Analysis	1	4.4	0.8	18.18%
430103	Criminal Justice/Law Enforcement Administration	1	19.2	5.6	29.17%
430302	Crisis/Emergency/Disaster Management	1	15.8	5	31.65%
450101	Social Sciences, General	1	30.4	5.4	17.76%
450201	Anthropology, General	1	5.6	2.2	39.29%
450603	Econometrics and Quantitative Economics	1	1	0.2	20.00%
450701	Geography	1	14.8	5.4	36.49%
450901	International Relations and Affairs	1	3.4	0.8	23.53%
451101	Sociology, General	1	0.8	1.4	175.00%
459999	Social Sciences, Other	1	12.8	4.2	32.81%
500101	Visual and Performing Arts, General	1	11.6	4.2	36.21%
500404	Industrial and Product Design	1	17	5.6	32.94%
500501	Drama and Dramatics/Theatre Arts, General	1	23	7.6	33.04%
500699	Film/Video and Photographic Arts, Other	1	5.8	3.2	55.17%
500703	Art History, Criticism and Conservation	1	5	1.6	32.00%
500903	Music Performance, General	1	27.8	10.8	38.85%
500906	Conducting	1	2	1	50.00%
500913	Music Technology	1	4.4	1.8	40.91%
501002	Fine and Studio Arts Management	1	43.2	10	23.15%
510204	Audiology/Audiologist and Speech-Language Pathology/P	1	74.8	27	36.10%
510502	Advanced General Dentistry	1	32	7.4	23.13%
510701	Health/Health Care Administration/Management	1	110.6	41.8	37.79%
510702	Hospital and Health Care Facilities Administration/Manag	1	41.2	16.4	39.81%
510706	Health Information/Medical Records Administration/Admi	1	37.8	9.4	24.87%
510901	Cardiovascular Technology/Technologist	1	56.2	27.4	48.75%
510913	Athletic Training/Trainer	1	97.4	28.4	29.16%
511102	Pre-Medicine/Pre-Medical Studies	1	13.8	5.6	40.58%
511401	Medical Science/Scientist	1	26	11.6	44.62%
512003	Pharmaceutics and Drug Design	1	0.2	0.2	100.00%
512201	Public Health, General	1	49.4	19.6	39.68%
512202	Environmental Health	1	9.4	3.6	38.30%

FY2018-2022 All Program Data:

Five-Year Average Enrollment, Completion, and Completion Rate

512299	Public Health, Other	1	12.8	10.6	82.81%
512310	Vocational Rehabilitation Counseling/Counselor	1	34.8	4.6	13.22%
513203	Nursing Education	1	4	0.8	20.00%
513801	Registered Nursing/Registered Nurse	1	21	0	0.00%
513802	Nursing Administration	1	108	50.2	46.48%
513803	Adult Health Nurse/Nursing	1	10	40.8	408.00%
513806	Maternal/Child Health and Neonatal Nurse/Nursing	1	9	15.6	173.33%
513811	Public Health/Community Nurse/Nursing	1	48.4	8.4	17.36%
513814	Critical Care Nursing	1	97.8	26.4	26.99%
513817	Nursing Education	1	8.8	2.8	31.82%
520205	Operations Management and Supervision	1	2.6	2.4	92.31%
520701	Entrepreneurship/Entrepreneurial Studies	1	12	6	50.00%
520901	Hospitality Administration/Management, General	1	23.8	10.2	42.86%
521005	Human Resources Development	1	49	18	36.73%
521101	International Business/Trade/Commerce	1	179.4	86.8	48.38%
521206	Information Resources Management	1	11.4	3.6	31.58%
521499	Marketing, Other	1	14	9.6	68.57%
521501	Real Estate	1	41.2	18.8	45.63%
521803	Retailing	1	2.2	1	45.45%
522001	Construction Management, General	1	19.6	7	35.71%
540105	Public/Applied History	1	15.2	6.8	44.74%
540108	Military History	1	21.8	2.2	10.09%
Masters Subtotal		324	14879.4	5183.6	34.84%
Doctors-Professional	511201 Medicine	2	1553	351.4	22.63%
	512001 Pharmacy	2	745.8	179.4	24.05%
	220101 Law	1	637.4	199.6	31.31%
	510401 Dentistry	1	383.8	73.2	19.07%
	513818 Nursing Practice	1	12.4	3.8	30.65%
Doctors-Professional Practice SubTotal		7	3332.4	807.4	24.23%
Doctors-Research/Sc	130401 Educational Leadership and Administration, General	3	238.4	35.4	14.85%
	139999 Education, Other	3	147	4.4	2.99%
	513818 Nursing Practice	3	321.6	51.4	15.98%

FY2018-2022 All Program Data:
Five-Year Average Enrollment, Completion, and Completion Rate

110104 Informatics	2	42.8	3.4	7.94%
130301 Curriculum and Instruction	2	337	70.4	20.89%
131001 Special Education and Teaching, General	2	47.4	4.8	10.13%
140501 Bioengineering and Biomedical Engineering	2	108.6	16.2	14.92%
140701 Chemical Engineering	2	123.2	16.8	13.64%
140801 Civil Engineering, General	2	109.8	20.4	18.58%
140901 Computer Engineering, General	2	104.6	12.8	12.24%
141001 Electrical and Electronics Engineering	2	126.2	15.8	12.52%
141901 Mechanical Engineering	2	168.8	22.2	13.15%
260101 Biology/Biological Sciences, General	2	78.6	10.4	13.23%
260202 Biochemistry	2	44.4	5.4	12.16%
261102 Biostatistics	2	29.8	3.6	12.08%
261309 Epidemiology	2	44.4	6.8	15.32%
270101 Mathematics, General	2	168.2	18.6	11.06%
400501 Chemistry, General	2	238.6	37.6	15.76%
400801 Physics, General	2	111	13.2	11.89%
450601 Economics, General	2	78.8	14.8	18.78%
512003 Pharmaceuticals and Drug Design	2	45	7.6	16.89%
512308 Physical Therapy/Therapist	2	358.2	84.2	23.51%
512706 Medical Informatics	2	15.8	0.8	5.06%
513804 Nurse Anesthetist	2	119	18.2	15.29%
513808 Nursing Science	2	99.2	10.2	10.28%
10103 Agricultural Economics	1	0.4	0	0.00%
11001 Food Science	1	21.8	2.8	12.84%
11101 Plant Sciences, General	1	48	6.4	13.33%
19999 Agricultural/Animal/Plant/Veterinary Science and Related	1	1.4	0	0.00%
30502 Forest Sciences and Biology	1	11.6	1.8	15.52%
30601 Wildlife, Fish and Wildlands Science and Management	1	19.6	1.8	9.18%
40401 Environmental Design/Architecture	1	30.4	4.8	15.79%
90101 Speech Communication and Rhetoric	1	44.8	6.2	13.84%
90102 Mass Communication/Media Studies	1	22.6	4	17.70%
110101 Computer and Information Sciences, General	1	65.4	4.4	6.73%

FY2018-2022 All Program Data:
Five-Year Average Enrollment, Completion, and Completion Rate

110701	Computer Science	1	32.8	1.2	3.66%
130101	Education, General	1	35.2	3	8.52%
130601	Educational Evaluation and Research	1	35	3	8.57%
130607	Learning Sciences	1	22.6	2.2	9.73%
130699	Educational Assessment, Evaluation, and Research, Othe	1	36	1.2	3.33%
130901	Social and Philosophical Foundations of Education	1	10	1.4	14.00%
131101	Counselor Education/School Counseling and Guidance S	1	18.6	3.4	18.28%
131312	Music Teacher Education	1	2.6	0.6	23.08%
131314	Physical Education Teaching and Coaching	1	11.8	3.4	28.81%
131315	Reading Teacher Education	1	28.2	2.4	8.51%
140301	Agricultural Engineering	1	5.2	0.6	11.54%
141401	Environmental/Environmental Health Engineering	1	38	4.8	12.63%
141801	Materials Engineering	1	55	7.4	13.45%
142301	Nuclear Engineering	1	12	0.6	5.00%
143501	Industrial Engineering	1	40	7	17.50%
149999	Engineering, Other	1	55.4	8.4	15.16%
151599	Engineering-Related Fields, Other	1	19.2	2.2	11.46%
160102	Linguistics	1	25.8	1.8	6.98%
160104	Comparative Literature	1	25.8	2.8	10.85%
160905	Spanish Language and Literature	1	9.8	2	20.41%
190707	Family and Community Services	1	30.2	4.4	14.57%
230101	English Language and Literature, General	1	68.6	7.4	10.79%
250101	Library and Information Science	1	11.2	2.4	21.43%
260102	Biomedical Sciences, General	1	48.2	8.6	17.84%
260499	Cell/Cellular Biology and Anatomical Sciences, Other	1	37.4	6.4	17.11%
260502	Microbiology, General	1	11.4	1.6	14.04%
260503	Medical Microbiology and Bacteriology	1	11	2	18.18%
260702	Entomology	1	10	1.4	14.00%
260707	Animal Physiology	1	11	2	18.18%
260804	Animal Genetics	1	20	2.2	11.00%
260806	Human/Medical Genetics	1	34.4	3.8	11.05%
260908	Exercise Physiology and Kinesiology	1	37	7.4	20.00%

FY2018-2022 All Program Data:
Five-Year Average Enrollment, Completion, and Completion Rate

261001 Pharmacology	1	13.4	1.6	11.94%
261004 Toxicology	1	7.6	2.2	28.95%
261103 Bioinformatics	1	3.2	0.6	18.75%
261302 Marine Biology and Biological Oceanography	1	13	2.4	18.46%
261501 Neuroscience	1	27.6	3.8	13.77%
270501 Statistics, General	1	33.2	5.8	17.47%
310301 Parks, Recreation, and Leisure Facilities Management, Ge	1	63.2	8.8	13.92%
310504 Sport and Fitness Administration/Management	1	15.6	2.8	17.95%
380101 Philosophy	1	21.2	3.8	17.92%
400601 Geology/Earth Science, General	1	20.2	2.8	13.86%
400607 Oceanography, Chemical and Physical	1	11.8	0.8	6.78%
400807 Optics/Optical Sciences	1	5.2	0.4	7.69%
420101 Psychology, General	1	0.2	0.2	100.00%
422704 Experimental Psychology	1	16.8	3.6	21.43%
422801 Clinical Psychology	1	36	6.4	17.78%
422804 Industrial and Organizational Psychology	1	23.8	5.4	22.69%
422805 School Psychology	1	21.6	3.8	17.59%
429999 Psychology, Other	1	14.8	2.6	17.57%
440501 Public Policy Analysis, General	1	14.8	2.4	16.22%
440701 Social Work	1	21.8	1.8	8.26%
450201 Anthropology, General	1	15.2	2.4	15.79%
450401 Criminology	1	25.4	4	15.75%
450701 Geography	1	16.6	4	24.10%
451001 Political Science and Government, General	1	36.2	3	8.29%
451101 Sociology, General	1	19.6	1.8	9.18%
500903 Music Performance, General	1	58.2	9.2	15.81%
500904 Music Theory and Composition	1	2	0.2	10.00%
500906 Conducting	1	14.4	3.8	26.39%
500999 Music, Other	1	20.4	4.4	21.57%
510204 Audiology/Audiologist and Speech-Language Pathology/P	1	11.2	1.6	14.29%
510701 Health/Health Care Administration/Management	1	82.6	25	30.27%
512201 Public Health, General	1	46.2	9.2	19.91%

**FY2018-2022 All Program Data:
Five-Year Average Enrollment, Completion, and Completion Rate**

	512202 Environmental Health	1	40.8	6.4	15.69%
	512207 Public Health Education and Promotion	1	40.4	8.2	20.30%
	512299 Public Health, Other	1	17.2	1.8	10.47%
	512306 Occupational Therapy/Therapist	1	112.6	13.4	11.90%
	512399 Rehabilitation and Therapeutic Professions, Other	1	16.2	3.6	22.22%
	520201 BUSINESS	1	58.8	12	20.41%
	520205 Operations Management and Supervision	1	20.2	2.6	12.87%
	520901 Hospitality Administration/Management, General	1	13.6	2.2	16.18%
	540101 History, General	1	33.6	6.4	19.05%
Doctors-Research/Scholarship Total		136	5508.2	833.8	15.14%
Specialist	130401 Educational Leadership and Administration, General	5	130.6	44.4	34.00%
	422805 School Psychology	3	63.4	29.2	46.06%
	131101 Counselor Education/School Counseling and Guidance S	2	107.4	58	54.00%
	130501 Educational/Instructional Technology	1	25.6	8.2	32.03%
	250101 Library and Information Science	1	3	0.2	6.67%
Specialist Subtotal		12	330	140	42.42%
Grand Total		1043	134824.6	28513.8	21.15%

FY2020-2024 All Program Data:
Five-Year Enrollment, Completion, and Completion Rate

Bachelors	230101	English Language and Literature, General	12	1290.6	308.2	23.88%
	260101	Biology/Biological Sciences, General	12	7095.6	1192.4	16.80%
	520201	BUSINESS	12	9121	1649.4	18.08%
	540101	History, General	12	1294.8	291	22.47%
	110101	Computer and Information Sciences, General	11	3254.2	488.4	15.01%
	131202	Elementary Education and Teaching	11	1729.6	316	18.27%
	131210	Early Childhood Education and Teaching	11	1729.2	331.6	19.18%
	400501	Chemistry, General	11	808	137	16.96%
	420101	Psychology, General	11	4653.2	970.2	20.85%
	451001	Political Science and Government, General	11	2522.4	566	22.44%
	451101	Sociology, General	11	1251.8	283	22.61%
	131203	Junior High/Intermediate/Middle School Education and Te	10	431	79.2	18.38%
	270101	Mathematics, General	10	742	154.2	20.78%
	513801	Registered Nursing/Registered Nurse	10	6145.4	1280.4	20.84%
	131001	Special Education and Teaching, General	9	461.6	90.6	19.63%
	500501	Drama and Dramatics/Theatre Arts, General	8	548.2	110.8	20.21%
	500702	Fine/Studio Arts, General	8	750.2	146.8	19.57%
	520301	Accounting	8	1668.6	426.6	25.57%
	521401	Marketing/Marketing Management, General	8	3588	952	26.53%
	131314	Physical Education Teaching and Coaching	7	399	55	13.78%
	160905	Spanish Language and Literature	7	322.6	76.6	23.74%
	240101	INTERDISCIPLINARY STUDIES	7	1771	281.4	15.89%
	400801	Physics, General	7	334	54	16.17%
	500901	Music, General	7	582.6	100.8	17.30%
	131205	Secondary Education and Teaching	6	498.8	87.4	17.52%
	160101	Foreign Languages and Literatures, General	6	277.4	64	23.07%
	240102	General Studies	6	6876.4	0	0.00%
	450601	Economics, General	6	952.8	235.4	24.71%
	520801	Finance, General	6	3670.4	981	26.73%
	30104	Environmental Science	5	245.4	35.2	14.34%
	90101	Speech Communication and Rhetoric	5	1630.6	393.6	24.14%
	90102	Mass Communication/Media Studies	5	740.8	164.6	22.22%

FY2020-2024 All Program Data:
Five-Year Enrollment, Completion, and Completion Rate

110401 Information Science/Studies	5	532.8	88.4	16.59%
111003 CYBERSECURITY	5	129.6	10.2	7.87%
141901 Mechanical Engineering	5	2163.4	491.8	22.73%
310505 Exercise Science and Kinesiology	5	1540.6	279.6	18.15%
500701 Art/Art Studies, General	5	419	76.4	18.23%
520601 Business/Managerial Economics	5	501.2	105.2	20.99%
30103 Environmental Studies	4	177.4	37.6	21.20%
50207 WOMEN IN STEM	4	116.8	31.6	27.05%
110103 Information Technology	4	619.8	127.4	20.56%
131302 Art Teacher Education	4	98.4	14.6	14.84%
140801 Civil Engineering, General	4	1036.2	250.4	24.17%
141001 Electrical and Electronics Engineering	4	630.6	146	23.15%
143501 Industrial Engineering	4	720.6	190.4	26.42%
310504 Sport and Fitness Administration/Management	4	2151.8	387.2	17.99%
380101 Philosophy	4	212.2	46.2	21.77%
380201 Religion/Religious Studies	4	77.2	19	24.61%
400601 Geology/Earth Science, General	4	200.6	46.2	23.03%
430103 Criminal Justice/Law Enforcement Administration	4	1666.8	378.2	22.69%
450201 Anthropology, General	4	305.6	74.4	24.35%
500703 Art History, Criticism and Conservation	4	130.6	32.8	25.11%
512207 Public Health Education and Promotion	4	1248.8	237.6	19.03%
50201 African-American/Black Studies	3	36.6	7.8	21.31%
90702 Digital Communication and Media/Multimedia	3	314.8	69.4	22.05%
131312 Music Teacher Education	3	125.8	13.8	10.97%
140901 Computer Engineering, General	3	486.8	93.6	19.23%
260908 Exercise Physiology and Kinesiology	3	1796.2	334.2	18.61%
261302 Marine Biology and Biological Oceanography	3	1398	211.4	15.12%
270501 Statistics, General	3	122.6	23.6	19.25%
307001 Data Science, General	3	43	6.2	14.42%
309999 Multi-/Interdisciplinary Studies, Other	3	136.4	37	27.13%
440701 Social Work	3	367.4	83.4	22.70%
500301 Dance, General	3	160.6	29	18.06%

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Five-Year Enrollment, Completion, and Completion Rate

501003 Music Management	3	81.2	7	8.62%
520203 Logistics, Materials, and Supply Chain Management	3	216.4	47	21.72%
520901 Hospitality Administration/Management, General	3	850.8	214.8	25.25%
0 Undeclared	2	63	0	0.00%
90401 Journalism	2	175.6	27	15.38%
90902 Public Relations/Image Management	2	468	138	29.49%
110701 Computer Science	2	96.8	7.8	8.06%
130101 Education, General	2	56.6	23	40.64%
131206 Teacher Education, Multiple Levels	2	21.2	4.2	19.81%
140501 Bioengineering and Biomedical Engineering	2	618.4	157.6	25.49%
140701 Chemical Engineering	2	466.2	118.6	25.44%
144201 Mechatronics, Robotics, and Automation Engineering	2	22.2	4.6	20.72%
149999 Engineering, Other	2	12.4	1.4	11.29%
160501 German Language and Literature	2	58.2	13.6	23.37%
160901 French Language and Literature	2	54.4	15.4	28.31%
161200 Classics and Classical Languages, Literatures, and Linguistics	2	56.6	13.2	23.32%
240103 Humanities/Humanistic Studies	2	63.8	11.2	17.55%
240199 Liberal Arts and Sciences, General Studies and Humanities	2	131.2	42.2	32.16%
260202 Biochemistry	2	458.4	84.8	18.50%
270301 Applied Mathematics, General	2	67.8	15.4	22.71%
290201 Intelligence, General	2	789	154.2	19.54%
302001 International/Globalization Studies	2	192.8	44	22.82%
450101 Social Sciences, General	2	122.2	28.8	23.57%
450401 Criminology	2	531	103.2	19.44%
500601 Film/Cinema/Media Studies	2	100	16.4	16.40%
510000 HEALTH PROFESSIONS AND RELATED PROGRAMS	2	64.4	13.8	21.43%
510701 Health/Health Care Administration/Management	2	249.8	72.8	29.14%
510913 Athletic Training/Trainer	2	35.4	14.6	41.24%
512099 Pharmacy, Pharmaceutical Sciences, and Administration,	2	315	78.6	24.95%
512706 Medical Informatics	2	100.4	20	19.92%
521101 International Business/Trade/Commerce	2	728.4	198	27.18%
521501 Real Estate	2	399	80.6	20.20%

FY2020-2024 All Program Data:
Five-Year Enrollment, Completion, and Completion Rate

10101	Agricultural Business and Management, General	1	126.4	32.4	25.63%
10102	Agribusiness/Agricultural Business Operations	1	41.8	3.8	9.09%
10103	Agricultural Economics	1	161.6	32	19.80%
10303	Aquaculture	1	174.4	35.4	20.30%
10601	Applied Horticulture/Horticulture Operations, General	1	28.4	5.2	18.31%
10901	Animal Sciences, General	1	520.6	115.4	22.17%
11001	Food Science	1	337.6	66.6	19.73%
11103	Horticultural Science	1	61	13.2	21.64%
11299	Soil Sciences, Other	1	51.4	12.4	24.12%
30101	Natural Resources/Conservation, General	1	182.6	33.6	18.40%
30506	Forest Management/Forest Resources Management	1	104.2	24.2	23.22%
40201	Architecture	1	391	78.4	20.05%
40601	Landscape Architecture	1	107	20.2	18.88%
50123	Chinese Studies	1	13.6	4.4	32.35%
50125	German Studies	1	34.6	2.6	7.51%
50134	Latin American and Caribbean Studies	1	8.8	2.4	27.27%
50199	Area Studies, Other	1	131	31.6	24.12%
90402	Broadcast Journalism	1	234.8	44.2	18.82%
90903	Advertising	1	380.6	87.8	23.07%
90906	Sports Communication	1	118.4	28.4	23.99%
110199	Computer and Information Sciences, Other	1	21.4	2.8	13.08%
110201	Computer Programming/Programmer, General	1	3	0.6	20.00%
110899	Computer Software and Media Applications, Other	1	131	19	14.50%
130406	Higher Education/Higher Education Administration	1	0.6	0	0.00%
131301	Agricultural Teacher Education	1	43.2	11.4	26.39%
131303	Business and Innovation/Entrepreneurship Teacher Education	1	0.6	0	0.00%
131308	Family and Consumer Sciences/Home Economics Teacher Education	1	4.8	0.4	8.33%
131309	Technology Teacher Education/Industrial Arts Teacher Education	1	6.8	2.2	32.35%
131311	Mathematics Teacher Education	1	18	3.2	17.78%
131316	Science Teacher Education/General Science Teacher Education	1	17.6	4.8	27.27%
131318	Social Studies Teacher Education	1	37	2.2	5.95%
131322	Biology Teacher Education	1	16	1.2	7.50%

FY2020-2024 All Program Data:
Five-Year Enrollment, Completion, and Completion Rate

139999	Education, Other	1	15.4	1.8	11.69%
140201	Aerospace, Aeronautical, and Astronautical/Space Engine	1	160	13.4	8.38%
140301	Agricultural Engineering	1	63.4	18.8	29.65%
140903	Computer Software Engineering	1	8.6	0.2	2.33%
141301	Engineering Science	1	156.4	16.8	10.74%
141401	Environmental/Environmental Health Engineering	1	94.4	27	28.60%
141801	Materials Engineering	1	92.2	30.6	33.19%
142301	Nuclear Engineering	1	30.8	5.2	16.88%
142701	Systems Engineering	1	33.8	0.8	2.37%
143301	Construction Engineering	1	71.6	11.2	15.64%
150303	Electrical, Electronic, and Communications Engineering T	1	48.6	4.2	8.64%
150805	Mechanical/Mechanical Engineering Technology/Technici	1	95.2	9	9.45%
151001	Construction Engineering Technology/Technician	1	217.6	55.4	25.46%
151102	Surveying Technology/Surveying	1	0.4	0.2	50.00%
151501	Engineering/Industrial Management	1	44.8	10.6	23.66%
151503	Packaging Science	1	244.2	59	24.16%
159999	Engineering/Engineering-Related Technologies/Technicia	1	27.8	4.6	16.55%
160104	Comparative Literature	1	3	0.6	20.00%
160402	Russian Language and Literature	1	31.8	9.6	30.19%
169999	Foreign Languages, Literatures, and Linguistics, Other	1	165	32	19.39%
190101	Family and Consumer Sciences/Human Sciences, Genera	1	115	32.8	28.52%
190501	Foods, Nutrition, and Wellness Studies, General	1	25.8	4	15.50%
190504	Human Nutrition	1	81.4	18	22.11%
190701	Human Development and Family Studies, General	1	52.8	13.2	25.00%
190799	Human Development, Family Studies, and Related Service	1	73.6	22.8	30.98%
220000	LEGAL PROFESSIONS AND STUDIES	1	13.8	2.6	18.84%
231301	Writing, General	1	11.4	0.6	5.26%
231304	Rhetoric and Composition	1	223.4	69.2	30.98%
260102	Biomedical Sciences, General	1	24.8	1	4.03%
260210	Biochemistry and Molecular Biology	1	398.8	63.8	16.00%
260502	Microbiology, General	1	233.6	52.2	22.35%
260804	Animal Genetics	1	232.6	51	21.93%

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Five-Year Enrollment, Completion, and Completion Rate

261501	Neuroscience	1	115.4	5	4.33%
301201	Historic Preservation and Conservation, General	1	89.8	26.4	29.40%
303001	Computational Science	1	78.6	11	13.99%
303301	Sustainability Studies	1	80.2	9.2	11.47%
303801	Earth Systems Science	1	0.2	0	0.00%
310301	Parks, Recreation, and Leisure Facilities Management, Ge	1	459.8	117.2	25.49%
310501	Sports, Kinesiology, and Physical Education/Fitness, Gene	1	95.6	4.8	5.02%
310507	Physical Fitness Technician	1	7.2	0.2	2.78%
380206	Jewish/Judaic Studies	1	13.6	2.2	16.18%
389999	Philosophy and Religious Studies, Other	1	14	4.6	32.86%
400299	Astronomy and Astrophysics, Other	1	54	9.2	17.04%
400404	Meteorology	1	27	3.6	13.33%
400599	Chemistry, Other	1	85.4	11.4	13.35%
400699	Geological and Earth Sciences/Geosciences, Other	1	31.4	1.8	5.73%
422704	Experimental Psychology	1	1660.6	356.8	21.49%
430104	Criminal Justice/Safety Studies	1	110.6	4.2	3.80%
430404	Cybersecurity Defense Strategy/Policy	1	50.6	1.2	2.37%
440000	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFES'	1	55.2	8.6	15.58%
450301	Archeology	1	53.6	11.4	21.27%
450701	Geography	1	77.6	21.8	28.09%
450901	International Relations and Affairs	1	153.4	36	23.47%
451201	Urban Studies/Affairs	1	28.4	6.4	22.54%
500101	Visual and Performing Arts, General	1	24.8	2.8	11.29%
500102	Digital Arts	1	38	3.8	10.00%
500401	Design and Visual Communications, General	1	67.2	14.4	21.43%
500404	Industrial and Product Design	1	378.4	83.2	21.99%
500408	Interior Design	1	39.8	8	20.10%
500409	Graphic Design	1	203.6	41.4	20.33%
500499	Design and Applied Arts, Other	1	77.4	1.6	2.07%
500699	Film/Video and Photographic Arts, Other	1	368.4	87.2	23.67%
501002	Fine and Studio Arts Management	1	251.6	62	24.64%
509999	Visual and Performing Arts, Other	1	97.8	21.8	22.29%

FY2020-2024 All Program Data:
Five-Year Enrollment, Completion, and Completion Rate

510204	Audiology/Audiologist and Speech-Language Pathology/Pi	1	77.4	14.8	19.12%
510706	Health Information/Medical Records Administration/Admi	1	12	0.6	5.00%
510901	Cardiovascular Technology/Technologist	1	177.4	16.8	9.47%
511103	Pre-Pharmacy Studies	1	0.2	1.4	700.00%
511504	Community Health Services/Liaison/Counseling	1	48.4	9.4	19.42%
512201	Public Health, General	1	656	141.8	21.62%
512299	Public Health, Other	1	921.4	265.8	28.85%
519999	Health Professions and Related Clinical Sciences, Other	1	446	99.2	22.24%
520101	Business/Commerce, General	1	311.8	110	35.28%
520206	Non-Profit/Public/Organizational Management	1	157.6	44.6	28.30%
520208	E-Commerce/Electronic Commerce	1	57.8	12.2	21.11%
520213	Organizational Leadership	1	0.8	0	0.00%
520701	Entrepreneurship/Entrepreneurial Studies	1	38	1.6	4.21%
520903	Tourism and Travel Services Management	1	124	33.2	26.77%
520906	Resort Management	1	176	31.6	17.95%
521201	Management Information Systems, General	1	42	8.2	19.52%
521301	Management Science	1	656.2	213.2	32.49%
521701	Insurance	1	315.2	107.2	34.01%
521803	Retailing	1	700.4	154.4	22.04%
522001	Construction Management, General	1	59	14	23.73%
Bachelors Subtotal		582	111190.6	21678.6	19.50%
Masters	520201 BUSINESS	9	2653.8	821.8	30.97%
	131205 Secondary Education and Teaching	6	184.6	93.8	50.81%
	131210 Early Childhood Education and Teaching	6	69.2	27.8	40.17%
	131315 Reading Teacher Education	6	319.8	103.8	32.46%
	130401 Educational Leadership and Administration, General	5	402	139.8	34.78%
	131001 Special Education and Teaching, General	5	136.8	46	33.63%
	131202 Elementary Education and Teaching	5	88.4	44.8	50.68%
	131299 Teacher Education and Professional Development, Specif	5	571.6	158.6	27.75%
	230101 English Language and Literature, General	5	72.2	28	38.78%
	310504 Sport and Fitness Administration/Management	5	315.8	120.2	38.06%
	110701 Computer Science	4	79.2	26	32.83%

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Five-Year Enrollment, Completion, and Completion Rate

130501	Educational/Instructional Technology	4	185.8	69.2	37.24%
131101	Counselor Education/School Counseling and Guidance St	4	290.6	117.2	40.33%
260101	Biology/Biological Sciences, General	4	315.6	113	35.80%
520301	Accounting	4	304.4	175.4	57.62%
540101	History, General	4	77	20.4	26.49%
131203	Junior High/Intermediate/Middle School Education and Te	3	11.4	4.2	36.84%
140801	Civil Engineering, General	3	122.6	54	44.05%
141001	Electrical and Electronics Engineering	3	73.2	29	39.62%
141901	Mechanical Engineering	3	218	81	37.16%
231302	Creative Writing	3	57.8	23.4	40.48%
261302	Marine Biology and Biological Oceanography	3	110	34	30.91%
270101	Mathematics, General	3	43	31.2	72.56%
440401	Public Administration	3	228.4	73.4	32.14%
510203	Speech-Language Pathology/Pathologist	3	317.6	93	29.28%
510912	Physician Assistant STUDIES	3	398.4	112.4	28.21%
512201	Public Health, General	3	46	15.8	34.35%
512399	Rehabilitation and Therapeutic Professions, Other	3	61.2	28.8	47.06%
512706	Medical Informatics	3	82.6	30.8	37.29%
520101	Business/Commerce, General	3	392.6	109.6	27.92%
0	Undeclared	2	0.6	0	0.00%
40301	City/Urban, Community, and Regional Planning	2	27.4	13.2	48.18%
130101	Education, General	2	367	178	48.50%
130301	Curriculum and Instruction	2	67	26.8	40.00%
131207	Montessori Teacher Education	2	41.4	11.2	27.05%
131302	Art Teacher Education	2	8.6	4	46.51%
131314	Physical Education Teaching and Coaching	2	73.4	22.6	30.79%
140501	Bioengineering and Biomedical Engineering	2	74.2	52.8	71.16%
140701	Chemical Engineering	2	16.2	7.2	44.44%
140901	Computer Engineering, General	2	47.2	13.2	27.97%
151501	Engineering/Industrial Management	2	97.2	30.8	31.69%
240101	INTERDISCIPLINARY STUDIES	2	28.8	9.6	33.33%
260102	Biomedical Sciences, General	2	85.2	35.6	41.78%

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Five-Year Enrollment, Completion, and Completion Rate

260908	Exercise Physiology and Kinesiology	2	57.2	20.2	35.31%
261102	Biostatistics	2	9	3.8	42.22%
261309	Epidemiology	2	46.8	18.8	40.17%
301201	Historic Preservation and Conservation, General	2	27.8	16	57.55%
303001	Computational Science	2	57.2	12.4	21.68%
310505	Exercise Science and Kinesiology	2	30.8	9.6	31.17%
400501	Chemistry, General	2	11.6	10.4	89.66%
400801	Physics, General	2	12.8	6	46.88%
422802	Community Psychology	2	42.6	18.4	43.19%
422805	School Psychology	2	28.8	14.6	50.69%
440701	Social Work	2	800.6	257.6	32.18%
450601	Economics, General	2	22.4	14.6	65.18%
451001	Political Science and Government, General	2	18.4	3.6	19.57%
500701	Art/Art Studies, General	2	19.8	7.8	39.39%
500702	Fine/Studio Arts, General	2	17.4	5.6	32.18%
500901	Music, General	2	26.8	10.8	40.30%
510913	Athletic Training/Trainer	2	121.4	38.2	31.47%
512207	Public Health Education and Promotion	2	62.8	25.8	41.08%
513203	Nursing Education	2	21.2	5.4	25.47%
513802	Nursing Administration	2	68.2	36.2	53.08%
513805	Family Practice Nurse/Nursing	2	247.6	80.8	32.63%
513810	Psychiatric/Mental Health Nurse/Nursing	2	58.8	17.4	29.59%
513820	Clinical Nurse Leader	2	15.2	4	26.32%
513899	Registered Nursing, Nursing Admin., Nursing Research & C	2	13.4	4	29.85%
520209	Transportation/Mobility Management	2	23.6	5.4	22.88%
521001	Human Resources Management/Personnel Administrati	2	122.8	49.2	40.07%
521302	Business Statistics	2	53	21	39.62%
10103	Agricultural Economics	1	12.6	3.8	30.16%
11099	Food Science and Technology, Other	1	28.4	12	42.25%
11101	Plant Sciences, General	1	55	18	32.73%
19999	Agricultural/Animal/Plant/Veterinary Science and Related	1	8.6	3.2	37.21%
30103	Environmental Studies	1	75.2	21	27.93%

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30502	Forest Sciences and Biology	1	24.6	6.2	25.20%
30601	Wildlife, Fish and Wildlands Science and Management	1	145.8	40.2	27.57%
40401	Environmental Design/Architecture	1	10.2	4.6	45.10%
40601	Landscape Architecture	1	15.4	4.8	31.17%
40902	Architectural and Building Sciences/Technology	1	123	46.6	37.89%
90199	Communication and Media Studies, Other	1	27	13.2	48.89%
90401	Journalism	1	68	24.8	36.47%
90900	Public Relations, Advertising, and Applied Communicatio	1	24.8	6.8	27.42%
90901	Organizational Communication, General	1	14.6	7.6	52.05%
110101	Computer and Information Sciences, General	1	204.2	87.8	43.00%
110103	Information Technology	1	1.2	0.8	66.67%
110199	Computer and Information Sciences, Other	1	4.2	1.6	38.10%
110201	Computer Programming/Programmer, General	1	42	11	26.19%
110401	Information Science/Studies	1	2.4	0	0.00%
111003	CYBERSECURITY	1	14.8	5	33.78%
130406	Higher Education/Higher Education Administration	1	13	4.6	35.38%
130601	Educational Evaluation and Research	1	12.6	3.8	30.16%
131007	Education/Teaching of Individuals with Multiple Disabilitie	1	7.6	0	0.00%
131009	Education/Teaching of Individuals with Vision Impairment:	1	12.8	3.2	25.00%
131011	Education/Teaching of Individuals with Specific Learning C	1	79.6	22.2	27.89%
131099	Special Education and Teaching, Other	1	10.8	5.2	48.15%
131102	College Student Counseling and Personnel Services	1	70	29.4	42.00%
131206	Teacher Education, Multiple Levels	1	13.4	5.6	41.79%
131301	Agricultural Teacher Education	1	12.6	4.8	38.10%
131306	Foreign Language Teacher Education	1	25.8	7	27.13%
131312	Music Teacher Education	1	11.2	4.4	39.29%
131324	Drama and Dance Teacher Education	1	2.8	2.2	78.57%
140201	Aerospace, Aeronautical, and Astronautical/Space Engine	1	24.2	6.2	25.62%
140301	Agricultural Engineering	1	5.8	1.8	31.03%
140903	Computer Software Engineering	1	0.4	0.4	100.00%
141401	Environmental/Environmental Health Engineering	1	31.2	11.2	35.90%
141801	Materials Engineering	1	24	8.2	34.17%

FY2020-2024 All Program Data:
Five-Year Enrollment, Completion, and Completion Rate

142301	Nuclear Engineering	1	11.6	3	25.86%
143501	Industrial Engineering	1	184.2	70.6	38.33%
149999	Engineering, Other	1	224	81.6	36.43%
151001	Construction Engineering Technology/Technician	1	40.6	13.8	33.99%
151503	Packaging Science	1	11	3	27.27%
160101	Foreign Languages and Literatures, General	1	4.2	1.2	28.57%
160102	Linguistics	1	13.2	3.6	27.27%
160104	Comparative Literature	1	4.2	2.2	52.38%
160501	German Language and Literature	1	1.2	0.6	50.00%
160901	French Language and Literature	1	0.4	0	0.00%
160905	Spanish Language and Literature	1	1	0.4	40.00%
190501	Foods, Nutrition, and Wellness Studies, General	1	7	1.8	25.71%
190504	Human Nutrition	1	46.6	15.8	33.91%
190706	Child Development	1	19.6	9.8	50.00%
190799	Human Development, Family Studies, and Related Service	1	60	19	31.67%
231303	Professional, Technical, Business, and Scientific Writing	1	7.2	3.4	47.22%
250101	Library and Information Science	1	467	132.6	28.39%
260202	Biochemistry	1	8.8	3.8	43.18%
260502	Microbiology, General	1	9	2.8	31.11%
260702	Entomology	1	3.4	0.8	23.53%
260707	Animal Physiology	1	19.2	6.2	32.29%
260804	Animal Genetics	1	9.6	3.4	35.42%
260806	Human/Medical Genetics	1	17.8	8.8	49.44%
261004	Toxicology	1	4.8	1.8	37.50%
270501	Statistics, General	1	7.6	3.4	44.74%
270601	Applied Statistics, General	1	16.2	6.4	39.51%
290201	Intelligence, General	1	82	21.8	26.59%
307001	Data Science, General	1	6.4	2	31.25%
307199	Data Analytics, Other	1	10	0.4	4.00%
310301	Parks, Recreation, and Leisure Facilities Management, Ge	1	66.6	32.4	48.65%
380101	Philosophy	1	1.6	0.6	37.50%
400601	Geology/Earth Science, General	1	23	7.4	32.17%

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400699	Geological and Earth Sciences/Geosciences, Other	1	16.8	5.8	34.52%
400807	Optics/Optical Sciences	1	1.4	0.6	42.86%
409999	Physical Sciences, Other	1	2.4	1.6	66.67%
420101	Psychology, General	1	98.6	29.4	29.82%
422801	Clinical Psychology	1	5.4	6	111.11%
422813	Applied Psychology	1	49.8	17.2	34.54%
422814	Applied Behavior Analysis	1	7.8	3	38.46%
430103	Criminal Justice/Law Enforcement Administration	1	25	8.4	33.60%
430302	Crisis/Emergency/Disaster Management	1	32.6	9	27.61%
450101	Social Sciences, General	1	22.4	4.8	21.43%
450201	Anthropology, General	1	7.8	2.4	30.77%
450603	Econometrics and Quantitative Economics	1	5.4	3.4	62.96%
450701	Geography	1	13.4	4.4	32.84%
450901	International Relations and Affairs	1	4.4	1.4	31.82%
451101	Sociology, General	1	0.6	0.4	66.67%
459999	Social Sciences, Other	1	18.6	5.4	29.03%
500101	Visual and Performing Arts, General	1	9.4	3.6	38.30%
500404	Industrial and Product Design	1	14.4	5.6	38.89%
500501	Drama and Dramatics/Theatre Arts, General	1	20.6	6.4	31.07%
500699	Film/Video and Photographic Arts, Other	1	5.2	2.2	42.31%
500703	Art History, Criticism and Conservation	1	3.8	1.4	36.84%
500903	Music Performance, General	1	24.4	10.4	42.62%
500906	Conducting	1	1.6	0.8	50.00%
500913	Music Technology	1	8.4	3.8	45.24%
501002	Fine and Studio Arts Management	1	44.4	11.4	25.68%
510204	Audiology/Audiologist and Speech-Language Pathology/P	1	60.4	23.4	38.74%
510502	Advanced General Dentistry	1	35	9	25.71%
510701	Health/Health Care Administration/Management	1	100.4	41.6	41.43%
510702	Hospital and Health Care Facilities Administration/Manag	1	40	17	42.50%
510717	Medical Staff Services Technology/Technician	1	4.4	0	0.00%
510722	Healthcare Innovation	1	2	0.2	10.00%
510901	Cardiovascular Technology/Technologist	1	59.2	29.6	50.00%

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510999	Allied Health Diagnostic, Intervention, and Treatment Prof	1	3.6	0.8	22.22%
511102	Pre-Medicine/Pre-Medical Studies	1	13.8	5.6	40.58%
511401	Medical Science/Scientist	1	29.6	13.2	44.59%
511509	Genetic Counseling/Counselor	1	2.8	0	0.00%
512003	Pharmaceutics and Drug Design	1	1	0.4	40.00%
512202	Environmental Health	1	9	2.8	31.11%
512299	Public Health, Other	1	17.2	13	75.58%
512310	Vocational Rehabilitation Counseling/Counselor	1	49.8	10.4	20.88%
513801	Registered Nursing/Registered Nurse	1	57.4	12	20.91%
513803	Adult Health Nurse/Nursing	1	20.2	65.4	323.76%
513804	Nurse Anesthetist	1	59	25.2	42.71%
513808	Nursing Science	1	67	31.8	47.46%
513814	Critical Care Nursing	1	94	33.4	35.53%
513817	Nursing Education	1	8.8	2.8	31.82%
520205	Operations Management and Supervision	1	2	2	100.00%
520701	Entrepreneurship/Entrepreneurial Studies	1	11.4	7.6	66.67%
520901	Hospitality Administration/Management, General	1	30.2	12.8	42.38%
521005	Human Resources Development	1	88.4	36	40.72%
521101	International Business/Trade/Commerce	1	194.4	101.6	52.26%
521206	Information Resources Management	1	11.4	3.2	28.07%
521499	Marketing, Other	1	16.4	15.4	93.90%
521501	Real Estate	1	38	17.4	45.79%
521803	Retailing	1	0.2	0.2	100.00%
522001	Construction Management, General	1	10	2	20.00%
540105	Public/Applied History	1	12.6	6	47.62%
540108	Military History	1	48	5.4	11.25%
Masters Subtotal		330	15492.8	5548.6	35.81%
Doctors-Professional Pr:	220101 Law	1	634.8	203.8	32.10%
	422810 Health/Medical Psychology	1	0.2	0	0.00%
	510401 Dentistry	1	390.8	76	19.45%
	513818 Nursing Practice	1	15.4	4.4	28.57%
	511201 Medicine	2	1564.2	351	22.44%

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	512001 Pharmacy	2	716.6	176	24.56%
Doctors-Professional Practice Subtotal		8	3322	811.2	24.42%
Doctors-Research/Scho	513818 Nursing Practice	4	365.4	64.8	17.73%
	130401 Educational Leadership and Administration, General	3	223.4	39.8	17.82%
	139999 Education, Other	3	337.8	28.4	8.41%
	110104 Informatics	2	54.6	6.2	11.36%
	130301 Curriculum and Instruction	2	218.8	61	27.88%
	131001 Special Education and Teaching, General	2	50.8	5.4	10.63%
	140501 Bioengineering and Biomedical Engineering	2	113.4	17	14.99%
	140701 Chemical Engineering	2	116.8	20	17.12%
	140801 Civil Engineering, General	2	101.2	19.6	19.37%
	140901 Computer Engineering, General	2	75	11	14.67%
	141001 Electrical and Electronics Engineering	2	122.8	17.8	14.50%
	141901 Mechanical Engineering	2	176.8	25.4	14.37%
	260101 Biology/Biological Sciences, General	2	88	11.2	12.73%
	260202 Biochemistry	2	43.6	7	16.06%
	261102 Biostatistics	2	36	5.4	15.00%
	261309 Epidemiology	2	49.6	7.2	14.52%
	270101 Mathematics, General	2	172.4	18.8	10.90%
	400501 Chemistry, General	2	237.2	35.4	14.92%
	400801 Physics, General	2	116.8	14.2	12.16%
	450601 Economics, General	2	73.2	10.6	14.48%
	512003 Pharmaceuticals and Drug Design	2	37.4	8.4	22.46%
	512308 Physical Therapy/Therapist	2	363.4	89	24.49%
	512706 Medical Informatics	2	22.4	2	8.93%
	513804 Nurse Anesthetist	2	187.4	35	18.68%
	513808 Nursing Science	2	63.6	6.4	10.06%
	11001 Food Science	1	22.8	3.4	14.91%
	11101 Plant Sciences, General	1	58.8	6.6	11.22%
	19999 Agricultural/Animal/Plant/Veterinary Science and Related	1	4.6	0	0.00%
	30502 Forest Sciences and Biology	1	13.8	1.2	8.70%
	30601 Wildlife, Fish and Wildlands Science and Management	1	22.4	2.4	10.71%

FY2020-2024 All Program Data:
Five-Year Enrollment, Completion, and Completion Rate

40401	Environmental Design/Architecture	1	31.8	5.2	16.35%
90101	Speech Communication and Rhetoric	1	55.2	7.6	13.77%
90102	Mass Communication/Media Studies	1	22.4	4.2	18.75%
110101	Computer and Information Sciences, General	1	73.2	5.2	7.10%
110701	Computer Science	1	68.6	4.2	6.12%
130101	Education, General	1	40.6	3.8	9.36%
130404	Educational, Instructional, and Curriculum Supervision	1	12.6	0	0.00%
130601	Educational Evaluation and Research	1	30.6	5	16.34%
130607	Learning Sciences	1	26	2.8	10.77%
130699	Educational Assessment, Evaluation, and Research, Other	1	64.8	7.6	11.73%
130901	Social and Philosophical Foundations of Education	1	12.8	1.4	10.94%
131101	Counselor Education/School Counseling and Guidance Services	1	19.8	4	20.20%
131312	Music Teacher Education	1	3.4	0.4	11.76%
131314	Physical Education Teaching and Coaching	1	10	2.8	28.00%
131315	Reading Teacher Education	1	27.8	2.4	8.63%
140301	Agricultural Engineering	1	5.6	0.8	14.29%
141401	Environmental/Environmental Health Engineering	1	38.8	5.8	14.95%
141801	Materials Engineering	1	60.4	7.8	12.91%
142301	Nuclear Engineering	1	11.6	0.8	6.90%
143501	Industrial Engineering	1	42.2	6	14.22%
149999	Engineering, Other	1	67	7.6	11.34%
151001	Construction Engineering Technology/Technician	1	2.8	0.4	14.29%
151599	Engineering-Related Fields, Other	1	24.2	2.8	11.57%
160102	Linguistics	1	24.6	2.4	9.76%
160104	Comparative Literature	1	23	3.2	13.91%
160905	Spanish Language and Literature	1	8	1.2	15.00%
190707	Family and Community Services	1	22	4	18.18%
230101	English Language and Literature, General	1	65.6	6	9.15%
250101	Library and Information Science	1	12	0.8	6.67%
260102	Biomedical Sciences, General	1	44	8.6	19.55%
260499	Cell/Cellular Biology and Anatomical Sciences, Other	1	42.2	5.4	12.80%
260502	Microbiology, General	1	15.4	1	6.49%

FY2020-2024 All Program Data:

Five-Year Enrollment, Completion, and Completion Rate

260503	Medical Microbiology and Bacteriology	1	8.6	1.4	16.28%
260702	Entomology	1	10.4	2	19.23%
260707	Animal Physiology	1	11.6	2.4	20.69%
260804	Animal Genetics	1	25.2	2.6	10.32%
260806	Human/Medical Genetics	1	38.4	5.6	14.58%
260908	Exercise Physiology and Kinesiology	1	32.6	6.6	20.25%
261001	Pharmacology	1	15.8	3.2	20.25%
261004	Toxicology	1	6.6	1.2	18.18%
261302	Marine Biology and Biological Oceanography	1	14.2	1.6	11.27%
261501	Neuroscience	1	29.6	4.6	15.54%
270501	Statistics, General	1	30.8	4.6	14.94%
270503	Mathematics and Statistics	1	0.2	0	0.00%
300101	Biological and Physical Sciences	1	1.4	0	0.00%
310301	Parks, Recreation, and Leisure Facilities Management, Ge	1	65.4	9.8	14.98%
310504	Sport and Fitness Administration/Management	1	17.6	2.6	14.77%
380101	Philosophy	1	17.2	1.6	9.30%
400601	Geology/Earth Science, General	1	15.4	2.8	18.18%
400607	Oceanography, Chemical and Physical	1	11.8	2	16.95%
400807	Optics/Optical Sciences	1	6.2	1	16.13%
420101	Psychology, General	1	14.2	1	7.04%
422704	Experimental Psychology	1	13.6	2.6	19.12%
422801	Clinical Psychology	1	31.6	5.8	18.35%
422804	Industrial and Organizational Psychology	1	24	5.4	22.50%
422805	School Psychology	1	19.8	2.2	11.11%
429999	Psychology, Other	1	16.4	2.2	13.41%
440501	Public Policy Analysis, General	1	22.8	2.2	9.65%
440701	Social Work	1	21.2	3.2	15.09%
450201	Anthropology, General	1	12.8	1.8	14.06%
450401	Criminology	1	24.6	2.8	11.38%
450701	Geography	1	12.8	3.2	25.00%
451001	Political Science and Government, General	1	35.2	2.8	7.95%
451101	Sociology, General	1	16.2	2.2	13.58%

FY2020-2024 All Program Data:

Five-Year Enrollment, Completion, and Completion Rate

500903	Music Performance, General	1	60.2	9.2	15.28%
500904	Music Theory and Composition	1	3	0.4	13.33%
500906	Conducting	1	12.4	4.6	37.10%
500999	Music, Other	1	18.6	4.4	23.66%
510204	Audiology/Audiologist and Speech-Language Pathology/P	1	11.4	2.4	21.05%
510701	Health/Health Care Administration/Management	1	81.6	24.4	29.90%
512201	Public Health, General	1	29.6	7.6	25.68%
512202	Environmental Health	1	34.6	7	20.23%
512207	Public Health Education and Promotion	1	43.2	7.6	17.59%
512299	Public Health, Other	1	22	3.6	16.36%
512306	Occupational Therapy/Therapist	1	199.6	37.2	18.64%
512399	Rehabilitation and Therapeutic Professions, Other	1	15.8	3.8	24.05%
513802	Nursing Administration	1	4.4	1	22.73%
513805	Family Practice Nurse/Nursing	1	5.2	1.2	23.08%
513810	Psychiatric/Mental Health Nurse/Nursing	1	1.2	0.4	33.33%
513814	Critical Care Nursing	1	2.8	1.2	42.86%
520201	BUSINESS	1	59	9.6	16.27%
520205	Operations Management and Supervision	1	24.2	1.8	7.44%
520901	Hospitality Administration/Management, General	1	14.8	2.2	14.86%
540101	History, General	1	27.2	4.6	16.91%
540199	History, Other	1	3.2	0	0.00%
Doctors-Research/Scholarship Total		144	5877.4	929	15.81%
Specialist	130401 Educational Leadership and Administration, General	5	145.4	45	30.95%
	422805 School Psychology	3	68.2	31.2	45.75%
	131101 Counselor Education/School Counseling and Guidance St	2	154	58.6	38.05%
	130501 Educational/Instructional Technology	1	14	3.8	27.14%
	250101 Library and Information Science	1	4.4	0.6	13.64%
Specialist Total		12	386	139.2	36.06%
Grand Total		1076	136268.8	29106.6	21.36%

**FY2018-2022 New Program Data:
Five-Year Average Enrollment and Completion**

Degree Levels	CIP Code	Program Description	# of Programs	Five-Year Average ENL	Five-Year Average COMPL
Bachelors	50207	WOMEN IN STEM	1	1.4	0.2
	90702	Digital Communication and Media/Multimedia	1	21.2	2.6
	110101	Computer and Information Sciences, General	1	99	4.2
	110103	Information Technology	1	16.6	1
	110201	Computer Programming/Programmer, General	1	1.4	0.2
	111003	CYBERSECURITY	4	30.4	1.6
	131203	Junior High/Intermediate/Middle School Education and Tea	1	10.8	0
	131205	Secondary Education and Teaching, Biology	1	2.4	0
	131312	Music Teacher Education	1	9	1
	139999	Education, Other	1	0.4	0
	140201	Aerospace, Aeronautical, and Astronautical/Space Enginee	1	75.6	2
	140801	Civil Engineering, General	1	13.8	0.6
	140901	Computer Engineering, General	1	7.2	0
	141001	Electrical and Electronics Engineering	1	4.6	0
	141901	Mechanical Engineering	2	43.4	1
	142701	Systems Engineering	1	14.4	0
	143301	Construction Engineering	1	45.8	5.4
	144201	Mechatronics, Robotics, and Automation Engineering	1	0.2	0
	160101	Foreign Languages and Literatures, General (LLC)	1	5.6	0.4
	160905	Spanish Language and Literature	1	0.4	0
	220000	LEGAL PROFESSIONS AND STUDIES	1	1.4	0.2
	231301	Writing, General	1	5	0
	261501	Neuroscience	1	2.2	0
	270501	Statistics, General	1	8.2	0.2
	302001	International/Globalization Studies	1	0.6	0
	303301	Sustainability Studies	1	17.2	0.2
	307001	Data Science, General	3	13.8	1.2
	380201	Religion/Religious Studies	2	32	7
	400601	Geology/Earth Science, General	1	1.6	0
	400699	Geological and Earth Sciences/Geosciences, Other	1	8	0

**FY2018-2022 New Program Data:
Five-Year Average Enrollment and Completion**

430104	Criminal Justice/Safety Studies	1	10.6	0
430404	Cybersecurity Defense Strategy/Policy (Cyber Intelligence)	1	10.6	0
440000	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSI	1	16.2	2
500101	Visual and Performing Arts, General	1	5.6	1.2
500102	Digital Arts	1	13.2	1
500499	Design and Applied Arts, Other	1	12.6	0.2
500501	Drama and Dramatics/Theatre Arts, General	1	1	0.4
500601	Film/Cinema/Media Studies	1	43.4	7.4
500701	Art/Art Studies, General	1	16.2	1.4
500702	Fine/Studio Arts, General	1	11	0.6
500901	Music, General	1	10.6	0.4
501003	Music Management (Music Industry Studies)	1	5.2	0
511504	Community Health Services/Liaison/Counseling	1	20.6	1.8
512207	Public Health Education and Promotion	1	5.8	1.4
512706	Medical Informatics	1	7.8	0.6
520203	Logistics, Materials, and Supply Chain Management	2	43.8	8
520701	Entrepreneurship/Entrepreneurial Studies	1	14.2	0
520801	Finance, General	1	42.2	6.4
521401	Marketing/Marketing Management, General	2	61.4	7.2
Bachelors Subtotal		58	845.6	69
Masters	19999 Agricultural/Animal/Plant/Veterinary Science and Related F	1	4.2	1.2
	40401 Environmental Design/Architecture	1	7.4	2.8
	130406 Higher Education/Higher Education Administration	1	8.4	2.6
	131001 Special Education and Teaching, General	1	0	0
	131202 Elementary Education and Teaching	1	2.8	0.8
	131203 Junior High/Intermediate/Middle School Education and Tea	1		
	131210 Early Childhood Education and Teaching	2	6.6	4.2
	131299 Teacher Education and Professional Development, Specific	1	9	2.2
	131302 Art Teacher Education	1	0.4	0
	131315 Reading Teacher Education	1	4.8	0
	303001 Computational Science	2	21.6	2.6
	307001 Data Science, General	1	1.4	0.2

**FY2018-2022 New Program Data:
Five-Year Average Enrollment and Completion**

422814	Applied Behavior Analysis	1	4.4	0.8
450603	Econometrics and Quantitative Economics	1	1	0.2
500702	Fine/Studio Arts, General	1	1.4	0
500913	Music Technology	1	4.4	1.8
510203	Speech-Language Pathology/Pathologist	1	8.4	0
512706	Medical Informatics	1	4.6	1.8
513203	Nursing Education	1	4	0.8
513801	Registered Nursing/Registered Nurse (MEPN)	1	21	0
513810	Psychiatric/Mental Health Nurse/Nursing	1	2.4	0
513899	Registered Nursing, Nursing Admin., Nursing Research & CI	1	3	0.8
	Registered Nursing, Nursing Admin., Nursing Research & CI	1	2.8	1
520209	Transportation/Mobility Management	1	9.2	1.8
521302	Business Statistics	1	5.4	3.6
540108	Military History	1	21.8	2.2
Masters Subtotal		28	160.4	31.4
Doctors-Research/Sch	19999 Agricultural/Animal/Plant/Veterinary Science and Related F	1	1.4	0
	110104 Informatics	1	4.8	0
	110701 Computer Science	1	32.8	1.2
	130699 Educational Assessment, Evaluation, and Research, Other	1	36	1.2
	131001 Special Education and Teaching, General	1	10.2	1.8
	139999 Education, Other	1	14.4	1.8
	Education, Other (Ed Practice and Innovation)	1	91.2	0.6
	420101 Psychology, General	1	0.2	0.2
	512299 Public Health, Other	1	17.2	1.8
	512706 Medical Informatics	2	15.8	0.8
	513804 Nurse Anesthetist	1	17.8	0
	261309 Epidemiology	1	5.6	1.2
Doctors-Research/Scholarship Subtotal		13	247.4	10.6
Specialist Subtotal		1	9.8	2.8
Grand Total		100	1263.2	113.8

**FY2020-2024 New Program Data:
 Five-Year Average Enrollment and Completion**

Degree Levels	CIP Code	Program Description	# of Programs	Five-Year Average ENL	Five-Year Average COMPL
Bachelors	30103	Environmental Studies	2	15.4	0.8
	30104	Environmental Science	2	10.2	0
	50207	WOMEN IN STEM	1	6.2	1
	90401	Journalism	1	12.4	0.6
	90702	Digital Communication and Media/Multimedia	1	5.6	0
	110201	Computer Programming/Programmer, General	1	3	0.6
	110701	Computer Science	2	96.8	7.8
	111003	CYBERSECURITY	5	129.6	10.2
	130101	Education, General	1	0.8	0
	130406	Higher Education/Higher Education Administratic	1	0.6	0
	131001	Special Education and Teaching, General	1	4.8	0
	131203	Junior High/Intermediate/Middle School Educatio	2	33.4	3.4
	131206	Teacher Education, Multiple Levels	1	1.4	0
	131312	Music Teacher Education	1	25	3.2
	139999	Education, Other	1	15.4	1.8
	140903	Computer Software Engineering	1	8.6	0.2
	141001	Electrical and Electronics Engineering	1	18.6	0.2
	141901	Mechanical Engineering	1	51.2	2.4
	144201	Mechatronics, Robotics, and Automation Enginee	1	3.6	0
	149999	Engineering, Other	2	12.4	1.4
	160101	Foreign Languages and Literatures, General	1	33.8	2.2
	160905	Spanish Language and Literature	1	4	0.4
	220000	LEGAL PROFESSIONS AND STUDIES	1	13.8	2.6
	261501	Neuroscience	1	115.4	5
	270501	Statistics, General	1	3.6	0
	302001	International/Globalization Studies	1	4.8	0.8
	303801	Earth Systems Science	1	0.2	0
	307001	Data Science, General	3	43	6.2
	309999	Multi-/Interdisciplinary Studies, Other	1	0.2	0
	310507	Physical Fitness Technician	1	7.2	0.2

**FY2020-2024 New Program Data:
Five-Year Average Enrollment and Completion**

380201	Religion/Religious Studies	1	7	0.8
400601	Geology/Earth Science, General	1	4.8	0.4
400699	Geological and Earth Sciences/Geosciences, Other	1	31.4	1.8
430104	Criminal Justice/Safety Studies	1	110.6	4.2
430404	Cybersecurity Defense Strategy/Policy	1	50.6	1.2
500101	Visual and Performing Arts, General	1	5.6	1.2
500102	Digital Arts	1	38	3.8
500499	Design and Applied Arts, Other	1	77.4	1.6
500501	Drama and Dramatics/Theatre Arts, General	1	5.4	0.8
500701	Art/Art Studies, General	1	46.6	5.4
500702	Fine/Studio Arts, General	1	41	5
501003	Music Management	1	27.8	2
510000	HEALTH PROFESSIONS AND RELATED PROGRAM	1	31.2	0.2
510706	Health Information/Medical Records Administration	1	12	0.6
520203	Logistics, Materials, and Supply Chain Management	1	32.6	6.8
520213	Organizational Leadership	1	0.8	0
520701	Entrepreneurship/Entrepreneurial Studies	1	38	1.6
521401	Marketing/Marketing Management, General	1	77.8	4
380201	Religion/Religious Studies	1	25	7.6
Bachelors Subtotal		60	1344.6	100
Masters	110103 Information Technology	1	1.2	0.8
	110401 Information Science/Studies	1	2.4	0
	110701 Computer Science	1	6.8	0
	131001 Special Education and Teaching, General	1	20	2.6
	131007 Education/Teaching of Individuals with Multiple Disabilities	1	7.6	0
	131202 Elementary Education and Teaching	1	6	1.6
	131203 Junior High/Intermediate/Middle School Education	2	7.8	3.8
	131207 Montessori Teacher Education	1	0.2	0
	131210 Early Childhood Education and Teaching	2	7.4	2.8
	131302 Art Teacher Education	1	2.6	1.4
	131315 Reading Teacher Education	1	8.4	2.4
	260908 Exercise Physiology and Kinesiology	1	3.2	0.4

**FY2020-2024 New Program Data:
Five-Year Average Enrollment and Completion**

307001	Data Science, General	1	6.4	2
307199	Data Analytics, Other	1	10	0.4
310505	Exercise Science and Kinesiology	1	4.8	0.2
500702	Fine/Studio Arts, General	1	3.2	0.8
510717	Medical Staff Services Technology/Technician	1	4.4	0
510722	Healthcare Innovation	1	2	0.2
510913	Athletic Training/Trainer	1	1.4	0
510999	Allied Health Diagnostic, Intervention, and Treatn	1	3.6	0.8
511509	Genetic Counseling/Counselor	1	2.8	0
512201	Public Health, General	2	2	0
512706	Medical Informatics	1	7.6	4.2
513203	Nursing Education	1	2.6	0.8
513802	Nursing Administration	1	1.6	0.4
513810	Psychiatric/Mental Health Nurse/Nursing	1	7.4	1.4
513899	Registered Nursing, Nursing Admin., Nursing Res	2	13.4	4
Masters Subtotal		31	146.8	31
Doctors-Professiona	422810 Health/Medical Psychology	1	0.2	0
Doctors-Professional Practice Subtotal		1	0.2	0
Doctors-Research/Sc	19999 Agricultural/Animal/Plant/Veterinary Science and	1	4.6	0
	110104 Informatics	1	14.6	0.4
	130404 Educational, Instructional, and Curriculum Super	1	12.6	0
	151001 Construction Engineering Technology/Technician	1	2.8	0.4
	270503 Mathematics and Statistics	1	0.2	0
	300101 Biological and Physical Sciences	1	1.4	0
	420101 Psychology, General	1	14.2	1
	513802 Nursing Administration	1	4.4	1
	513805 Family Practice Nurse/Nursing	1	5.2	1.2
	513810 Psychiatric/Mental Health Nurse/Nursing	1	1.2	0.4
	513814 Critical Care Nursing	1	2.8	1.2
	513818 Nursing Practice	1	2	0
	540199 History, Other	1	3.2	0
	512706 Medical Informatics	2	22.4	2

FY2020-2024 New Program Data:
Five-Year Average Enrollment and Completion

261309 Epidemiology	1	6	1.2
Doctors-Research/Scholarship Subtotal	16	97.6	8.8
Grand Total	108	1589.2	139.8

FY2018-2022 Compliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate

Degree Levels	CIP Code	Program Description	# of Programs	Five-Year Average ENL	Five-Year Average COMPL	Five-Year Average COMPL Rate
Bachelors	10101	Agricultural Business and Management, General	1	142	40.4	28.45%
	10103	Agricultural Economics	1	162.8	36.2	22.24%
	10303	Aquaculture	1	172.2	38.2	22.18%
	10901	Animal Sciences, General	1	511.8	116.8	22.82%
	11001	Food Science	1	314	60.8	19.36%
	11103	Horticultural Science	1	50.2	12	23.90%
	11299	Soil Sciences, Other	1	53.2	11.8	22.18%
	30101	Natural Resources/Conservation, General	1	162.2	31.2	19.24%
	30103	Environmental Studies	1	106.4	25.6	24.06%
	30104	Environmental Science	1	167.4	22	13.14%
	30506	Forest Management/Forest Resources Management	1	105.4	26.4	25.05%
	40201	Architecture	1	360.8	71.8	19.90%
	40601	Landscape Architecture	1	87.6	16.2	18.49%
	50199	Area Studies, Other	1	149	27.2	18.26%
	50207	WOMEN IN STEM	2	91	19.8	21.76%
	90101	Speech Communication and Rhetoric	5	1686.4	409.2	24.26%
	90102	Mass Communication/Media Studies	5	761.6	155.6	20.43%
	90401	Journalism	1	166.2	23	13.84%
	90402	Broadcast Journalism	1	252.6	49.4	19.56%
	90702	Digital Communication and Media/Multimedia	1	269.4	58.6	21.75%
	90902	Public Relations/Image Management	2	579.8	174.2	30.04%
	90903	Advertising	1	348	81	23.28%
	90906	Sports Communication	1	104.4	25	23.95%
	110101	Computer and Information Sciences, General	10	2956.2	454.6	15.38%
	110103	Information Technology	3	597.6	112.6	18.84%
	110401	Information Science/Studies	5	517.6	83	16.04%
	110899	Computer Software and Media Applications, Other	1	133	18.4	13.83%
	130101	Education, General	1	16.2	8.2	50.62%
	131001	Special Education and Teaching, General	6	454.8	91.2	20.05%
	131202	Elementary Education and Teaching	10	1730.2	316	18.26%

FY2018-2022 Compliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate

131203	Junior High/Intermediate/Middle School Education and	5	399.6	78.6	19.67%
131205	Secondary Education and Teaching	3	483.6	75.4	15.59%
131210	Early Childhood Education and Teaching	10	1717.6	335	19.50%
131301	Agricultural Teacher Education	1	52.8	13.6	25.76%
131302	Art Teacher Education	1	51	10	19.61%
131308	Family and Consumer Sciences/Home Economics Teac	1	50	14.4	28.80%
131312	Music Teacher Education	1	86.8	11.4	13.13%
131314	Physical Education Teaching and Coaching	3	275.6	41.6	15.09%
140301	Agricultural Engineering	1	67.6	19.6	28.99%
140501	Bioengineering and Biomedical Engineering	2	649	156.8	24.16%
140701	Chemical Engineering	2	553.2	133.6	24.15%
140801	Civil Engineering, General	3	1004.2	239.2	23.82%
140901	Computer Engineering, General	2	503.8	92.8	18.42%
141001	Electrical and Electronics Engineering	3	677	154.6	22.84%
141301	Engineering Science	1	125.2	8.4	6.71%
141401	Environmental/Environmental Health Engineering	1	101.6	27.2	26.77%
141801	Materials Engineering	1	127.6	41.4	32.45%
141901	Mechanical Engineering	3	2203.6	503.2	22.84%
143501	Industrial Engineering	2	711.4	176.6	24.82%
150805	Mechanical/Mechanical Engineering Technology/Techn	1	107.6	10.8	10.04%
151001	Construction Engineering Technology/Technician	1	108.8	27	24.82%
151501	Engineering/Industrial Management	1	49	11.8	24.08%
151503	Packaging Science	1	282.4	64.6	22.88%
160101	Foreign Languages and Literatures, General	3	217.6	56	25.74%
160402	Russian Language and Literature	1	42.4	10.8	25.47%
160501	German Language and Literature	1	85	10.8	12.71%
160901	French Language and Literature	1	46.6	10	21.46%
160905	Spanish Language and Literature	3	329.8	69.6	21.10%
161200	Classics and Classical Languages, Literatures, and Ling	1	60.2	10.4	17.28%
169999	Foreign Languages, Literatures, and Linguistics, Other	1	163.6	32.6	19.93%
190101	Family and Consumer Sciences/Human Sciences, Gen	1	119	35.2	29.58%
190504	Human Nutrition	1	93.8	20.2	21.54%
190799	Human Development, Family Studies, and Related Serv	2	113	33.8	29.91%

FY2018-2022 Compliant Programs:

Five-Year Average Enrollment, Completion, and Completion Rate

230101	English Language and Literature, General	9	1362.8	333.6	24.48%
231304	Rhetoric and Composition	1	222.2	69.4	31.23%
240101	INTERDISCIPLINARY STUDIES	6	2340.6	271	11.58%
240199	Liberal Arts and Sciences, General Studies and Humani	1	102.6	45.4	44.25%
260101	Biology/Biological Sciences, General	12	7439.4	1161.2	15.61%
260202	Biochemistry	2	454.8	79	17.37%
260210	Biochemistry and Molecular Biology	1	420.6	59.8	14.22%
260502	Microbiology, General	1	260.6	57.2	21.95%
260804	Animal Genetics	1	243.4	48.6	19.97%
260908	Exercise Physiology and Kinesiology	3	1853.6	380.6	20.53%
261302	Marine Biology and Biological Oceanography	3	1438.4	209	14.53%
270101	Mathematics, General	4	620.2	127.6	20.57%
270301	Applied Mathematics, General	2	157.4	25	15.88%
270501	Statistics, General	1	102.4	20	19.53%
290201	Intelligence, General	2	754.2	123.4	16.36%
301201	Historic Preservation and Conservation, General	1	111.4	29.2	26.21%
302001	International/Globalization Studies	1	232.4	47.8	20.57%
303001	Computational Science	1	98.4	14.2	14.43%
309999	Multi-/Interdisciplinary Studies, Other	2	89.6	23.6	26.34%
310301	Parks, Recreation, and Leisure Facilities Management, I	1	476.2	137.8	28.94%
310504	Sport and Fitness Administration/Management	3	1918	323.2	16.85%
310505	Exercise Science and Kinesiology	5	1656	303.6	18.33%
380101	Philosophy	3	188.8	38.2	20.23%
400501	Chemistry, General	6	712.8	122	17.12%
400599	Chemistry, Other	1	96.4	12	12.45%
400601	Geology/Earth Science, General	3	222.8	50.6	22.71%
400801	Physics, General	3	205.8	40.8	19.83%
420101	Psychology, General	11	4396.4	903.8	20.56%
422704	Experimental Psychology	1	1445.8	301.4	20.85%
430103	Criminal Justice/Law Enforcement Administration	4	1730.6	387.2	22.37%
440701	Social Work	3	412.6	95.4	23.12%
450101	Social Sciences, General	1	134	33.4	24.93%
450201	Anthropology, General	4	317.4	72.8	22.94%

FY2018-2022 Compliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate

450401 Criminology	2	363	62.4	17.19%
450601 Economics, General	3	867.4	221.2	25.50%
450701 Geography	1	73.8	22.6	30.62%
450901 International Relations and Affairs	1	183.8	40.8	22.20%
451001 Political Science and Government, General	10	2556.4	545	21.32%
451101 Sociology, General	9	1244.8	284.8	22.88%
500301 Dance, General	2	114.6	23	20.07%
500401 Design and Visual Communications, General	1	88.2	10.8	12.24%
500404 Industrial and Product Design	1	362.8	85.4	23.54%
500409 Graphic Design	1	215	40.8	18.98%
500501 Drama and Dramatics/Theatre Arts, General	4	508.6	91.2	17.93%
500699 Film/Video and Photographic Arts, Other	1	371	86.6	23.34%
500701 Art/Art Studies, General	4	396.8	77.2	19.46%
500702 Fine/Studio Arts, General	6	720.2	149.6	20.77%
500703 Art History, Criticism and Conservation	2	103	26.4	25.63%
500901 Music, General	4	541.6	89.4	16.51%
501002 Fine and Studio Arts Management	1	295.2	74.4	25.20%
509999 Visual and Performing Arts, Other	1	100.2	21	20.96%
510000 HEALTH PROFESSIONS AND RELATED PROGRAMS	1	25.8	9.6	37.21%
510204 Audiology/Audiologist and Speech-Language Pathology	1	76.2	12.8	16.80%
510701 Health/Health Care Administration/Management	2	268.4	76.2	28.39%
510901 Cardiovascular Technology/Technologist	1	146.2	14.8	10.12%
510913 Athletic Training/Trainer	2	100.8	28.4	28.17%
512099 Pharmacy, Pharmaceutical Sciences, and Administrative	1	343.8	70.8	20.59%
512207 Public Health Education and Promotion	3	1287.2	219.6	17.06%
512299 Public Health, Other	1	1414	386.4	27.33%
512706 Medical Informatics	1	99.8	13.6	13.63%
513801 Registered Nursing/Registered Nurse	10	5837.6	1252.2	21.45%
519999 Health Professions and Related Clinical Sciences, Other	1	416.4	95.8	23.01%
520101 Business/Commerce, General	1	219.2	98.4	44.89%
520201 BUSINESS	12	8705.8	1787.2	20.53%
520203 Logistics, Materials, and Supply Chain Management	1	109.6	25	22.81%
520206 Non-Profit/Public/Organizational Management	1	182.8	47.6	26.04%

FY2018-2022 Compliant Programs:

Five-Year Average Enrollment, Completion, and Completion Rate

520208	E-Commerce/Electronic Commerce	1	66	11.8	17.88%
520301	Accounting	8	1717.2	438	25.51%
520601	Business/Managerial Economics	3	349.6	98.4	28.15%
520801	Finance, General	5	3138.6	893	28.45%
520901	Hospitality Administration/Management, General	3	986.4	247.8	25.12%
520903	Tourism and Travel Services Management	1	139.2	36.8	26.44%
520906	Resort Management	1	193.8	34.2	17.65%
521101	International Business/Trade/Commerce	2	683.8	192.6	28.17%
521201	Management Information Systems, General	1	40.6	8.6	21.18%
521301	Management Science	1	647.6	247.8	38.26%
521401	Marketing/Marketing Management, General	6	3009.6	914.8	30.40%
521501	Real Estate	2	262.2	60.4	23.04%
521701	Insurance	1	356.4	121	33.95%
521803	Retailing	1	697.6	150.8	21.62%
522001	Construction Management, General	1	151	38.4	25.43%
540101	History, General	9	1310.8	294.6	22.47%
Bachelors Subtotal		376	99179	20981.2	21.15%
Masters	10103 Agricultural Economics	1	13.4	3.8	28.36%
	11099 Food Science and Technology, Other	1	24.4	9.8	40.16%
	11101 Plant Sciences, General	1	52.8	14.6	27.65%
	30103 Environmental Studies	1	84.6	19.2	22.70%
	30502 Forest Sciences and Biology	1	21	5.2	24.76%
	30601 Wildlife, Fish and Wildlands Science and Management	1	101.6	26	25.59%
	40201 Architecture	1	19	8.6	45.26%
	40301 City/Urban, Community, and Regional Planning	2	35	17.2	49.14%
	40601 Landscape Architecture	1	16.8	6.2	36.90%
	40902 Architectural and Building Sciences/Technology	1	86.6	31.6	36.49%
	90199 Communication and Media Studies, Other	1	24.8	10.2	41.13%
	90401 Journalism	1	51.8	16.2	31.27%
	90900 Public Relations, Advertising, and Applied Communicat	1	13.4	3.6	26.87%
	90901 Organizational Communication, General	1	13.2	5.6	42.42%
	110101 Computer and Information Sciences, General	1	129.6	63.8	49.23%

FY2018-2022 Compliant Programs:

Five-Year Average Enrollment, Completion, and Completion Rate

110201	Computer Programming/Programmer, General	1	41	10.8	26.34%
110701	Computer Science	2	48	27.4	57.08%
111003	CYBERSECURITY	1	15.8	5.4	34.18%
130101	Education, General	3	393.2	172.4	43.85%
130301	Curriculum and Instruction	2	54.6	20	36.63%
130401	Educational Leadership and Administration, General	5	452.4	171.8	37.98%
130501	Educational/Instructional Technology	4	174.2	66.2	38.00%
131001	Special Education and Teaching, General	4	111.4	41.8	37.52%
131009	Education/Teaching of Individuals with Vision Impairme	1	16.8	4.2	25.00%
131011	Education/Teaching of Individuals with Specific Learnin	1	81	21.2	26.17%
131099	Special Education and Teaching, Other	1	41	9.6	23.41%
131101	Counselor Education/School Counseling and Guidance	4	324.6	130.4	40.17%
131102	College Student Counseling and Personnel Services	1	77	34	44.16%
131202	Elementary Education and Teaching	3	56.4	24.8	43.97%
131203	Junior High/Intermediate/Middle School Education and	1	7.4	5.4	72.97%
131205	Secondary Education and Teaching	5	213.8	99.4	46.49%
131206	Teacher Education, Multiple Levels	1	13.6	5.2	38.24%
131207	Montessori Teacher Education	1	18	9.4	52.22%
131210	Early Childhood Education and Teaching	3	51.4	14	27.24%
131299	Teacher Education and Professional Development, Spe	4	357	87.4	24.48%
131301	Agricultural Teacher Education	1	20.2	8.6	42.57%
131306	Foreign Language Teacher Education	1	20.6	6	29.13%
131312	Music Teacher Education	1	12.8	5.8	45.31%
131314	Physical Education Teaching and Coaching	1	35.8	10	27.93%
131315	Reading Teacher Education	5	291.2	77.2	26.51%
140201	Aerospace, Aeronautical, and Astronautical/Space Engi	1	24	6.4	26.67%
140501	Bioengineering and Biomedical Engineering	2	74.2	50.6	68.19%
140701	Chemical Engineering	1	8	3.6	45.00%
140801	Civil Engineering, General	2	103	51.8	50.29%
140901	Computer Engineering, General	2	65.8	22.6	34.35%
141001	Electrical and Electronics Engineering	2	81.4	29.8	36.61%
141401	Environmental/Environmental Health Engineering	1	37	14.2	38.38%
141801	Materials Engineering	1	21.8	7.6	34.86%

FY2018-2022 Compliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate

141901	Mechanical Engineering	3	214.4	76.8	35.82%
142301	Nuclear Engineering	1	13.4	4.2	31.34%
143501	Industrial Engineering	1	201.4	65.2	32.37%
149999	Engineering, Other	1	219.2	77.4	35.31%
151001	Construction Engineering Technology/Technician	1	14.4	4.6	31.94%
151501	Engineering/Industrial Management	2	108.6	36.6	33.70%
160102	Linguistics	1	13	3.8	29.23%
190504	Human Nutrition	1	50.2	17.6	35.06%
190706	Child Development	1	20.6	10.2	49.51%
190799	Human Development, Family Studies, and Related Serv	1	59.4	16	26.94%
230101	English Language and Literature, General	4	70.2	29	41.31%
231302	Creative Writing	3	62.6	23	36.74%
231303	Professional, Technical, Business, and Scientific Writin	1	13.6	6.6	48.53%
240101	INTERDISCIPLINARY STUDIES	2	36.6	11.6	31.69%
250101	Library and Information Science	1	437.8	120.2	27.46%
260101	Biology/Biological Sciences, General	4	367.2	121.4	33.06%
260102	Biomedical Sciences, General	2	80.4	35.4	44.03%
260502	Microbiology, General	1	12	3	25.00%
260707	Animal Physiology	1	18.2	5.6	30.77%
260806	Human/Medical Genetics	1	17.2	8.6	50.00%
260908	Exercise Physiology and Kinesiology	1	33.2	12.6	37.95%
261302	Marine Biology and Biological Oceanography	3	106.4	30.6	28.76%
261309	Epidemiology	2	39.2	15.6	39.80%
270101	Mathematics, General	3	59.4	34.8	58.59%
270301	Applied Mathematics, General	1	26.8	6	22.39%
270501	Statistics, General	1	9.4	4.4	46.81%
270601	Applied Statistics, General	1	18.6	4.6	24.73%
290201	Intelligence, General	1	60.8	14	23.03%
301201	Historic Preservation and Conservation, General	2	27.4	18.4	67.15%
310301	Parks, Recreation, and Leisure Facilities Management, I	1	93	37.4	40.22%
310504	Sport and Fitness Administration/Management	5	287.6	105	36.51%
310505	Exercise Science and Kinesiology	1	31.2	10.6	33.97%
400501	Chemistry, General	2	13.6	9	66.18%

FY2018-2022 Compliant Programs:

Five-Year Average Enrollment, Completion, and Completion Rate

400601	Geology/Earth Science, General	1	24.8	9.2	37.10%
400699	Geological and Earth Sciences/Geosciences, Other	1	21.8	7	32.11%
409999	Physical Sciences, Other	1	8.2	3.8	46.34%
420101	Psychology, General	1	93.6	27	28.85%
422802	Community Psychology	2	41.2	16.6	40.29%
422805	School Psychology	2	29.6	16.2	54.73%
422813	Applied Psychology	1	50.6	15.8	31.23%
430103	Criminal Justice/Law Enforcement Administration	1	19.2	5.6	29.17%
430302	Crisis/Emergency/Disaster Management	1	15.8	5	31.65%
440401	Public Administration	3	250.6	68	27.13%
440701	Social Work	2	772.4	260	33.66%
450101	Social Sciences, General	1	30.4	5.4	17.76%
450601	Economics, General	2	25.4	16.8	66.14%
450701	Geography	1	14.8	5.4	36.49%
451001	Political Science and Government, General	1	18.8	3.4	18.09%
459999	Social Sciences, Other	1	12.8	4.2	32.81%
500101	Visual and Performing Arts, General	1	11.6	4.2	36.21%
500404	Industrial and Product Design	1	17	5.6	32.94%
500501	Drama and Dramatics/Theatre Arts, General	1	23	7.6	33.04%
500701	Art/Art Studies, General	1	16	6.2	38.75%
500702	Fine/Studio Arts, General	1	14.4	4.4	30.56%
500901	Music, General	1	28	11.4	40.71%
500903	Music Performance, General	1	27.8	10.8	38.85%
501002	Fine and Studio Arts Management	1	43.2	10	23.15%
510203	Speech-Language Pathology/Pathologist	2	254.4	73.2	28.77%
510204	Audiology/Audiologist and Speech-Language Pathology	1	74.8	27	36.10%
510502	Advanced General Dentistry	1	32	7.4	23.13%
510701	Health/Health Care Administration/Management	1	110.6	41.8	37.79%
510702	Hospital and Health Care Facilities Administration/Man	1	41.2	16.4	39.81%
510706	Health Information/Medical Records Administration/Ad	1	37.8	9.4	24.87%
510901	Cardiovascular Technology/Technologist	1	56.2	27.4	48.75%
510912	Physician Assistant STUDIES	3	364.6	97.6	26.77%
510913	Athletic Training/Trainer	1	97.4	28.4	29.16%

FY2018-2022 Compliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate

511102 Pre-Medicine/Pre-Medical Studies	1	13.8	5.6	40.58%
511401 Medical Science/Scientist	1	26	11.6	44.62%
512201 Public Health, General	1	49.4	19.6	39.68%
512202 Environmental Health	1	9.4	3.6	38.30%
512207 Public Health Education and Promotion	2	79.4	31	39.04%
512299 Public Health, Other	1	12.8	10.6	82.81%
512310 Vocational Rehabilitation Counseling/Counselor	1	34.8	4.6	13.22%
512399 Rehabilitation and Therapeutic Professions, Other	3	131.6	54.4	41.34%
512706 Medical Informatics	2	58.2	24.4	41.92%
513802 Nursing Administration	1	108	50.2	46.48%
513803 Adult Health Nurse/Nursing	1	10	40.8	408.00%
513804 Nurse Anesthetist	2	105.6	41.2	39.02%
513805 Family Practice Nurse/Nursing	2	303	92.2	30.43%
513806 Maternal/Child Health and Neonatal Nurse/Nursing	1	9	15.6	173.33%
513808 Nursing Science	2	131.6	49	37.23%
513810 Psychiatric/Mental Health Nurse/Nursing	1	55.4	13.8	24.91%
513811 Public Health/Community Nurse/Nursing	1	48.4	8.4	17.36%
513814 Critical Care Nursing	1	97.8	26.4	26.99%
513820 Clinical Nurse Leader	2	20.8	7.4	35.58%
520101 Business/Commerce, General	2	169.6	73.2	43.16%
520201 BUSINESS	9	2407.8	700.2	29.08%
520301 Accounting	4	347.6	203.6	58.57%
520701 Entrepreneurship/Entrepreneurial Studies	1	12	6	50.00%
520901 Hospitality Administration/Management, General	1	23.8	10.2	42.86%
521001 Human Resources Management/Personnel Administration	2	152.8	58.2	38.09%
521005 Human Resources Development	1	49	18	36.73%
521101 International Business/Trade/Commerce	1	179.4	86.8	48.38%
521206 Information Resources Management	1	11.4	3.6	31.58%
521302 Business Statistics	1	17.4	3.2	18.39%
521499 Marketing, Other	1	14	9.6	68.57%
521501 Real Estate	1	41.2	18.8	45.63%
522001 Construction Management, General	1	19.6	7	35.71%
540101 History, General	3	68.2	17.2	25.22%

FY2018-2022 Compliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate

	540105 Public/Applied History	1	15.2	6.8	44.74%
Masters Subtotal		241	14383.4	5067.4	35.23%
Doctors-Professional P	220101 Law	1	637.4	199.6	31.31%
	510401 Dentistry	1	383.8	73.2	19.07%
	511201 Medicine	2	1553	351.4	22.63%
	512001 Pharmacy	2	745.8	179.4	24.05%
	513818 Nursing Practice	1	12.4	3.8	30.65%
Doctors-Professional Practice Subtotal		7	3332.4	807.4	24.23%
Doctors-Research/Sch	11001 Food Science	1	21.8	2.8	12.84%
	11101 Plant Sciences, General	1	48	6.4	13.33%
	40401 Environmental Design/Architecture	1	30.4	4.8	15.79%
	90101 Speech Communication and Rhetoric	1	44.8	6.2	13.84%
	90102 Mass Communication/Media Studies	1	22.6	4	17.70%
	110101 Computer and Information Sciences, General	1	65.4	4.4	6.73%
	110104 Informatics	1	38	3.4	8.95%
	130101 Education, General	1	35.2	3	8.52%
	130301 Curriculum and Instruction	2	337	70.4	20.89%
	130401 Educational Leadership and Administration, General	3	238.4	35.4	14.85%
	130601 Educational Evaluation and Research	1	35	3	8.57%
	130607 Learning Sciences	1	22.6	2.2	9.73%
	131001 Special Education and Teaching, General	1	37.2	3	8.06%
	131101 Counselor Education/School Counseling and Guidance	1	18.6	3.4	18.28%
	131314 Physical Education Teaching and Coaching	1	11.8	3.4	28.81%
	131315 Reading Teacher Education	1	28.2	2.4	8.51%
	139999 Education, Other	1	41.4	2	4.83%
	140501 Bioengineering and Biomedical Engineering	2	108.6	16.2	14.92%
	140701 Chemical Engineering	2	123.2	16.8	13.64%
	140801 Civil Engineering, General	2	109.8	20.4	18.58%
	140901 Computer Engineering, General	2	104.6	12.8	12.24%
	141001 Electrical and Electronics Engineering	2	126.2	15.8	12.52%
	141401 Environmental/Environmental Health Engineering	1	38	4.8	12.63%
	141801 Materials Engineering	1	55	7.4	13.45%

FY2018-2022 Compliant Programs:

Five-Year Average Enrollment, Completion, and Completion Rate

141901	Mechanical Engineering	2	168.8	22.2	13.15%
143501	Industrial Engineering	1	40	7	17.50%
149999	Engineering, Other	1	55.4	8.4	15.16%
151599	Engineering-Related Fields, Other	1	19.2	2.2	11.46%
160104	Comparative Literature	1	25.8	2.8	10.85%
160905	Spanish Language and Literature	1	9.8	2	20.41%
190707	Family and Community Services	1	30.2	4.4	14.57%
230101	English Language and Literature, General	1	68.6	7.4	10.79%
250101	Library and Information Science	1	11.2	2.4	21.43%
260101	Biology/Biological Sciences, General	2	78.6	10.4	13.23%
260102	Biomedical Sciences, General	1	48.2	8.6	17.84%
260202	Biochemistry	2	44.4	5.4	12.16%
260499	Cell/Cellular Biology and Anatomical Sciences, Other	1	37.4	6.4	17.11%
260503	Medical Microbiology and Bacteriology	1	11	2	18.18%
260707	Animal Physiology	1	11	2	18.18%
260804	Animal Genetics	1	20	2.2	11.00%
260806	Human/Medical Genetics	1	34.4	3.8	11.05%
260908	Exercise Physiology and Kinesiology	1	37	7.4	20.00%
261004	Toxicology	1	7.6	2.2	28.95%
261102	Biostatistics	1	9.2	2	21.74%
261302	Marine Biology and Biological Oceanography	1	13	2.4	18.46%
261309	Epidemiology	1	38.8	5.6	14.43%
261501	Neuroscience	1	27.6	3.8	13.77%
270101	Mathematics, General	2	168.2	18.6	11.06%
270501	Statistics, General	1	33.2	5.8	17.47%
310301	Parks, Recreation, and Leisure Facilities Management, I	1	63.2	8.8	13.92%
310504	Sport and Fitness Administration/Management	1	15.6	2.8	17.95%
380101	Philosophy	1	21.2	3.8	17.92%
400501	Chemistry, General	2	238.6	37.6	15.76%
400601	Geology/Earth Science, General	1	20.2	2.8	13.86%
400801	Physics, General	2	111	13.2	11.89%
422704	Experimental Psychology	1	16.8	3.6	21.43%
422801	Clinical Psychology	1	36	6.4	17.78%

FY2018-2022 Compliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate

422804	Industrial and Organizational Psychology	1	23.8	5.4	22.69%
422805	School Psychology	1	21.6	3.8	17.59%
429999	Psychology, Other	1	14.8	2.6	17.57%
440501	Public Policy Analysis, General	1	14.8	2.4	16.22%
450201	Anthropology, General	1	15.2	2.4	15.79%
450401	Criminology	1	25.4	4	15.75%
450601	Economics, General	2	78.8	14.8	18.78%
450701	Geography	1	16.6	4	24.10%
451001	Political Science and Government, General	1	36.2	3	8.29%
500903	Music Performance, General	1	58.2	9.2	15.81%
500906	Conducting	1	14.4	3.8	26.39%
500999	Music, Other	1	20.4	4.4	21.57%
510701	Health/Health Care Administration/Management	1	82.6	25	30.27%
512003	Pharmaceutics and Drug Design	2	45	7.6	16.89%
512201	Public Health, General	1	46.2	9.2	19.91%
512202	Environmental Health	1	40.8	6.4	15.69%
512207	Public Health Education and Promotion	1	40.4	8.2	20.30%
512306	Occupational Therapy/Therapist	1	112.6	13.4	11.90%
512308	Physical Therapy/Therapist	2	358.2	84.2	23.51%
512399	Rehabilitation and Therapeutic Professions, Other	1	16.2	3.6	22.22%
513804	Nurse Anesthetist	1	101.2	18.2	17.98%
513808	Nursing Science	2	99.2	10.2	10.28%
513818	Nursing Practice	3	321.6	51.4	15.98%
520201	BUSINESS	1	58.8	12	20.41%
520205	Operations Management and Supervision	1	20.2	2.6	12.87%
520901	Hospitality Administration/Management, General	1	13.6	2.2	16.18%
540101	History, General	1	33.6	6.4	19.05%
Doctors-Research/Scholarship Subtotal		104	5043.4	801.2	15.89%
Specialist	130401 Educational Leadership and Administration, General	4	120.8	41.6	34.44%
	130501 Educational/Instructional Technology	1	25.6	8.2	32.03%
	131101 Counselor Education/School Counseling and Guidance	2	107.4	58	54.00%
	422805 School Psychology	3	63.4	29.2	46.06%

FY2018-2022 Compliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate

Specialist Subtotal	10	317.2	137	43.19%
Grand Total	738	122255.4	27794.2	22.73%

FY2020-2024 Compliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate

Degree Levels	CIP Code	Program Description	# of Programs	Five-Year Average ENL	Five-Year Average COMPL	Five-Year Average COMPL Rate
Bachelors	10101	Agricultural Business and Management, General	1	126.4	32.4	25.63%
	10103	Agricultural Economics	1	161.6	32	19.80%
	10303	Aquaculture	1	174.4	35.4	20.30%
	10901	Animal Sciences, General	1	520.6	115.4	22.17%
	11001	Food Science	1	337.6	66.6	19.73%
	11103	Horticultural Science	1	61	13.2	21.64%
	11299	Soil Sciences, Other	1	51.4	12.4	24.12%
	30101	Natural Resources/Conservation, General	1	182.6	33.6	18.40%
	30103	Environmental Studies	1	142	31.8	22.39%
	30104	Environmental Science	1	182.8	29.6	16.19%
	30506	Forest Management/Forest Resources Management	1	104.2	24.2	23.22%
	40201	Architecture	1	391	78.4	20.05%
	40601	Landscape Architecture	1	107	20.2	18.88%
	50199	Area Studies, Other	1	131	31.6	24.12%
	50207	WOMEN IN STEM	2	87.8	22.8	25.97%
	90101	Speech Communication and Rhetoric	5	1630.6	393.6	24.14%
	90102	Mass Communication/Media Studies	5	740.8	164.6	22.22%
	90401	Journalism	1	163.2	26.4	16.18%
	90402	Broadcast Journalism	1	234.8	44.2	18.82%
	90702	Digital Communication and Media/Multimedia	1	272.4	62.8	23.05%
	90902	Public Relations/Image Management	2	468	138	29.49%
	90903	Advertising	1	380.6	87.8	23.07%
	90906	Sports Communication	1	118.4	28.4	23.99%
	110101	Computer and Information Sciences, General	11	3254.2	488.4	15.01%
	110103	Information Technology	3	573	121.6	21.22%
	110401	Information Science/Studies	5	532.8	88.4	16.59%
	110899	Computer Software and Media Applications, Other	1	131	19	14.50%
	130101	Education, General	1	55.8	23	41.22%
	131001	Special Education and Teaching, General	6	393	82	20.87%
	131202	Elementary Education and Teaching	9	1606.4	305.2	19.00%

FY2020-2024 Compliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate

131203	Junior High/Intermediate/Middle School Education and Teaching	5	335.6	67.6	20.14%
131205	Secondary Education and Teaching	3	419.4	77.6	18.50%
131210	Early Childhood Education and Teaching	10	1610.2	327.8	20.36%
131301	Agricultural Teacher Education	1	43.2	11.4	26.39%
131302	Art Teacher Education	1	42.8	8	18.69%
131312	Music Teacher Education	1	68.2	9.8	14.37%
131314	Physical Education Teaching and Coaching	3	237.2	34.4	14.50%
140201	Aerospace, Aeronautical, and Astronautical/Space Engineering	1	160	13.4	8.38%
140301	Agricultural Engineering	1	63.4	18.8	29.65%
140501	Bioengineering and Biomedical Engineering	2	618.4	157.6	25.49%
140701	Chemical Engineering	2	466.2	118.6	25.44%
140801	Civil Engineering, General	3	1003.2	248.8	24.80%
140901	Computer Engineering, General	2	470.2	91.6	19.48%
141001	Electrical and Electronics Engineering	3	612	145.8	23.82%
141301	Engineering Science	1	156.4	16.8	10.74%
141401	Environmental/Environmental Health Engineering	1	94.4	27	28.60%
141801	Materials Engineering	1	92.2	30.6	33.19%
141901	Mechanical Engineering	3	2030.2	485.4	23.91%
143301	Construction Engineering	1	71.6	11.2	15.64%
143501	Industrial Engineering	2	651	182.2	27.99%
150805	Mechanical/Mechanical Engineering Technology/Technician	1	95.2	9	9.45%
151001	Construction Engineering Technology/Technician	1	217.6	55.4	25.46%
151501	Engineering/Industrial Management	1	44.8	10.6	23.66%
151503	Packaging Science	1	244.2	59	24.16%
160101	Foreign Languages and Literatures, General	4	233.6	58.4	25.00%
160402	Russian Language and Literature	1	31.8	9.6	30.19%
160501	German Language and Literature	2	58.2	13.6	23.37%
160901	French Language and Literature	1	35.6	10.2	28.65%
160905	Spanish Language and Literature	3	279	65.8	23.58%
161200	Classics and Classical Languages, Literatures, and Linguistics	1	49.8	11.6	23.29%
169999	Foreign Languages, Literatures, and Linguistics, Other	1	165	32	19.39%
190101	Family and Consumer Sciences/Human Sciences, General	1	115	32.8	28.52%
190504	Human Nutrition	1	81.4	18	22.11%

FY2020-2024 Compliant Programs:

Five-Year Average Enrollment, Completion, and Completion Rate

190701	Human Development and Family Studies, General	1	52.8	13.2	25.00%
190799	Human Development, Family Studies, and Related Ser	1	73.6	22.8	30.98%
230101	English Language and Literature, General	9	1206	291.8	24.20%
231304	Rhetoric and Composition	1	223.4	69.2	30.98%
240101	INTERDISCIPLINARY STUDIES	6	1721.4	279.4	16.23%
240103	Humanities/Humanistic Studies	1	61	10.2	16.72%
240199	Liberal Arts and Sciences, General Studies and Human	2	131.2	42.2	32.16%
260101	Biology/Biological Sciences, General	12	7095.6	1192.4	16.80%
260202	Biochemistry	2	458.4	84.8	18.50%
260210	Biochemistry and Molecular Biology	1	398.8	63.8	16.00%
260502	Microbiology, General	1	233.6	52.2	22.35%
260804	Animal Genetics	1	232.6	51	21.93%
260908	Exercise Physiology and Kinesiology	3	1796.2	334.2	18.61%
261302	Marine Biology and Biological Oceanography	3	1398	211.4	15.12%
270101	Mathematics, General	5	607.8	134.2	22.08%
270301	Applied Mathematics, General	1	41.6	9.6	23.08%
270501	Statistics, General	1	102.4	22.4	21.88%
290201	Intelligence, General	2	789	154.2	19.54%
301201	Historic Preservation and Conservation, General	1	89.8	26.4	29.40%
302001	International/Globalization Studies	1	188	43.2	22.98%
303001	Computational Science	1	78.6	11	13.99%
303301	Sustainability Studies	1	80.2	9.2	11.47%
309999	Multi-/Interdisciplinary Studies, Other	2	136.2	37	27.17%
310301	Parks, Recreation, and Leisure Facilities Management,	1	459.8	117.2	25.49%
310504	Sport and Fitness Administration/Management	4	2151.8	387.2	17.99%
310505	Exercise Science and Kinesiology	5	1540.6	279.6	18.15%
380101	Philosophy	3	192.2	42.4	22.06%
400299	Astronomy and Astrophysics, Other	1	54	9.2	17.04%
400501	Chemistry, General	5	585.4	107.8	18.41%
400599	Chemistry, Other	1	85.4	11.4	13.35%
400601	Geology/Earth Science, General	3	195.8	45.8	23.39%
400801	Physics, General	2	151.6	31	20.45%
420101	Psychology, General	11	4653.2	970.2	20.85%

FY2020-2024 Compliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate

422704	Experimental Psychology	1	1660.6	356.8	21.49%
430103	Criminal Justice/Law Enforcement Administration	4	1666.8	378.2	22.69%
440000	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROF	1	55.2	8.6	15.58%
440701	Social Work	3	367.4	83.4	22.70%
450101	Social Sciences, General	1	108.8	28.6	26.29%
450201	Anthropology, General	4	305.6	74.4	24.35%
450301	Archeology	1	53.6	11.4	21.27%
450401	Criminology	2	531	103.2	19.44%
450601	Economics, General	3	927.6	229.6	24.75%
450701	Geography	1	77.6	21.8	28.09%
450901	International Relations and Affairs	1	153.4	36	23.47%
451001	Political Science and Government, General	10	2477.8	560.6	22.62%
451101	Sociology, General	9	1195.2	273.4	22.87%
500301	Dance, General	2	110.2	22.2	20.15%
500401	Design and Visual Communications, General	1	67.2	14.4	21.43%
500404	Industrial and Product Design	1	378.4	83.2	21.99%
500408	Interior Design	1	39.8	8	20.10%
500409	Graphic Design	1	203.6	41.4	20.33%
500501	Drama and Dramatics/Theatre Arts, General	4	493.4	100.4	20.35%
500601	Film/Cinema/Media Studies	1	46.6	9.8	21.03%
500699	Film/Video and Photographic Arts, Other	1	368.4	87.2	23.67%
500701	Art/Art Studies, General	4	372.4	71	19.07%
500702	Fine/Studio Arts, General	6	668.4	138.4	20.71%
500703	Art History, Criticism and Conservation	2	100.8	25.4	25.20%
500901	Music, General	4	501.8	92.6	18.45%
501002	Fine and Studio Arts Management	1	251.6	62	24.64%
509999	Visual and Performing Arts, Other	1	97.8	21.8	22.29%
510000	HEALTH PROFESSIONS AND RELATED PROGRAMS	1	33.2	13.6	40.96%
510204	Audiology/Audiologist and Speech-Language Pathology	1	77.4	14.8	19.12%
510701	Health/Health Care Administration/Management	2	249.8	72.8	29.14%
510901	Cardiovascular Technology/Technologist	1	177.4	16.8	9.47%
510913	Athletic Training/Trainer	1	29.4	8.2	27.89%
511504	Community Health Services/Liaison/Counseling	1	48.4	9.4	19.42%

FY2020-2024 Compliant Programs:

Five-Year Average Enrollment, Completion, and Completion Rate

512099	Pharmacy, Pharmaceutical Sciences, and Administrati	1	309	77	24.92%
512201	Public Health, General	1	656	141.8	21.62%
512207	Public Health Education and Promotion	4	1248.8	237.6	19.03%
512299	Public Health, Other	1	921.4	265.8	28.85%
512706	Medical Informatics	1	90.8	19.2	21.15%
513801	Registered Nursing/Registered Nurse	10	6145.4	1280.4	20.84%
519999	Health Professions and Related Clinical Sciences, Oth	1	446	99.2	22.24%
520101	Business/Commerce, General	1	311.8	110	35.28%
520201	BUSINESS	11	8857.8	1643.8	18.56%
520203	Logistics, Materials, and Supply Chain Management	2	183.8	40.2	21.87%
520206	Non-Profit/Public/Organizational Management	1	157.6	44.6	28.30%
520208	E-Commerce/Electronic Commerce	1	57.8	12.2	21.11%
520301	Accounting	8	1668.6	426.6	25.57%
520601	Business/Managerial Economics	4	427	103.6	24.26%
520801	Finance, General	6	3670.4	981	26.73%
520901	Hospitality Administration/Management, General	3	850.8	214.8	25.25%
520903	Tourism and Travel Services Management	1	124	33.2	26.77%
520906	Resort Management	1	176	31.6	17.95%
521101	International Business/Trade/Commerce	2	728.4	198	27.18%
521201	Management Information Systems, General	1	42	8.2	19.52%
521301	Management Science	1	656.2	213.2	32.49%
521401	Marketing/Marketing Management, General	6	3448.6	940.6	27.27%
521501	Real Estate	2	399	80.6	20.20%
521701	Insurance	1	315.2	107.2	34.01%
521803	Retailing	1	700.4	154.4	22.04%
522001	Construction Management, General	1	59	14	23.73%
540101	History, General	9	1219.8	278	22.79%
Bachelors Subtotal		390	99247.6	21127.2	21.29%
Masters	10103 Agricultural Economics	1	12.6	3.8	30.16%
	11099 Food Science and Technology, Other	1	28.4	12	42.25%
	11101 Plant Sciences, General	1	55	18	32.73%
	19999 Agricultural/Animal/Plant/Veterinary Science and Rela	1	8.6	3.2	37.21%

FY2020-2024 Compliant Programs:

Five-Year Average Enrollment, Completion, and Completion Rate

30103	Environmental Studies	1	75.2	21	27.93%
30502	Forest Sciences and Biology	1	24.6	6.2	25.20%
30601	Wildlife, Fish and Wildlands Science and Management	1	145.8	40.2	27.57%
40301	City/Urban, Community, and Regional Planning	2	27.4	13.2	48.18%
40401	Environmental Design/Architecture	1	10.2	4.6	45.10%
40601	Landscape Architecture	1	15.4	4.8	31.17%
40902	Architectural and Building Sciences/Technology	1	123	46.6	37.89%
90199	Communication and Media Studies, Other	1	27	13.2	48.89%
90401	Journalism	1	68	24.8	36.47%
90900	Public Relations, Advertising, and Applied Communica	1	24.8	6.8	27.42%
90901	Organizational Communication, General	1	14.6	7.6	52.05%
110101	Computer and Information Sciences, General	1	204.2	87.8	43.00%
110201	Computer Programming/Programmer, General	1	42	11	26.19%
110701	Computer Science	3	72.4	26	35.91%
111003	CYBERSECURITY	1	14.8	5	33.78%
130101	Education, General	2	367	178	48.50%
130301	Curriculum and Instruction	2	67	26.8	40.00%
130401	Educational Leadership and Administration, General	5	402	139.8	34.78%
130406	Higher Education/Higher Education Administration	1	13	4.6	35.38%
130501	Educational/Instructional Technology	3	182.2	67.4	36.99%
130601	Educational Evaluation and Research	1	12.6	3.8	30.16%
131001	Special Education and Teaching, General	4	116.8	43.4	37.16%
131009	Education/Teaching of Individuals with Vision Impairm	1	12.8	3.2	25.00%
131011	Education/Teaching of Individuals with Specific Learni	1	79.6	22.2	27.89%
131099	Special Education and Teaching, Other	1	10.8	5.2	48.15%
131101	Counselor Education/School Counseling and Guidance	4	290.6	117.2	40.33%
131102	College Student Counseling and Personnel Services	1	70	29.4	42.00%
131202	Elementary Education and Teaching	3	72.8	40.8	56.04%
131205	Secondary Education and Teaching	5	175.4	92	52.45%
131206	Teacher Education, Multiple Levels	1	13.4	5.6	41.79%
131207	Montessori Teacher Education	1	41.2	11.2	27.18%
131210	Early Childhood Education and Teaching	4	61.8	25	40.45%
131299	Teacher Education and Professional Development, Sp	5	571.6	159.2	27.85%

FY2020-2024 Compliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate

131301	Agricultural Teacher Education	1	12.6	4.8	38.10%
131306	Foreign Language Teacher Education	1	25.8	7	27.13%
131312	Music Teacher Education	1	11.2	4.4	39.29%
131314	Physical Education Teaching and Coaching	1	65.4	21	32.11%
131315	Reading Teacher Education	5	311.4	101.4	32.56%
140201	Aerospace, Aeronautical, and Astronautical/Space Eng	1	24.2	6.2	25.62%
140501	Bioengineering and Biomedical Engineering	2	74.2	52.8	71.16%
140701	Chemical Engineering	2	16.2	7.2	44.44%
140801	Civil Engineering, General	3	122.6	54	44.05%
140901	Computer Engineering, General	1	31.8	11.8	37.11%
141001	Electrical and Electronics Engineering	2	63.6	26.4	41.51%
141401	Environmental/Environmental Health Engineering	1	31.2	11.2	35.90%
141801	Materials Engineering	1	24	8.2	34.17%
141901	Mechanical Engineering	3	218	81	37.16%
142301	Nuclear Engineering	1	11.6	3	25.86%
143501	Industrial Engineering	1	184.2	70.6	38.33%
149999	Engineering, Other	1	224	81.6	36.43%
151001	Construction Engineering Technology/Technician	1	40.6	13.8	33.99%
151501	Engineering/Industrial Management	2	97.2	30.8	31.69%
151503	Packaging Science	1	11	3	27.27%
160102	Linguistics	1	13.2	3.6	27.27%
190504	Human Nutrition	1	46.6	15.8	33.91%
190706	Child Development	1	19.6	9.8	50.00%
190799	Human Development, Family Studies, and Related Ser	1	60	19	31.67%
230101	English Language and Literature, General	4	66.6	26	39.04%
231302	Creative Writing	3	57.8	23.4	40.48%
231303	Professional, Technical, Business, and Scientific Writin	1	7.2	3.4	47.22%
240101	INTERDISCIPLINARY STUDIES	2	28.8	9.6	33.33%
250101	Library and Information Science	1	467	132.6	28.39%
260101	Biology/Biological Sciences, General	4	315.6	113	35.80%
260102	Biomedical Sciences, General	2	85.2	35.6	41.78%
260202	Biochemistry	1	8.8	3.8	43.18%
260707	Animal Physiology	1	19.2	6.2	32.29%

FY2020-2024 Compliant Programs:

Five-Year Average Enrollment, Completion, and Completion Rate

260804	Animal Genetics	1	9.6	3.4	35.42%
260806	Human/Medical Genetics	1	17.8	8.8	49.44%
260908	Exercise Physiology and Kinesiology	1	54	19.8	36.67%
261302	Marine Biology and Biological Oceanography	3	110	34	30.91%
261309	Epidemiology	2	46.8	18.8	40.17%
270101	Mathematics, General	2	38.2	28.6	74.87%
270501	Statistics, General	1	7.6	3.4	44.74%
270601	Applied Statistics, General	1	16.2	6.4	39.51%
290201	Intelligence, General	1	82	21.8	26.59%
301201	Historic Preservation and Conservation, General	2	27.8	16	57.55%
303001	Computational Science	1	50.4	10	19.84%
310301	Parks, Recreation, and Leisure Facilities Management,	1	66.6	32.4	48.65%
310504	Sport and Fitness Administration/Management	5	315.8	120.2	38.06%
310505	Exercise Science and Kinesiology	1	26	9.4	36.15%
400501	Chemistry, General	2	11.6	10.4	89.66%
400601	Geology/Earth Science, General	1	23	7.4	32.17%
400699	Geological and Earth Sciences/Geosciences, Other	1	16.8	5.8	34.52%
400801	Physics, General	1	5	4	80.00%
420101	Psychology, General	1	98.6	29.4	29.82%
422801	Clinical Psychology	1	5.4	6	111.11%
422802	Community Psychology	2	42.6	18.4	43.19%
422805	School Psychology	2	28.8	14.6	50.69%
422813	Applied Psychology	1	49.8	17.2	34.54%
422814	Applied Behavior Analysis	1	7.8	3	38.46%
430103	Criminal Justice/Law Enforcement Administration	1	25	8.4	33.60%
430302	Crisis/Emergency/Disaster Management	1	32.6	9	27.61%
440401	Public Administration	3	228.4	73.4	32.14%
440701	Social Work	2	800.6	257.6	32.18%
450101	Social Sciences, General	1	22.4	4.8	21.43%
450601	Economics, General	2	22.4	14.6	65.18%
450603	Econometrics and Quantitative Economics	1	5.4	3.4	62.96%
450701	Geography	1	13.4	4.4	32.84%
451001	Political Science and Government, General	1	18	3.2	17.78%

FY2020-2024 Compliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate

459999	Social Sciences, Other	1	18.6	5.4	29.03%
500101	Visual and Performing Arts, General	1	9.4	3.6	38.30%
500404	Industrial and Product Design	1	14.4	5.6	38.89%
500501	Drama and Dramatics/Theatre Arts, General	1	20.6	6.4	31.07%
500701	Art/Art Studies, General	1	12.2	5.2	42.62%
500702	Fine/Studio Arts, General	1	14.2	4.8	33.80%
500901	Music, General	1	26	10.2	39.23%
500903	Music Performance, General	1	24.4	10.4	42.62%
500913	Music Technology	1	8.4	3.8	45.24%
501002	Fine and Studio Arts Management	1	44.4	11.4	25.68%
510203	Speech-Language Pathology/Pathologist	3	317.6	93	29.28%
510204	Audiology/Audiologist and Speech-Language Pathology	1	60.4	23.4	38.74%
510502	Advanced General Dentistry	1	35	9	25.71%
510701	Health/Health Care Administration/Management	1	100.4	41.6	41.43%
510702	Hospital and Health Care Facilities Administration/Management	1	40	17	42.50%
510901	Cardiovascular Technology/Technologist	1	59.2	29.6	50.00%
510912	Physician Assistant STUDIES	3	398.4	112.4	28.21%
510913	Athletic Training/Trainer	1	120	38.2	31.83%
511102	Pre-Medicine/Pre-Medical Studies	1	13.8	5.6	40.58%
511401	Medical Science/Scientist	1	29.6	13.2	44.59%
512201	Public Health, General	1	44	15.8	35.91%
512207	Public Health Education and Promotion	2	62.8	25.8	41.08%
512299	Public Health, Other	1	17.2	13	75.58%
512310	Vocational Rehabilitation Counseling/Counselor	1	49.8	10.4	20.88%
512399	Rehabilitation and Therapeutic Professions, Other	2	60	27	45.00%
512706	Medical Informatics	2	75	26.6	35.47%
513203	Nursing Education	1	18.6	4.6	24.73%
513801	Registered Nursing/Registered Nurse	1	57.4	12	20.91%
513802	Nursing Administration	1	66.6	35.8	53.75%
513803	Adult Health Nurse/Nursing	1	20.2	65.4	323.76%
513804	Nurse Anesthetist	1	59	25.2	42.71%
513805	Family Practice Nurse/Nursing	2	247.6	80.8	32.63%
513808	Nursing Science	1	67	31.8	47.46%

FY2020-2024 Compliant Programs:

Five-Year Average Enrollment, Completion, and Completion Rate

513810	Psychiatric/Mental Health Nurse/Nursing	1	51.4	16	31.13%
513814	Critical Care Nursing	1	94	33.4	35.53%
520101	Business/Commerce, General	3	392.6	109.6	27.92%
520201	BUSINESS	9	2653.8	821.8	30.97%
520209	Transportation/Mobility Management	1	13.4	3	22.39%
520301	Accounting	4	304.4	175.4	57.62%
520701	Entrepreneurship/Entrepreneurial Studies	1	11.4	7.6	66.67%
520901	Hospitality Administration/Management, General	1	30.2	12.8	42.38%
521001	Human Resources Management/Personnel Administra	2	122.8	49.2	40.07%
521005	Human Resources Development	1	88.4	36	40.72%
521101	International Business/Trade/Commerce	1	194.4	101.6	52.26%
521206	Information Resources Management	1	11.4	3.2	28.07%
521302	Business Statistics	2	53	21	39.62%
521499	Marketing, Other	1	16.4	15.4	93.90%
521501	Real Estate	1	38	17.4	45.79%
540101	History, General	3	71.8	19.2	26.74%
540105	Public/Applied History	1	12.6	6	47.62%
540108	Military History	1	48	5.4	11.25%
Masters Subtotal		247	15097.6	5438.6	36.02%
Doctors-Professional	220101 Law	1	634.8	203.8	32.10%
	510401 Dentistry	1	390.8	76	19.45%
	511201 Medicine	2	1564.2	351	22.44%
	512001 Pharmacy	2	716.6	176	24.56%
	513818 Nursing Practice	1	15.4	4.4	28.57%
Doctors-Professional Practice Subtotal		7	3321.8	811.2	24.42%
Doctors-Research/Sci	11001 Food Science	1	22.8	3.4	14.91%
	11101 Plant Sciences, General	1	58.8	6.6	11.22%
	30601 Wildlife, Fish and Wildlands Science and Management	1	22.4	2.4	10.71%
	40401 Environmental Design/Architecture	1	31.8	5.2	16.35%
	90101 Speech Communication and Rhetoric	1	55.2	7.6	13.77%
	90102 Mass Communication/Media Studies	1	22.4	4.2	18.75%
	110101 Computer and Information Sciences, General	1	73.2	5.2	7.10%

FY2020-2024 Compliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate

110104 Informatics	1	40	5.8	14.50%
110701 Computer Science	1	68.6	4.2	6.12%
130101 Education, General	1	40.6	3.8	9.36%
130301 Curriculum and Instruction	2	218.8	61	27.88%
130401 Educational Leadership and Administration, General	3	223.4	39.8	17.82%
130601 Educational Evaluation and Research	1	30.6	5	16.34%
130607 Learning Sciences	1	26	2.8	10.77%
130699 Educational Assessment, Evaluation, and Research, O	1	64.8	7.6	11.73%
131001 Special Education and Teaching, General	2	50.8	5.4	10.63%
131101 Counselor Education/School Counseling and Guidance	1	19.8	4	20.20%
131314 Physical Education Teaching and Coaching	1	10	2.8	28.00%
131315 Reading Teacher Education	1	27.8	2.4	8.63%
139999 Education, Other	3	337.8	28.4	8.41%
140501 Bioengineering and Biomedical Engineering	2	113.4	17	14.99%
140701 Chemical Engineering	2	116.8	20	17.12%
140801 Civil Engineering, General	2	101.2	19.6	19.37%
140901 Computer Engineering, General	2	75	11	14.67%
141001 Electrical and Electronics Engineering	2	122.8	17.8	14.50%
141401 Environmental/Environmental Health Engineering	1	38.8	5.8	14.95%
141801 Materials Engineering	1	60.4	7.8	12.91%
141901 Mechanical Engineering	2	176.8	25.4	14.37%
143501 Industrial Engineering	1	42.2	6	14.22%
149999 Engineering, Other	1	67	7.6	11.34%
151599 Engineering-Related Fields, Other	1	24.2	2.8	11.57%
160102 Linguistics	1	24.6	2.4	9.76%
160104 Comparative Literature	1	23	3.2	13.91%
190707 Family and Community Services	1	22	4	18.18%
230101 English Language and Literature, General	1	65.6	6	9.15%
260101 Biology/Biological Sciences, General	2	88	11.2	12.73%
260102 Biomedical Sciences, General	1	44	8.6	19.55%
260202 Biochemistry	2	43.6	7	16.06%
260499 Cell/Cellular Biology and Anatomical Sciences, Other	1	42.2	5.4	12.80%
260702 Entomology	1	10.4	2	19.23%

FY2020-2024 Compliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate

260707	Animal Physiology	1	11.6	2.4	20.69%
260804	Animal Genetics	1	25.2	2.6	10.32%
260806	Human/Medical Genetics	1	38.4	5.6	14.58%
260908	Exercise Physiology and Kinesiology	1	32.6	6.6	20.25%
261001	Pharmacology	1	15.8	3.2	20.25%
261102	Biostatistics	2	36	5.4	15.00%
261309	Epidemiology	1	43.6	6	13.76%
261501	Neuroscience	1	29.6	4.6	15.54%
270101	Mathematics, General	2	172.4	18.8	10.90%
270501	Statistics, General	1	30.8	4.6	14.94%
310301	Parks, Recreation, and Leisure Facilities Management,	1	65.4	9.8	14.98%
310504	Sport and Fitness Administration/Management	1	17.6	2.6	14.77%
400501	Chemistry, General	2	237.2	35.4	14.92%
400601	Geology/Earth Science, General	1	15.4	2.8	18.18%
400607	Oceanography, Chemical and Physical	1	11.8	2	16.95%
400801	Physics, General	2	116.8	14.2	12.16%
422704	Experimental Psychology	1	13.6	2.6	19.12%
422801	Clinical Psychology	1	31.6	5.8	18.35%
422804	Industrial and Organizational Psychology	1	24	5.4	22.50%
422805	School Psychology	1	19.8	2.2	11.11%
429999	Psychology, Other	1	16.4	2.2	13.41%
440501	Public Policy Analysis, General	1	22.8	2.2	9.65%
440701	Social Work	1	21.2	3.2	15.09%
450401	Criminology	1	24.6	2.8	11.38%
450601	Economics, General	1	59.8	9.2	15.38%
450701	Geography	1	12.8	3.2	25.00%
451001	Political Science and Government, General	1	35.2	2.8	7.95%
451101	Sociology, General	1	16.2	2.2	13.58%
500903	Music Performance, General	1	60.2	9.2	15.28%
500906	Conducting	1	12.4	4.6	37.10%
500999	Music, Other	1	18.6	4.4	23.66%
510204	Audiology/Audiologist and Speech-Language Pathology	1	11.4	2.4	21.05%
510701	Health/Health Care Administration/Management	1	81.6	24.4	29.90%

FY2020-2024 Compliant Programs:

Five-Year Average Enrollment, Completion, and Completion Rate

512003	Pharmaceutics and Drug Design	2	37.4	8.4	22.46%
512201	Public Health, General	1	29.6	7.6	25.68%
512202	Environmental Health	1	34.6	7	20.23%
512207	Public Health Education and Promotion	1	43.2	7.6	17.59%
512299	Public Health, Other	1	22	3.6	16.36%
512306	Occupational Therapy/Therapist	1	199.6	37.2	18.64%
512308	Physical Therapy/Therapist	2	363.4	89	24.49%
512399	Rehabilitation and Therapeutic Professions, Other	1	15.8	3.8	24.05%
513804	Nurse Anesthetist	2	187.4	35	18.68%
513808	Nursing Science	2	63.6	6.4	10.06%
513818	Nursing Practice	3	363.4	64.8	17.83%
520201	BUSINESS	1	59	9.6	16.27%
520901	Hospitality Administration/Management, General	1	14.8	2.2	14.86%
540101	History, General	1	27.2	4.6	16.91%
Doctors-Research/Scholarship Subtotal		111	5591	900.4	16.10%
Specialist	130401 Educational Leadership and Administration, General	5	145.4	45	30.95%
	130501 Educational/Instructional Technology	1	14	3.8	27.14%
	131101 Counselor Education/School Counseling and Guidance	2	154	58.6	38.05%
	422805 School Psychology	3	68.2	31.2	45.75%
Specialist Subtotal		11	381.6	138.6	36.32%
Grand Total		766	123639.6	28416	22.98%

**FY2018-2022 Noncompliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate**

Appendix D (1) CHE Meeting
June 4, 2026
FY2018-22 Non-Compliant
Agenda Item: 5.02.B
Programs

Degree Levels	CIP Code	Program Description	# of Programs	Five-Year Average ENL	Five-Year Average COMPL	Five-Year Average COMPL Rate
Bachelors	10102	Agribusiness/Agricultural Business Operations	1	25.8	4	15.50%
	10601	Applied Horticulture/Horticulture Operations, General	1	26.4	5	18.94%
	11101	Plant Sciences, General	1	1.6	0	0.00%
	30103	Environmental Studies	1	24	7	29.17%
	30104	Environmental Science	2	42	5.2	12.38%
	50123	Chinese Studies	1	16.4	3.4	20.73%
	50125	German Studies	1	7.4	0.6	8.11%
	50134	Latin American and Caribbean Studies	1	14.2	3.8	26.76%
	50201	African-American/Black Studies	3	46.6	8.8	18.88%
	50207	WOMEN IN STEM (Women's and Gender Studies)	1	21.8	7.8	35.78%
	110199	Computer and Information Sciences, Other	1	43.8	7.2	16.44%
	131001	Special Education and Teaching, General	2	63.6	9.6	15.09%
	131202	Elementary Education and Teaching	1	61.6	3.4	5.52%
	131203	Junior High/Intermediate/Middle School Education and Teaching	3	77	9.4	12.21%
	131205	Secondary Education and Teaching	2	83.2	10	12.02%
	131206	Teacher Education, Multiple Levels	1	31.2	5	16.03%
	131210	Early Childhood Education and Teaching	1	110.6	3.2	2.89%
	131302	Art Teacher Education	3	55.6	6	10.79%
	131303	Business and Innovation/Entrepreneurship Teacher Education	1	6	0.2	3.33%
	131309	Technology Teacher Education/Industrial Arts Teacher Education	1	12	3.2	26.67%
	131311	Mathematics Teacher Education	1	17.8	2	11.24%
	131312	Music Teacher Education	1	39.6	1.4	3.54%
	131314	Physical Education Teaching and Coaching	5	182.2	25	13.72%
	131316	Science Teacher Education/General Science Teacher Education	1	25.8	6.2	24.03%
	131318	Social Studies Teacher Education	1	44.8	2	4.46%
	131322	Biology Teacher Education	1	11.6	0.4	3.45%
	142301	Nuclear Engineering	1	41	5.8	14.15%
	143501	Industrial Engineering	2	79.4	5.8	7.30%
	144201	Mechatronics, Robotics, and Automation Engineering	1	13.4	2.4	17.91%

**FY2018-2022 Noncompliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate**

149999	Engineering, Other	1	4.4	0	0.00%
150303	Electrical, Electronic, and Communications Engineer	1	54.6	5.2	9.52%
151102	Surveying Technology/Surveying	1	0.8	0.6	75.00%
159999	Engineering/Engineering-Related Technologies/Tech	1	43	2.6	6.05%
160101	Foreign Languages and Literatures, General	2	58	11	18.97%
160104	Comparative Literature	1	4.2	0.8	19.05%
160501	German Language and Literature	1	13	3.8	29.23%
160901	French Language and Literature	1	26.2	5.6	21.37%
160905	Spanish Language and Literature	3	47.2	12.4	26.27%
161200	Classics and Classical Languages, Literatures, and Li	1	9	1.8	20.00%
190501	Foods, Nutrition, and Wellness Studies, General	1	27	4.4	16.30%
230101	English Language and Literature, General	3	88.4	17	19.23%
240101	INTERDISCIPLINARY STUDIES	1	79.6	1.2	1.51%
240103	Humanities/Humanistic Studies	2	59.4	13.2	22.22%
240199	Liberal Arts and Sciences, General Studies and Hum	1	42.4	6.8	16.04%
260102	Biomedical Sciences, General	1	26.4	0.4	1.52%
270101	Mathematics, General	6	190.8	28.4	14.88%
310501	Sports, Kinesiology, and Physical Education/Fitness,	1	58.8	4.4	7.48%
310504	Sport and Fitness Administration/Management	1	42.4	7.6	17.92%
380101	Philosophy	1	24.8	5.8	23.39%
380201	Religion/Religious Studies	2	52.6	13	24.71%
380206	Jewish/Judaic Studies	1	11.2	2.2	19.64%
389999	Philosophy and Religious Studies, Other	1	21.2	7	33.02%
400299	Astronomy and Astrophysics, Other	1	55.8	7.8	13.98%
400404	Meteorology	1	28	3.8	13.57%
400501	Chemistry, General	5	222.2	30.2	13.59%
400801	Physics, General	4	160.4	19	11.85%
450101	Social Sciences, General	1	11.4	0.2	1.75%
450301	Archeology	1	58.4	7.8	13.36%
450601	Economics, General	3	34.2	9.4	27.49%
451001	Political Science and Government, General	1	42	6.2	14.76%
451101	Sociology, General	2	60.2	8.2	13.62%

**FY2018-2022 Noncompliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate**

451201	Urban Studies/Affairs	1	31.8	7.4	23.27%
500301	Dance, General	1	52.6	7.6	14.45%
500408	Interior Design	1	50.8	5.8	11.42%
500501	Drama and Dramatics/Theatre Arts, General	3	62.2	11.2	18.01%
500601	Film/Cinema/Media Studies	1	40.6	7.4	18.23%
500702	Fine/Studio Arts, General	1	37.8	4.6	12.17%
500703	Art History, Criticism and Conservation	2	33.2	7	21.08%
500901	Music, General	1	37	5.6	15.14%
500999	Music, Other	1	22.4	4	17.86%
501003	Music Management	2	64.2	6.2	9.66%
511103	Pre-Pharmacy Studies	1	0.2	7.2	3600.00%
512099	Pharmacy, Pharmaceutical Sciences, and Administra	1	5.6	1.8	32.14%
520601	Business/Managerial Economics	2	85.2	8.8	10.33%
540101	History, General	3	82.8	12.6	15.22%
Bachelors Subtotal		118	3490.8	498.8	14.29%
Masters	10303 Aquaculture	1	24	2.6	10.83%
	110199 Computer and Information Sciences, Other	1	4.2	1.6	38.10%
	110701 Computer Science	1	8.6	2.2	25.58%
	130601 Educational Evaluation and Research	1	6.8	1.8	26.47%
	131202 Elementary Education and Teaching	1	12.4	2	16.13%
	131203 Junior High/Intermediate/Middle School Education ar	1	2.2	0.6	27.27%
	131205 Secondary Education and Teaching	1	11	1.8	16.36%
	131302 Art Teacher Education	1	7.4	2.6	35.14%
	131314 Physical Education Teaching and Coaching	1	8	1.4	17.50%
	131324 Drama and Dance Teacher Education	1	3	2.6	86.67%
	140301 Agricultural Engineering	1	5.8	1.8	31.03%
	140701 Chemical Engineering	1	6.2	2	32.26%
	140801 Civil Engineering, General	1	14.2	2.6	18.31%
	141001 Electrical and Electronics Engineering	1	7.8	1.6	20.51%
	151503 Packaging Science	1	12.2	2.6	21.31%
	160101 Foreign Languages and Literatures, General	1	4.2	1.2	28.57%
	160104 Comparative Literature	1	4.6	2.2	47.83%

**FY2018-2022 Noncompliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate**

160501	German Language and Literature	1	1.8	0.8	44.44%
160901	French Language and Literature	1	0.6	0.4	66.67%
160905	Spanish Language and Literature	1	2	1	50.00%
190501	Foods, Nutrition, and Wellness Studies, General	1	5.8	2.2	37.93%
190701	Human Development and Family Studies, General	1	4	2	50.00%
230101	English Language and Literature, General	1	5.4	1.6	29.63%
260202	Biochemistry	1	2.2	0.4	18.18%
260702	Entomology	1	6	1.4	23.33%
260804	Animal Genetics	1	3.2	0.4	12.50%
261004	Toxicology	1	6	2.6	43.33%
261102	Biostatistics	2	10.6	3.8	35.85%
380101	Philosophy	1	1.8	0.8	44.44%
400801	Physics, General	2	9.8	4	40.82%
400807	Optics/Optical Sciences	1	1.8	0.6	33.33%
422801	Clinical Psychology	1	2.2	4.2	190.91%
450201	Anthropology, General	1	5.6	2.2	39.29%
450901	International Relations and Affairs	1	3.4	0.8	23.53%
451101	Sociology, General	1	0.8	1.4	175.00%
500699	Film/Video and Photographic Arts, Other	1	5.8	3.2	55.17%
500701	Art/Art Studies, General	1	8.4	1.8	21.43%
500703	Art History, Criticism and Conservation	1	5	1.6	32.00%
500901	Music, General	1	2.2	0.8	36.36%
500906	Conducting	1	2	1	50.00%
512003	Pharmaceutics and Drug Design (Pharm Sciences)	1	0.2	0.2	100.00%
513817	Nursing Education	1	8.8	2.8	31.82%
520101	Business/Commerce, General	1	21.6	0.2	0.93%
520205	Operations Management and Supervision	1	2.6	2.4	92.31%
520209	Transportation/Mobility Management	1	8.2	2	24.39%
521803	Retailing	1	2.2	1	45.45%
540101	History, General	1	3	1.4	46.67%
Masters Subtotal		49	285.6	82.2	28.78%
Doctors-Research/Sc	10103 Agricultural Economics	1	0.4	0	0.00%

**FY2018-2022 Noncompliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate**

30502 Forest Sciences and Biology	1	11.6	1.8	15.52%
30601 Wildlife, Fish and Wildlands Science and Managemer	1	19.6	1.8	9.18%
130901 Social and Philosophical Foundations of Education	1	10	1.4	14.00%
131312 Music Teacher Education	1	2.6	0.6	23.08%
140301 Agricultural Engineering	1	5.2	0.6	11.54%
142301 Nuclear Engineering	1	12	0.6	5.00%
160102 Linguistics	1	25.8	1.8	6.98%
260502 Microbiology, General	1	11.4	1.6	14.04%
260702 Entomology	1	10	1.4	14.00%
261001 Pharmacology	1	13.4	1.6	11.94%
261102 Biostatistics	1	20.6	1.6	7.77%
261103 Bioinformatics	1	3.2	0.6	18.75%
400607 Oceanography, Chemical and Physical	1	11.8	0.8	6.78%
400807 Optics/Optical Sciences	1	5.2	0.4	7.69%
440701 Social Work	1	21.8	1.8	8.26%
451101 Sociology, General	1	19.6	1.8	9.18%
500904 Music Theory and Composition	1	2	0.2	10.00%
510204 Audiology/Audiologist and Speech-Language Patholo	1	11.2	1.6	14.29%
Doctors-Research/Scholarship Subtotal	19	217.4	22	10.12%
Specialist 250101 Library and Information Science	1	3	0.2	6.67%
Specialist Subtotal	1	3	0.2	6.67%
Grand Total	187	3996.8	603.2	15.09%

**FY2020-2024 Noncompliant Programs:
Five-Year Average Enrollment, Completion, and Completion Rate**

CHE Meeting
The 4, 2026
Appendix D
**Appendix D (2)
FY2020-24 Non-Compliant
Programs**

Degree Levels	CIP Code	Program Description	# of Programs	Five-Year Average ENL	Five-Year Average COMPL	Five-Year Average COMPL Rate
Bachelors	50125	German Studies	1	34.6	2.6	7.51%
	500901	Music, General	1	24.4	2.8	11.48%
	10102	Agribusiness/Agricultural Business Operations	1	41.8	3.8	9.09%
	10601	Applied Horticulture/Horticulture Operations, General	1	28.4	5.2	18.31%
	110103	Information Technology	1	46.8	5.8	12.39%
	110199	Computer and Information Sciences, Other	1	21.4	2.8	13.08%
	131001	Special Education and Teaching, General	2	63.8	8.6	13.48%
	131202	Elementary Education and Teaching	2	123.2	10.8	8.77%
	131203	Junior High/Intermediate/Middle School Education and	3	62	8.2	13.23%
	131205	Secondary Education and Teaching	3	79.4	9.8	12.34%
	131206	Teacher Education, Multiple Levels	1	19.8	4.2	21.21%
	131210	Early Childhood Education and Teaching	1	119	3.8	3.19%
	131302	Art Teacher Education	3	55.6	6.6	11.87%
	131303	Business and Innovation/Entrepreneurship Teacher Edt	1	0.6	0	0.00%
	131308	Family and Consumer Sciences/Home Economics Teac	1	4.8	0.4	8.33%
	131309	Technology Teacher Education/Industrial Arts Teacher f	1	6.8	2.2	32.35%
	131311	Mathematics Teacher Education	1	18	3.2	17.78%
	131312	Music Teacher Education	1	32.6	0.8	2.45%
	131314	Physical Education Teaching and Coaching	4	161.8	20.6	12.73%
	131316	Science Teacher Education/General Science Teacher E	1	17.6	4.8	27.27%
	131318	Social Studies Teacher Education	1	37	2.2	5.95%
	131322	Biology Teacher Education	1	16	1.2	7.50%
	140801	Civil Engineering, General	1	33	1.6	4.85%
	140901	Computer Engineering, General	1	16.6	2	12.05%
	141901	Mechanical Engineering	1	82	4	4.88%
	142301	Nuclear Engineering	1	30.8	5.2	16.88%
	142701	Systems Engineering	1	33.8	0.8	2.37%
	143501	Industrial Engineering	2	69.6	8.2	11.78%
	144201	Mechatronics, Robotics, and Automation Engineering	1	18.6	4.6	24.73%

FY2020-2024 Noncompliant Programs:

Five-Year Average Enrollment, Completion, and Completion Rate

150303	Electrical, Electronic, and Communications Engineering	1	48.6	4.2	8.64%
151102	Surveying Technology/Surveying	1	0.4	0.2	50.00%
159999	Engineering/Engineering-Related Technologies/Technic	1	27.8	4.6	16.55%
160101	Foreign Languages and Literatures, General	1	10	3.4	34.00%
160104	Comparative Literature	1	3	0.6	20.00%
160901	French Language and Literature	1	18.8	5.2	27.66%
160905	Spanish Language and Literature	3	39.6	10.4	26.26%
161200	Classics and Classical Languages, Literatures, and Ling	1	6.8	1.6	23.53%
190501	Foods, Nutrition, and Wellness Studies, General	1	25.8	4	15.50%
230101	English Language and Literature, General	3	84.6	16.4	19.39%
231301	Writing, General	1	11.4	0.6	5.26%
240101	INTERDISCIPLINARY STUDIES	1	49.6	2	4.03%
240103	Humanities/Humanistic Studies	1	2.8	1	35.71%
260102	Biomedical Sciences, General	1	24.8	1	4.03%
270101	Mathematics, General	5	134.2	20	14.90%
270301	Applied Mathematics, General	1	26.2	5.8	22.14%
270501	Statistics, General	1	16.6	1.2	7.23%
30103	Environmental Studies	1	20	5	25.00%
30104	Environmental Science	2	52.4	5.6	10.69%
310501	Sports, Kinesiology, and Physical Education/Fitness, Ge	1	95.6	4.8	5.02%
380101	Philosophy	1	20	3.8	19.00%
380201	Religion/Religious Studies	2	45.2	10.6	23.45%
380206	Jewish/Judaic Studies	1	13.6	2.2	16.18%
389999	Philosophy and Religious Studies, Other	1	14	4.6	32.86%
400404	Meteorology	1	27	3.6	13.33%
400501	Chemistry, General	6	222.6	29.2	13.12%
400801	Physics, General	5	182.4	23	12.61%
450101	Social Sciences, General	1	13.4	0.2	1.49%
450601	Economics, General	3	25.2	5.8	23.02%
451001	Political Science and Government, General	1	44.6	5.4	12.11%
451101	Sociology, General	2	56.6	9.6	16.96%
451201	Urban Studies/Affairs	1	28.4	6.4	22.54%

FY2020-2024 Noncompliant Programs:

Five-Year Average Enrollment, Completion, and Completion Rate

	500301	Dance, General	1	50.4	6.8	13.49%
	500501	Drama and Dramatics/Theatre Arts, General	3	49.4	9.6	19.43%
	500601	Film/Cinema/Media Studies	1	53.4	6.6	12.36%
	500702	Fine/Studio Arts, General	1	40.8	3.4	8.33%
	500703	Art History, Criticism and Conservation	2	29.8	7.4	24.83%
	500901	Music, General	2	56.4	5.4	9.57%
	501003	Music Management	2	53.4	5	9.36%
	50123	Chinese Studies	1	13.6	4.4	32.35%
	50134	Latin American and Caribbean Studies	1	8.8	2.4	27.27%
	50201	African-American/Black Studies	3	36.6	7.8	21.31%
	50207	WOMEN IN STEM	1	22.8	7.8	34.21%
	510913	Athletic Training/Trainer	1	6	6.4	106.67%
	511103	Pre-Pharmacy Studies	1	0.2	1.4	700.00%
	512099	Pharmacy, Pharmaceutical Sciences, and Administratic	1	6	1.6	26.67%
	512706	Medical Informatics	1	9.6	0.8	8.33%
	520201	BUSINESS	1	263.2	5.6	2.13%
	520601	Business/Managerial Economics	1	74.2	1.6	2.16%
	521401	Marketing/Marketing Management, General	1	61.6	7.4	12.01%
	540101	History, General	3	75	13	17.33%
	90702	Digital Communication and Media/Multimedia	1	36.8	6.6	17.93%
Bachelors Subotal			124	3639.8	449.8	12.36%
Masters	160901	French Language and Literature	1	0.4	0	0.00%
	512003	Pharmaceutics and Drug Design	1	1	0.4	40.00%
	110199	Computer and Information Sciences, Other	1	4.2	1.6	38.10%
	130501	Educational/Instructional Technology	1	3.6	1.8	50.00%
	131202	Elementary Education and Teaching	1	9.6	2.4	25.00%
	131203	Junior High/Intermediate/Middle School Education and	1	3.6	0.4	11.11%
	131205	Secondary Education and Teaching	1	9.2	1.8	19.57%
	131302	Art Teacher Education	1	6	2.6	43.33%
	131314	Physical Education Teaching and Coaching	1	8	1.6	20.00%
	131324	Drama and Dance Teacher Education	1	2.8	2.2	78.57%
	140301	Agricultural Engineering	1	5.8	1.8	31.03%

FY2020-2024 Noncompliant Programs:

Five-Year Average Enrollment, Completion, and Completion Rate

140901	Computer Engineering, General	1	15.4	1.4	9.09%
141001	Electrical and Electronics Engineering	1	9.6	2.6	27.08%
160101	Foreign Languages and Literatures, General	1	4.2	1.2	28.57%
160104	Comparative Literature	1	4.2	2.2	52.38%
160501	German Language and Literature	1	1.2	0.6	50.00%
160905	Spanish Language and Literature	1	1	0.4	40.00%
190501	Foods, Nutrition, and Wellness Studies, General	1	7	1.8	25.71%
230101	English Language and Literature, General	1	5.6	2	35.71%
260502	Microbiology, General	1	9	2.8	31.11%
260702	Entomology	1	3.4	0.8	23.53%
261004	Toxicology	1	4.8	1.8	37.50%
261102	Biostatistics	2	9	3.8	42.22%
270101	Mathematics, General	1	4.8	2.6	54.17%
303001	Computational Science	1	6.8	2.4	35.29%
380101	Philosophy	1	1.6	0.6	37.50%
400801	Physics, General	1	7.8	2	25.64%
400807	Optics/Optical Sciences	1	1.4	0.6	42.86%
409999	Physical Sciences, Other	1	2.4	1.6	66.67%
450201	Anthropology, General	1	7.8	2.4	30.77%
450901	International Relations and Affairs	1	4.4	1.4	31.82%
451101	Sociology, General	1	0.6	0.4	66.67%
459999	Social Sciences, Other	1	3.2	1.4	43.75%
500699	Film/Video and Photographic Arts, Other	1	5.2	2.2	42.31%
500701	Art/Art Studies, General	1	7.6	2.6	34.21%
500703	Art History, Criticism and Conservation	1	3.8	1.4	36.84%
500901	Music, General	1	0.8	0.6	75.00%
500906	Conducting	1	1.6	0.8	50.00%
512202	Environmental Health	1	9	2.8	31.11%
512399	Rehabilitation and Therapeutic Professions, Other	1	1.2	1.8	150.00%
513817	Nursing Education	1	8.8	2.8	31.82%
513820	Clinical Nurse Leader	2	15.2	4	26.32%
520205	Operations Management and Supervision	1	2	2	100.00%

FY2020-2024 Noncompliant Programs:

Five-Year Average Enrollment, Completion, and Completion Rate

520209	Transportation/Mobility Management	1	10.2	2.4	23.53%
521803	Retailing	1	0.2	0.2	100.00%
522001	Construction Management, General	1	10	2	20.00%
540101	History, General	1	5.2	1.2	23.08%
Masters Subtotal		49	250.2	80.2	32.05%
Doctors-Research/Scholarship	130901 Social and Philosophical Foundations of Education	1	12.8	1.4	10.94%
	131312 Music Teacher Education	1	3.4	0.4	11.76%
	140301 Agricultural Engineering	1	5.6	0.8	14.29%
	142301 Nuclear Engineering	1	11.6	0.8	6.90%
	160905 Spanish Language and Literature	1	8	1.2	15.00%
	250101 Library and Information Science	1	12	0.8	6.67%
	260502 Microbiology, General	1	15.4	1	6.49%
	260503 Medical Microbiology and Bacteriology	1	8.6	1.4	16.28%
	261004 Toxicology	1	6.6	1.2	18.18%
	261302 Marine Biology and Biological Oceanography	1	14.2	1.6	11.27%
	30502 Forest Sciences and Biology	1	13.8	1.2	8.70%
	380101 Philosophy	1	17.2	1.6	9.30%
	400807 Optics/Optical Sciences	1	6.2	1	16.13%
	450201 Anthropology, General	1	12.8	1.8	14.06%
	450601 Economics, General	1	13.4	1.4	10.45%
	500904 Music Theory and Composition	1	3	0.4	13.33%
	520205 Operations Management and Supervision	1	24.2	1.8	7.44%
Doctors-Research/Scholarship Total		17	188.8	19.8	10.49%
520205	Operations Management and Supervision	1	24.2	1.8	7.44%
Doctors-Research/Scholarship Subtotal		19	200.6	21.6	10.77%
Specialist	250101 Library and Information Science	1	4.4	0.6	13.64%
Specialist Subtotal		1	4.4	0.6	13.64%
Grand Total		191	4083.2	550.4	13.48%

Summary of Action Plans
FY2016-2020 Academic Program Productivity Report

135 Total (Under review for being non-compliant)

Category n = 135	Number of Plans	Percent of Total
Improvement Plans	128	95%
Terminated / To Be Terminated	7	5 %
Total	135	100%

The submission rate of action plans is 100%. Of the 135 plans reviewed, seven programs are being terminated or to be terminated.

Common themes submitted from Institutions

Reasons for Programs Being Low-Performing

1. Enrollment is high, but retention is low.
2. Enrollment is high but students are not completing the program.
3. Programs operate in fields with nationally lower enrollment or completion norms.
4. Productivity thresholds are viewed as inequitable for certain disciplines or student populations.
5. Curriculum design and course scheduling create barriers to timely progression.
6. Many students enter with limited academic readiness for the program's rigor and so it takes longer to get them through the program.
7. Advising and navigation challenges make it hard for students to find and stay on the right path.
8. Marketing and visibility are a barrier, so potential students are unaware of the programs.
9. Structural barriers to entry (admissions criteria, prerequisites, or bottleneck courses) constrain growth.

Plans for Increasing Enrollment and Completion Averages

1. Strengthen recruitment and retention.

Partner more deeply with university recruiters and attend outreach events to showcase what makes the programs unique. Focus equally on keeping current students engaged through mentoring, cohort models, and early intervention systems for at-risk students.

2. Hire a consultant for program evaluation.

Engage an outside evaluator to assess market alignment, curriculum effectiveness, and structural barriers, and to recommend redesigns for underperforming programs.

3. Increase faculty engagement in advising.

Leverage faculty expertise to guide students on course selection, research opportunities, internships, and graduate pathways.

4. Build undergraduate-to-graduate pathways.

Create formal articulation agreements or “feeder pipelines” from undergraduate majors—especially from partner institutions—and offer financial incentives or fee waivers to smooth the transition.

5. Expand research and funding opportunities.

Invest in faculty positions and research areas that attract student interest and external funding, raising program visibility and prestige.

6. Fix course sequencing and scheduling issues.

Ensure required courses are offered regularly, without conflicts, and with sufficient seats; add summer or online sections where appropriate.

7. Enhance academic readiness support.

Provide bridge programs, peer mentoring, tutoring labs, and embedded support in gateway courses to reduce attrition from under-preparation.

8. Modernize curriculum and marketing.

Update curricula to include high-demand skills and align with workforce needs, while refreshing websites, highlighting student stories, and clearly presenting career outcomes.

INSTITUTION	DEGREE	CIP CODE	PROGRAM DESCRIPTION	Five-Year Average ENL	Five-Year Average COMPL	2020-24 NonCom	2018-22 NonCom	2016-20 NonCom	2014-18 NonCom	2012-16 NonCom	Institutional Requests	CHE Recommendations
			Operations Management and Supervision	24.2	1.8	Yes					Under Review	Under Review
Clemson Univers	Doctors-Research/Scholarship	520205	Toxicology	6.6	1.2	Yes					Under Review	Under Review
			Construction Management, General	10	2	Yes					No Request	Under Review
Clemson Univers	Masters	522001	Statistics, General	16.6	1.2	Yes					Exemption	Under Review
Coastal Carolina	Bachelors	270501	Systems Engineering	33.8	0.8	Yes					Exemption	Under Review
College of Charle	Bachelors	142701	Mechanical Engineering	82	4	Yes					Under Review	Under Review
Francis Marion U	Bachelors	141901	Medical Informatics	9.6	0.8	Yes					Under Review	Under Review
Francis Marion U	Bachelors	512706	Physics, General	33.6	5.8	Yes					Under Review	Under Review
Francis Marion U	Bachelors	400801	Medical Microbiology and Bacte	8.6	1.4	Yes					Under Review	Under Review
Medical Universi	Doctors-Research/Scholarship	260503	Civil Engineering, General	33	1.6	Yes					Exemption	Under Review
South Carolina St	Bachelors	140801	Marketing/Marketing Managemen	61.6	7.4	Yes					Exemption	Under Review
South Carolina St	Bachelors	521401	BUSINESS	263.2	5.6	Yes					Under Review	Under Review
The Citadel	Bachelors	520201	Computer Engineering, General	16.6	2	Yes					Under Review	Under Review
The Citadel	Bachelors	140901	Writing, General	11.4	0.6	Yes					Exemption	Under Review
U. S. C. - Aiken	Bachelors	231301	Music, General	19.8	1.4	Yes					Exemption	Under Review
U. S. C. - Aiken	Bachelors	500901	Digital Communication and Mer	36.8	6.6	Yes					Exemption	Under Review
U. S. C. - Aiken	Bachelors	90702	Applied Mathematics, General	26.2	5.8	Yes					Exemption	Under Review
U. S. C. - Aiken	Bachelors	270301	Secondary Education and Teach	2	0	Yes					Under Review	Under Review
U. S. C. - Beaufor	Bachelors	131205	Elementary Education and Teac	61.8	7.6	Yes					Under Review	Under Review
U. S. C. - Beaufor	Bachelors	131202	Information Technology	46.8	5.8	Yes					Under Review	Under Review
U. S. C. - Beaufor	Bachelors	110103	Computational Science	6.8	2.4	Yes					Under Review	Under Review
U. S. C. - Beaufor	Masters	303001	Library and Information Science	12	0.8	Yes					Under Review	Under Review
U. S. C. - Columb	Doctors-Research/Scholarship	250101	Computer Engineering, General	15.4	1.4	Yes					Under Review	Under Review
U. S. C. - Columb	Masters	140901	Philosophy	17.2	1.6	Yes					Under Review	Under Review
U. S. C. - Columb	Doctors-Research/Scholarship	380101	Marine Biology and Biological O	14.2	1.6	Yes					Under Review	Under Review
U. S. C. - Columb	Doctors-Research/Scholarship	261302	Anthropology, General	12.8	1.8	Yes					Under Review	Under Review
U. S. C. - Columb	Doctors-Research/Scholarship	450201	Environmental Health	9	2.8	Yes					Under Review	Under Review
U. S. C. - Columb	Masters	512202	Mathematics, General	4.8	2.6	Yes					Under Review	Under Review
U. S. C. - Columb	Masters	270101	Clinical Nurse Leader	10.8	2.8	Yes					Under Review	Under Review
U. S. C. - Upstate	Masters	513820	Microbiology, General	15.4	1	Yes	Yes				Under Review	Under Review
Clemson Univers	Doctors-Research/Scholarship	260502	Forest Sciences and Biology	13.8	1.2	Yes	Yes				Under Review	Under Review
Clemson Univers	Doctors-Research/Scholarship	30502	Art History, Criticism and Conse	15	4	Yes	Yes				Under Review	Under Review
Coastal Carolina	Bachelors	500703	Computer and Information Scie	21.4	2.8	Yes	Yes				Under Review	Under Review
College of Charle	Bachelors	110199	Urban Studies/Affairs	28.4	6.4	Yes	Yes				Under Review	Under Review
College of Charle	Bachelors	451201	Computer and Information Scie	4.2	1.6	Yes	Yes				Exemption	Under Review
College of Charle	Masters	110199	Industrial Engineering	48.8	6.4	Yes	Yes				Exemption	Under Review
Francis Marion U	Bachelors	143501	Chemistry, General	35.4	3.4	Yes	Yes				Under Review	Under Review
Francis Marion U	Bachelors	400501	Nursing Education	8.8	2.8	Yes	Yes				Under Review	Under Review
Francis Marion U	Masters	513817										

South Carolina St Masters	520209	Transportation/Mobility Manage	10.2	2.4	Yes	Yes				Under Review	Under Review
South Carolina St Bachelors	143501	Industrial Engineering	20.8	1.8	Yes	Yes				Under Review	Under Review
The Citadel Bachelors	400501	Chemistry, General	30.8	4.6	Yes	Yes				Exemption	Under Review
The Citadel Masters	141001	Electrical and Electronics Engin	9.6	2.6	Yes	Yes				Exemption	Under Review
U. S. C. - Aiken Bachelors	260102	Biomedical Sciences, General	24.8	1	Yes	Yes				Exemption	Under Review
U. S. C. - Beaufort Bachelors	230101	English Language and Literature	46.8	7.4	Yes	Yes				Under Review	Under Review
U. S. C. - Beaufort Bachelors	270101	Mathematics, General	18.4	2	Yes	Yes				Under Review	Under Review
U. S. C. - Columb Bachelors	380201	Religion/Religious Studies	19.6	6.2	Yes	Yes				Under Review	Under Review
U. S. C. - Columb Bachelors	500601	Film/Cinema/Media Studies	53.4	6.6	Yes	Yes				Under Review	Under Review
U. S. C. - Columb Bachelors	50207	WOMEN IN STEM	22.8	7.8	Yes	Yes				Exemption	Exemption
U. S. C. - Upstate Bachelors	144201	Mechatronics, Robotics, and Au	18.6	4.6	Yes	Yes				Exemption	Under Review
U. S. C. - Upstate Bachelors	500501	Drama and Dramatics/Theatre A	27.2	6	Yes	Yes				Exemption	Under Review
Winthrop Univers Bachelors	131318	Social Studies Teacher Educatic	37	2.2	Yes	Yes				Under Review	Under Review
Winthrop Univers Masters	131324	Drama and Dance Teacher Educ	2.8	2.2	Yes	Yes				Under Review	Under Review
Applied Horticulture/Horticulture											
Clemson Univers Bachelors	10601	Operations, General	28.4	5.2	Yes	Yes	Yes			Under Review	Termination
Mathematics Teacher											
Clemson Univers Bachelors	131311	Education	18	3.2	Yes	Yes	Yes	Yes	Yes	Under Review	Termination
Science Teacher Education/General Science											
Clemson Univers Bachelors	131316	Teacher Education	17.6	4.8	Yes	Yes	Yes			Under Review	Termination
African-American/Black											
Clemson Univers Bachelors	50201	Studies	6.6	1.2	Yes	Yes	Yes			Termination	Termination
Clemson Univers Bachelors	511103	Pre-Pharmacy Studies	0.2	1.4	Yes	Yes	Yes	Yes		Exemption	Termination
Clemson Univers Doctors-Research/Scholarship	140301	Agricultural Engineering	5.6	0.8	Yes	Yes	Yes	Yes	Yes	Under Review	Termination
Clemson Univers Doctors-Research/Scholarship	400807	Optics/Optical Sciences	6.2	1	Yes	Yes	Yes			Under Review	Termination
Clemson Univers Masters	140301	Agricultural Engineering	5.8	1.8	Yes	Yes	Yes			Under Review	Termination
Clemson Univers Masters	260502	Microbiology, General	9	2.8	Yes		Yes	Yes	Yes	Exemption	Termination
Clemson Univers Masters	260702	Entomology	3.4	0.8	Yes	Yes	Yes	Yes		Termination	Termination
Clemson Univers Masters	261004	Toxicology	4.8	1.8	Yes	Yes	Yes	Yes	Yes	Exemption	Termination
Clemson Univers Masters	400807	Optics/Optical Sciences	1.4	0.6	Yes	Yes	Yes			Exemption	Termination
Operations Management and											
Clemson Univers Masters	520205	Supervision	2	2	Yes	Yes	Yes	Yes		Under Review	Termination
Coastal Carolina Bachelors	131314	Physical Education Teaching an	80.8	7.6	Yes	Yes	Yes			Under Review	Termination
Coastal Carolina Bachelors	380101	Philosophy	20	3.8	Yes	Yes	Yes	Yes	Yes	Exemption	Termination
Coastal Carolina Bachelors	400501	Chemistry, General	28.6	4	Yes	Yes	Yes	Yes	Yes	Exemption	Termination
Coastal Carolina Bachelors	400801	Physics, General	25.2	4.2	Yes	Yes	Yes	Yes	Yes	Exemption	Termination
Coastal Carolina Bachelors	450601	Economics, General	5.2	1.2	Yes	Yes	Yes	Yes		Termination	Termination
College of Charle Bachelors	131206	Teacher Education, Multiple Lev	19.8	4.2	Yes	Yes	Yes	Yes		Exemption	Termination
College of Charle Bachelors	380201	Religion/Religious Studies	25.6	4.4	Yes	Yes	Yes			Under Review	Termination

College of Charleston Bachelors	380206	Jewish/Judaic Studies	13.6	2.2	Yes	Yes	Yes	Yes	Exemption	Termination
College of Charleston Bachelors	400404	Meteorology	27	3.6	Yes	Yes	Yes		Under Review	Termination
College of Charleston Bachelors	500301	Dance, General	50.4	6.8	Yes	Yes	Yes	Yes	Under Review	Termination
College of Charleston Bachelors	50134	Latin American and Caribbean Studies	8.8	2.4	Yes	Yes	Yes	Yes	Yes	Termination
College of Charleston Bachelors	50201	African-American/Black Studies	10.2	2.8	Yes	Yes	Yes		Exemption	Termination
College of Charleston Bachelors	50125	German Studies	34.6	2.6	Yes	Yes	Yes	Yes	Yes	Exemption
Francis Marion University Bachelors	131203	Junior High/Intermediate/Middle School Education	15.8	3.2	Yes	Yes	Yes	Yes	No Request	Termination
Francis Marion University Bachelors	131302	Art Teacher Education	17.6	1.6	Yes	Yes	Yes	Yes	Yes	No Request
Francis Marion University Bachelors	159999	Engineering/Engineering-Related	27.8	4.6	Yes	Yes	Yes	Yes	Yes	Exemption
Francis Marion University Bachelors	160101	Foreign Languages and Literatures	10	3.4	Yes	Yes	Yes	Yes	Yes	Exemption
Francis Marion University Bachelors	450601	Economics, General	2	1	Yes	Yes	Yes	Yes	Yes	No Request
Francis Marion University Bachelors	500501	Drama and Dramatics/Theatre Arts	7.4	0.6	Yes	Yes	Yes	Yes	Yes	No Request
Francis Marion University Bachelors	501003	Music Management	21.8	1.2	Yes	Yes	Yes	Yes		No Request
Francis Marion University Bachelors	512099	Pharmacy, Pharmaceutical Sciences	6	1.6	Yes	Yes	Yes	Yes		Exemption
Francis Marion University Bachelors	131322	Biology Teacher Education	16	1.2	Yes	Yes				No Request
Lander University Bachelors	131314	Physical Education Teaching and Coaching	36	5.4	Yes	Yes	Yes	Yes	Yes	Exemption
Lander University Bachelors	160905	Spanish Language and Literature	18.4	3.4	Yes	Yes	Yes	Yes	Yes	Exemption
Lander University Bachelors	270101	Mathematics, General	53.8	6.6	Yes	Yes	Yes	Yes	Yes	Exemption
Lander University Bachelors	30104	Environmental Science	27.2	2.6	Yes	Yes	Yes	Yes	Yes	Exemption
Lander University Bachelors	500901	Music, General	36.6	4	Yes	Yes	Yes	Yes	Yes	Exemption
Lander University Bachelors	240103	Humanities/Humanistic Studies	2.8	1	Yes	Yes				Termination
Lander University Masters	513820	Clinical Nurse Leader	4.4	1.2	Yes					Termination
Medical University of South Carolina Masters	261102	Biostatistics	2.8	1.6	Yes	Yes	Yes			Termination
South Carolina State Bachelors	10102	Agribusiness/Agricultural Business	41.8	3.8	Yes	Yes	Yes	Yes	Yes	Exemption
South Carolina State Bachelors	131001	Special Education and Teaching	14	1.8	Yes	Yes	Yes	Yes	Yes	Exemption
South Carolina State Bachelors	131202	Elementary Education and Teaching	61.4	3.2	Yes	Yes	Yes	Yes		Exemption
South Carolina State Bachelors	131203	Junior High/Intermediate/Middle School Education	22.8	0.4	Yes	Yes	Yes	Yes		Exemption
South Carolina State Bachelors	131210	Early Childhood Education and Care	119	3.8	Yes	Yes	Yes	Yes	Yes	Exemption
South Carolina State Bachelors	131302	Art Teacher Education	10	0	Yes	Yes	Yes	Yes	Yes	Exemption
South Carolina State Bachelors	131303	Business and Innovation/Entrepreneurship	0.6	0	Yes	Yes	Yes	Yes	Yes	Termination
South Carolina State Bachelors	131309	Technology Teacher Education/Computer Science	6.8	2.2	Yes	Yes	Yes	Yes		Termination
South Carolina State Bachelors	131312	Music Teacher Education	32.6	0.8	Yes	Yes	Yes	Yes	Yes	Exemption
South Carolina State Bachelors	142301	Nuclear Engineering	30.8	5.2	Yes	Yes	Yes			Exemption
South Carolina State Bachelors	150303	Electrical, Electronic, and Computer Engineering	48.6	4.2	Yes	Yes	Yes			Exemption
South Carolina State Bachelors	151102	Surveying Technology/Surveying	0.4	0.2	Yes	Yes	Yes			Termination
South Carolina State Bachelors	190501	Foods, Nutrition, and Wellness Management	25.8	4	Yes	Yes	Yes	Yes	Yes	Exemption
South Carolina State Bachelors	230101	English Language and Literature	21	4	Yes	Yes	Yes	Yes		Exemption
South Carolina State Bachelors	270101	Mathematics, General	14.8	0.6	Yes	Yes	Yes	Yes	Yes	Exemption
South Carolina State Bachelors	310501	Sports, Kinesiology, and Physical Education	95.6	4.8	Yes	Yes	Yes	Yes		Exemption
South Carolina State Bachelors	400501	Chemistry, General	28.6	3.2	Yes	Yes	Yes	Yes	Yes	Exemption
South Carolina State Bachelors	400801	Physics, General	13.2	0.8	Yes	Yes	Yes	Yes	Yes	Exemption
South Carolina State Bachelors	450101	Social Sciences, General	13.4	0.2	Yes	Yes	Yes	Yes	Yes	Termination
South Carolina State Bachelors	451001	Political Science and Government	44.6	5.4	Yes	Yes	Yes			Exemption
South Carolina State Bachelors	451101	Sociology, General	22.2	2.8	Yes	Yes	Yes	Yes		Exemption
South Carolina State Bachelors	500501	Drama and Dramatics/Theatre Arts	14.8	3	Yes	Yes	Yes	Yes	Yes	Exemption

South Carolina St Bachelors	500702	Fine/Studio Arts, General	40.8	3.4	Yes	Yes	Yes	Yes	Yes	Exemption	Termination
South Carolina St Bachelors	501003	Music Management	31.6	3.8	Yes	Yes	Yes	Yes	Yes	Exemption	Termination
South Carolina St Bachelors	520601	Business/Managerial Economic	74.2	1.6	Yes	Yes	Yes	Yes	Yes	Exemption	Termination
South Carolina St Bachelors	540101	History, General	9.6	2	Yes	Yes	Yes	Yes	Yes	Exemption	Termination
South Carolina St Masters	131202	Elementary Education and Teac	9.6	2.4	Yes	Yes	Yes			Exemption	Termination
South Carolina St Masters	131205	Secondary Education and Teach	9.2	1.8	Yes	Yes	Yes	Yes		Exemption	Termination
South Carolina St Masters	190501	Foods, Nutrition, and Wellness !	7	1.8	Yes	Yes	Yes			Exemption	Termination
The Citadel Bachelors	131205	Secondary Education and Teach	24.2	4.8	Yes	Yes	Yes	Yes	Yes	Exemption	Termination
The Citadel Bachelors	131314	Physical Education Teaching an	17.4	3.4	Yes	Yes	Yes			Under Review	Termination
The Citadel Bachelors	230101	English Language and Literature	16.8	5	Yes	Yes	Yes			Exemption	Termination
The Citadel Bachelors	270101	Mathematics, General	18.4	4.8	Yes	Yes	Yes	Yes	Yes	Exemption	Termination
The Citadel Bachelors	400801	Physics, General	24	5.6	Yes	Yes	Yes	Yes	Yes	Exemption	Termination
The Citadel Masters	131203	Junior High/Intermediate/Middle	3.6	0.4	Yes	Yes	Yes	Yes		Under Review	Termination
The Citadel Masters	131314	Physical Education Teaching an	8	1.6	Yes	Yes	Yes			Under Review	Termination
The Citadel Masters	230101	English Language and Literature	5.6	2	Yes	Yes	Yes	Yes		Termination	Termination
U. S. C. - Aiken Bachelors	131001	Special Education and Teaching	49.8	6.8	Yes	Yes	Yes	Yes	Yes	Exemption	Termination
U. S. C. - Aiken Bachelors	131203	Junior High/Intermediate/Middle	23.4	4.6	Yes	Yes	Yes	Yes		Exemption	Termination
U. S. C. - Aiken Bachelors	131205	Secondary Education and Teach	53.2	5	Yes	Yes	Yes	Yes	Yes	Exemption	Termination
U. S. C. - Aiken Bachelors	240101	INTERDISCIPLINARY STUDIES	49.6	2	Yes	Yes	Yes	Yes	Yes	Exemption	Termination
U. S. C. - Aiken Bachelors	400501	Chemistry, General	42.8	7.6	Yes		Yes	Yes	Yes	Exemption	Termination
U. S. C. - Aiken Bachelors	540101	History, General	28.2	6	Yes	Yes	Yes	Yes	Yes	Exemption	Termination
U. S. C. - Aiken Masters	130501	Educational/Instructional Techn	3.6	1.8	Yes		Yes			Termination	Termination
U. S. C. - Beaufort Bachelors	160905	Spanish Language and Literatur	1.2	0.6	Yes	Yes	Yes			Termination	Termination
U. S. C. - Beaufort Bachelors	451101	Sociology, General	34.4	6.8	Yes	Yes	Yes			Exemption	Termination
U. S. C. - Beaufort Bachelors	540101	History, General	37.2	5	Yes	Yes	Yes			Exemption	Termination
U. S. C. - Columb Bachelors	160104	Comparative Literature	3	0.6	Yes	Yes	Yes	Yes	Yes	Termination	Termination
U. S. C. - Columb Bachelors	160901	French Language and Literature	18.8	5.2	Yes	Yes	Yes	Yes	Yes	Termination	Termination
U. S. C. - Columb Bachelors	161200	Classics and Classical Language	6.8	1.6	Yes	Yes	Yes	Yes	Yes	Termination	Termination
U. S. C. - Columb Bachelors	400801	Physics, General	86.4	6.6	Yes	Yes	Yes			Exemption	Termination
U. S. C. - Columb Bachelors	50123	Chinese Studies	13.6	4.4	Yes	Yes	Yes			Termination	Termination
U. S. C. - Columb Bachelors	50201	African-American/Black Studies	19.8	3.8	Yes	Yes	Yes	Yes	Yes	Under Review	Termination
U. S. C. - Columb Doctors-Research/Scholarship	130901	Social and Philosophical Found	12.8	1.4	Yes	Yes	Yes	Yes		Under Review	Termination
U. S. C. - Columb Doctors-Research/Scholarship	131312	Music Teacher Education	3.4	0.4	Yes	Yes	Yes	Yes	Yes	Exemption	Termination
U. S. C. - Columb Doctors-Research/Scholarship	142301	Nuclear Engineering	11.6	0.8	Yes	Yes	Yes	Yes	Yes	Exemption	Exemption
U. S. C. - Columb Doctors-Research/Scholarship	160905	Spanish Language and Literatur	8	1.2	Yes		Yes	Yes		Exemption	Termination
U. S. C. - Columb Doctors-Research/Scholarship	450601	Economics, General	13.4	1.4	Yes		Yes	Yes	Yes	Under Review	Termination
U. S. C. - Columb Doctors-Research/Scholarship	500904	Music Theory and Composition	3	0.4	Yes	Yes	Yes	Yes	Yes	Under Review	Termination
U. S. C. - Columb Masters	131302	Art Teacher Education	6	2.6	Yes	Yes	Yes	Yes	Yes	Under Review	Termination
U. S. C. - Columb Masters	160101	Foreign Languages and Literatu	4.2	1.2	Yes	Yes	Yes	Yes		Under Review	Termination
U. S. C. - Columb Masters	160104	Comparative Literature	4.2	2.2	Yes	Yes	Yes	Yes	Yes	Termination	Termination
U. S. C. - Columb Masters	160501	German Language and Literatur	1.2	0.6	Yes	Yes	Yes	Yes	Yes	Termination	Termination
U. S. C. - Columb Masters	160905	Spanish Language and Literatur	1	0.4	Yes	Yes	Yes	Yes	Yes	Termination	Termination
U. S. C. - Columb Masters	261102	Biostatistics	6.2	2.2	Yes	Yes	Yes			Under Review	Termination
U. S. C. - Columb Masters	380101	Philosophy	1.6	0.6	Yes	Yes	Yes	Yes	Yes	Under Review	Termination
U. S. C. - Columb Masters	400801	Physics, General	7.8	2	Yes	Yes	Yes	Yes	Yes	Under Review	Termination

U. S. C. - Columb Masters	450201	Anthropology, General	7.8	2.4	Yes	Yes	Yes		Under Review	Termination
U. S. C. - Columb Masters	450901	International Relations and Affa	4.4	1.4	Yes	Yes	Yes		Under Review	Termination
U. S. C. - Columb Masters	451101	Sociology, General	0.6	0.4	Yes	Yes	Yes	Yes	Under Review	Termination
U. S. C. - Columb Masters	500699	Film/Video and Photographic Ar	5.2	2.2	Yes	Yes	Yes	Yes	Under Review	Termination
U. S. C. - Columb Masters	500703	Art History, Criticism and Conse	3.8	1.4	Yes	Yes	Yes	Yes	Exemption	Termination
U. S. C. - Columb Masters	521803	Retailing	0.2	0.2	Yes	Yes	Yes		Under Review	Termination
U. S. C. - Columb Masters	540101	History, General	5.2	1.2	Yes	Yes	Yes	Yes	Under Review	Termination
U. S. C. - Columb Masters	160901	French Language and Literature	0.4	0	Yes	Yes	Yes	Yes	Termination	Termination
U. S. C. - Columb Masters	512003	Pharmaceutics and Drug Desigr	1	0.4	Yes	Yes	Yes		Under Review	Termination
U. S. C. - Columb Specialist	250101	Library and Information Science	4.4	0.6	Yes	Yes	Yes	Yes	Termination	Termination
U. S. C. - Columb Bachelors	510913	Athletic Training/Trainer	6	6.4	Yes				Termination	Termination
U. S. C. - Columb Masters	459999	Social Sciences, Other	3.2	1.4	Yes				Termination	Termination
U. S. C. - Columb Masters	409999	Physical Sciences, Other	2.4	1.6	Yes				Termination	Termination
U. S. C. - Columb Masters	512399	Rehabilitation and Therapeutic I	1.2	1.8	Yes				Termination	Termination
U. S. C. - Upstate Bachelors	131302	Art Teacher Education	28	5	Yes	Yes	Yes	Yes	Exemption	Termination
U. S. C. - Upstate Bachelors	160905	Spanish Language and Literatur	20	6.4	Yes	Yes	Yes	Yes	Termination	Termination
U. S. C. - Upstate Bachelors	270101	Mathematics, General	28.8	6	Yes	Yes	Yes	Yes	Exemption	Termination
U. S. C. - Upstate Bachelors	400501	Chemistry, General	56.4	6.4	Yes	Yes	Yes	Yes	Exemption	Termination
U. S. C. - Upstate Bachelors	500901	Music, General	24.4	2.8	Yes	Yes	Yes	Yes	Under Review	Termination
Winthrop Univers Bachelors	131314	Physical Education Teaching an	27.6	4.2	Yes	Yes	Yes	Yes	Exemption	Termination
Winthrop Univers Bachelors	30103	Environmental Studies	20	5	Yes	Yes	Yes	Yes	Under Review	Termination
Winthrop Univers Bachelors	30104	Environmental Science	25.2	3	Yes	Yes	Yes	Yes	Under Review	Termination
Winthrop Univers Bachelors	389999	Philosophy and Religious Studie	14	4.6	Yes	Yes	Yes	Yes	Under Review	Termination
Winthrop Univers Bachelors	500703	Art History, Criticism and Conse	14.8	3.4	Yes	Yes	Yes	Yes	Under Review	Termination
Winthrop Univers Masters	500701	Art/Art Studies, General	7.6	2.6	Yes	Yes	Yes		Under Review	Termination
Winthrop Univers Masters	500901	Music, General	0.8	0.6	Yes	Yes	Yes	Yes	Under Review	Termination
Winthrop Univers Masters	500906	Conducting	1.6	0.8	Yes	Yes	Yes	Yes	Termination	Termination
Winthrop Univers Bachelors	450601	Economics, General	18	3.6	Yes	Yes			Termination	Termination
Winthrop Univers Bachelors	131308	Family and Consumer Sciences	4.8	0.4	Yes				Termination	Termination

Status	Staff Recommendations
Exemption	3
Termination	137
Under Review	51
Grand Total	191

ADDENDUM

The Commission on Academic Affairs and Licensing provided institutions with an opportunity to submit justifications for revisions to the productivity report, and these justifications included the reasons for the requested changes.

109 Programs Identified for Termination

- ✓ Requests for revisions = 88
- ✓ Self-termination = 21

Across institutions, campuses are generally asking to move programs from “termination” to “under review” (or to “exempt”) for three broad reasons: (1) evidence of improving or recently revitalized productivity, (2) essential service or workforce roles that metrics alone don’t capture, and (3) process/policy concerns about how the productivity standards were applied and how much time they’ve had to respond.

1. Programs showing recent or imminent improvement

Many requests argue that termination would be premature because the program has either just been redesigned or is now clearly trending upward in enrollment and/or completions.

Common themes:

- Recent curriculum or program overhaul, with early positive results
- Improvement plans submitted but not yet implemented long enough.
- Upward trends in enrollment or completions that will make them compliant next cycle

Summary: Institutions argue that “snapshot” productivity data do not reflect recent strategic changes and that an “under review” status would allow time for those changes to manifest.

2. Essential service, workforce, or mission roles

A second common thread is that programs play critical roles that justify either exemption or, at minimum, more cautious treatment than termination.

Common themes:

- Service-function programs that support many other majors
- Addressing documented state workforce shortages
- Unique or mission-essential academic programs
- Revenue-positive or cross-subsidized programs

Summary: Overall, institutions argue that these programs deliver high strategic or service value disproportionate to their headcount metrics.

3. Policy, timing, and procedural concerns

Many institutions raise concerns about how CHE's productivity policy has been interpreted and applied, and use those concerns to support requests for "under review" or "exemption" instead of termination.

Common themes:

- Insufficient time allowed under the "three biennial cycles/six-year" improvement window
- Questions about consistency of standards
- COVID-19 as an extenuating circumstance

Summary: Across campuses, these process-based arguments are used to claim that termination recommendations are out of step with the Commission's own timelines, exemptions policy, or the pandemic context, and thus that "under review" (or exemption) is a more appropriate status.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director

CAAL Meeting
April 30, 2026
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Institutional Requests for Revisions Program Productivity Report



R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director

CAAL Meeting
April 30, 2026
Agenda Item: 4.a.



CLEMSON UNIVERSITY



Clemson University Program Productivity Revision Requests

Program: MS Sports Business and Analytics (*CIP 520205; Operations Management and Supervision*)

Revision Requested: Termination to Under Review

Reason for Revision:

- In September 2024, the Commission approved major curriculum modifications and a name change to this former MS Management program, which has been revitalized as MS Sports Business and Analytics. This reinvigorated program saw 28 enrolled students in its first fall 2025 semester (2025) with 27 students slated to complete this summer. Applications for the second cohort (starting summer 2026) are very strong with an expected class of approximately 30 students. This program has been profitable in its first year and is projected to remain so. We ask the Commission to maintain this now-thriving program.

Program: BS Mathematics Teaching (*CIP 131311; Mathematics Teacher Education*)

Revision Requested: Termination to Under Review

Reason for Revision:

- There has been no opportunity to execute the improvement plan for this program submitted in January 2026 after the Commission placed it under review in November 2025.
- The South Carolina Annual Educator Supply and Demand survey, which collects data from 76 public school districts across South Carolina, indicates that vacant positions in mathematics at the middle and high school level increased from 60.5 vacancies in 2019-2020 to 88.5 vacancies in 2024-25—a 46% increase over the last 5 years.
- Eliminating this teacher preparation program, which accommodates transfer students and students changing majors (typically from mathematics or engineering), would only deepen the state's STEM teacher shortage—driving up recruitment costs, increasing reliance on emergency or alternative credentials, and weakening the workforce pipeline that underpins economic growth. The right move is not to dampen our own supply of qualified math teachers by terminating a flexible pathway for students seeking a secondary mathematics teaching license, but to collaboratively address the multiple dimensions of the math teacher pipeline and increase its flow of measurable results for the state.
- This program is near totally cross-subsidized by coursework required by our mathematics and other teacher preparation degree programs. Indeed, program's curriculum is nearly identical in its general education, mathematics, and teacher education requirements to the BA Secondary Education-Mathematics program. Eliminating the BS program would not result in cost savings, as Clemson would still need to offer the same coursework for the BA degree but with reduced enrollment (i.e. lower efficiency) in existing classes.

Program: BS/BA Science Teaching (*CIP 131316; Science Teacher Education*)

Revision Requested: T Termination to Under Review

Reason for Revision:

- There has been no opportunity to execute the improvement plan for this program submitted in January 2026 after the Commission placed it under review in November 2025.
- The South Carolina Annual Educator Supply and Demand survey, which collects data from 76 public school districts across South Carolina, indicates that vacant positions in the sciences at the middle and high school level increased from 43 vacancies in 2019-2020 to 55 vacancies in 2024-25—a 28% increase over the last 5 years
- Eliminating these teacher preparation programs, which accommodate (a) transfer students (b) students changing majors (typically from sciences or engineering) and (c) students interested in double majoring in a science content discipline, would only deepen the state's STEM teacher shortage--driving up recruitment costs, increasing reliance on emergency or alternative credentials, and weakening the workforce pipeline that underpins economic growth. The right move is not to dampen our own supply of qualified math teachers by terminating a flexible pathway for students seeking a secondary mathematics teaching license, but to collaboratively address the multiple dimensions of the math teacher pipeline and increase its flow of measurable results for the state.
- There are no courses exclusive to the science teaching program curriculum—all coursework is shared across other teacher education, science, and general education programs. This program is near totally cross-subsidized by coursework required by our mathematics and other teacher preparation degree programs. Indeed, program's curriculum is nearly identical in its general education, mathematics, and teacher education requirements to the BA Secondary Education-Mathematics program. Eliminating the BS program would not result in cost savings, as Clemson would still need to offer the same coursework for the BA degree but with reduced enrollment (i.e. lower efficiency) in existing classes.
- As a result, terminating the science teaching programs would not generate cost savings, as Clemson would still need to offer these courses for other programs, likely with reduced enrollment (i.e. lower efficiency).

Program: BS Preprofessional Studies (*CIP 511103; Pre-Pharmacy Studies*)

Revision Requested: Termination to Exempt

Reason for Revision:

- As indicated in the past several review cycles and in the improvement plan submitted on 29 January 2026, this is a no-cost degree completion program allowing Clemson students enrolled in any degree program to leave after completing 90 credits, attend professional pharmacy school (usually MUSC) and then reverse transfer and apply the first 30 credits of professional graduate pharmacy credit to earn a Clemson BS Preprofessional Studies degree. This option reduces cost to families and the University and shortens the time to completion of a professional health/medical degree. Its termination will increase costs to students/families, the University, and lengthen time to professional degree completion.

Program: BS Turfgrass (*CIP 010601; Applied Horticulture/Horticulture Operations, General*)

Revision Requested: Termination to Under Review

Reason for Revision:

- There has been no opportunity to execute the improvement plan for this program submitted in January 2026 after the Commission placed it under review in November 2025.
- As indicated in the improvement plan submitted on 29 January 2026, the program recognized enrollment and completions shortfalls and began working towards addressing them. We are now beginning to see the impact. In Spring 2020, 17 students were enrolled in the program; enrollment has now steadily grown to nearly 40 students in Fall 2025 (FY26). 9 total students are expected to graduate in the 25/26 AY and 11 are on track to graduate in the 26/27AY. Thus, termination would result in the closure of a program now trending upwards.
- Terminating this program would undercut a state industry that generates billions in golf, tourism, and managed landscapes while forcing employers to recruit talent from out-of-state at higher cost. In the context of ROI and supporting homegrown economic drivers, the wise decision is not to eliminate a modest pipeline the market still demands, but to ensure it delivers measurable results for the state and the workforce alignment that taxpayers expect. Moreover, this program is heavily cross-subsidized by coursework required by both our Horticulture and our Plant & Environmental Science degree programs; its elimination would not result in any cost savings because these courses would still be delivered for these other programs.

Program: PhD Biosystems Engineering (*CIP 140301; Agricultural Engineering*)

Revision Requested: Termination to Under Review or place in-scope for in-depth review

- There has been no opportunity to execute the improvement plan for this program submitted in January 2026 after the Commission placed it under review in November 2025. Under relatively new leadership, the program has already made progress towards increasing program faculty via joint appointments, conducting a deep review of curriculum, strengthening industry connections, expanding student networking opportunities, and growing research activity that enables the program to support more students.
- Eliminating this one-of-a-kind-in-SC doctoral program would impair the state's ability to innovate in agriculture, water systems, and infrastructure--sectors that directly drive economic productivity and rural prosperity--forcing reliance on out-of-state expertise at higher long-term cost. Doing so at this moment in time is especially unpropitious as the convergence and future integration of new technologies (e.g., AI, nanotech, CRISPR) place us at the doorstep of an era of programmable biology and integrated synthetic-biological systems; SC in particular needs to be a leader in these emerging areas. A disciplined improvement plan with enrollment, completion, and industry-partnership benchmarks applies the kind of accountability and performance standards that taxpayers expect while preserving a high-leverage asset. In supporting goals of efficiency and ROI, the wise stewardship action is not to scrap a strategic capability at its trough, but to fix it, measure it rigorously, and make it deliver measurable value for the state.

Program: PhD Photonic Science and Technology (*CIP 400807; Optics/Optical Sciences*)

Revision Requested: Termination to Under Review

Reason for Revision:

- As Clemson noted throughout the FY16-20 review process, this program was out-of-scope for program productivity review by CHE's own policy inasmuch as the 6th year of the doctoral program was FY16 itself. As a result, the program has never undergone in-depth new program review that should precede the nominal program productivity process.
- The above process concern notwithstanding, this unique-in-SC program is designed to accommodate students and professionals with interest in advanced degrees in optics, optical engineering and photonics, and is proving to be useful in recruiting graduate students with interdisciplinary BS/MS backgrounds who might otherwise be ineligible for admission to Electrical & Computer Engineering graduate programs. This has resulted in an increase from 5 students in Fall 2022 to 10 in Fall 2025.
- Termination would cede leadership in photonics and quantum technologies--the backbone of next-generation communications, defense systems, advanced manufacturing, and semi-conductor innovation--to other states (and nations). This is a strategic capability, not an academic luxury. Once dismantled, the talent pipeline, industry partnership, and federal research dollars it attracts are extraordinarily difficult and costly to rebuild. If we are serious about competitiveness and self-reliance in critical technologies, the prudent move is a disciplined improvement plan with enrollment, completion, external funding, and IP/commercialization benchmarks to ensure accountability and a continuing ROI focus.

Program: Master of Construction Science and Management (*CIP 522001; Construction Management, General*)

Revisions Requested: Under Review to continuing approval

Reason for Revision:

- CHE approved a CIP code change from 52.0201 to 15.1001 for the program during the productivity cycle and the enrollment/completion data under both CIP codes that should be combined in the 5-year averaging is not accounted for in the Commission's data. When combining the data for both CIP codes during FY20-24, average enrollment is 47.0 and average completions is 15.8 during FY20-24. Therefore, the program was compliant during the cycle.

Programs: MS Microbiology (*CIP 260502; Microbiology, General*)
MS Toxicology (*CIP 261004; Toxicology*)
MS Biosystems Engineering (*CIP 140301; Agricultural Engineering*)
MS Photonic Science and Technology (*CIP 400807; Optics/Optical Sciences*)

Revision Requested: Terminated to Exempt or Under Review

Reason for Revision:

- As a matter of effectiveness and efficiency, our science/engineering MS programs are deliberately designed with dual, not singular, purposes: a) cost-effective on-ramps that can convert borderline or hesitant doctoral candidates into productive PhD completers and skilled STEM workers (reducing waste, not creating it) b) providing disciplined stop-out off-ramps for doctoral non-completers, protecting state investment while serving as performance-based proving grounds that expand the talent pipeline without lowering standards.
- In the context of valuing efficiency and results, the smart move is not to eliminate options that can both recover and develop talent--especially since the MS curricular of such programs are comprised by part of the associated doctoral curricula that will be delivered at/with the same cost in the absence of companion MS options.
- There has been no opportunity to execute the improvement plan for these programs (with the exception of MS Photonics) submitted in January 2026 after the Commission placed them under review in November 2025.
- The PhD Toxicology and PhD Microbiology programs are recommended for under review status, and their corresponding MS programs recommendation should align with that status for the purpose of curricular and student progress coherence.

Additional Notes for Master's Programs with Stop-Out Function

Program Name	Additional Notes
MS Microbiology	Enrollment increased to 10 in Fall 2025 from a low of 3 in Fall 2023. The program expects to increase numbers that found it in compliance with CHE's standards in FY18/22 time period. Additionally, MS students play a critical role in cost-efficient quality delivery our undergraduate microbiology teaching labs. Eliminating the MS program would compromise and raise the delivery costs of a high-impact undergraduate program (BS Microbiology) that serves far more students than the MS program itself.
MS Toxicology	Enrollment increased from 2 in Fall 2022 to 6 in Fall 2025.
MS Biosystems Engineering	The program had 0 students enrolled in Fall 2025, but is expected to enroll 7 students in Fall 2026. Additionally, a BS to MS pathway has been developed to streamline the transition for undergraduate students into graduate study with the first committed students expected to begin in the 26/27 academic year.
MS Photonic Science and Technology	As Clemson noted throughout the FY16-20 review process, this program was out-of-scope for program productivity review by CHE's own policy inasmuch as the 3 rd year of this master's program was FY16 itself. As a result, the program has never undergone in-depth new program review that should precede the nominal program productivity process.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director



CAAL Meeting
April 30, 2026
Agenda Item: 4.a.

COASTAL CAROLINA UNIVERSITY



TO: South Carolina Commission on Higher Education (SCCHE)
FROM: Coastal Carolina University
DATE: April, 10, 2026
RE: Institutional Response to the 2020-2024 Program Productivity Reporting

Coastal Carolina University (CCU) appreciates the opportunity to provide an institutional response to the recommendations from the SCCHE 2020-2024 Program Productivity Report. CCU uses a variety of metrics to monitor the health of its academic programs, including enrollments, completions, financial metrics, and centrality to our mission. In addition, we affirm our commitment to working closely with the SCCHE to adhere to the academic degree program productivity standards. However, there were several recommendations in this most recent cycle that we seek to appeal, based on improving metrics within the program, and due to concerns about the application of policy as stated in the *SCCHE Policies and Procedures for Academic Degree Program Productivity (Revised August 2022)*.

Academic programs operate within a highly integrated model, with faculty, courses, and resources often shared across multiple disciplines, making program-level viability assessments complex and dependent on specific definitions and methodology. It is also important to note that CCU is finalizing a rigorous annual program review process that will help monitor academic program success across the institution. CCU has been responsive to all SCCHE requests regarding program productivity and looks forward to continued cooperation and collaboration regarding this and other issues. See program-specific requests below.

- **B.S. in Physical Education Teacher Education**
- **Change Termination Recommendation to Under Review**
- **Program on track to be compliant in the next review cycle and beyond**

The BS in Physical Education Teacher Education program has experienced substantial growth and will be compliant in the next review and in the future. In 2021, after experiencing declining enrollments and completions, the program made changes its curriculum to streamline completions. Since that time, both the enrollment and the completions have increased. The enrollment has increased 48.2% from AY 20-21 to AY 24-25 (see table below), and the completions have increased 133% from AY 20-21 to AY 24-25 (see table below), with the number of completions increasing every year since AY 21-22. The most recent 5-year average of completions is 9 (from AY 20-21 to AY 24-25). This program made changes to improve outcomes, and is seeing these improvements in its metrics. It will be compliant from the next review cycle going forward, and we request a recommendation of under review so that this program can continue to flourish. Lastly, Coastal Carolina University is finalizing a rigorous annual program review process that will help keep this program on its positive trajectory.

Academic Year	Enrollments	Completions
AY 2020-2021	67	9
AY 2021-2022	77	5
AY 2022-2023	95	9
AY 2023-2024	83	10
AY 2024-2025	83	12
Five-year Average	81	9

- **B.S. in Chemistry**
- **Change Termination Recommendation to Exemption**
- **CHE Policy permits exemption for programs that “have the service function to provide required courses for undergraduate foundation courses across the university community.”**

The document *CHE Policies and Procedures for Academic Degree Program Productivity (Revised August 2022)* states on page 3, number 10, that programs that “have the service function to provide required courses for undergraduate foundation courses across the university community might be granted an exemption.” This is clearly demonstrated for Chemistry. The Chemistry Department provides both foundational and major requirement courses for a wide range of disciplines including Biology, Marine Science, Applied Physics, Engineering Science, and Public Health. In addition, the Chemistry Department offers several courses that meet the University Core Curriculum requirements. In AY25–26, departmental course offerings in Chemistry served 3,024 students and generated 5,978 student credit hours (SCH). Of that, 2,883 students in other majors besides chemistry generated 5,711 SCH, accounting for 95% of the students served, and 96% of the credit hours produced. The service to the larger university is so significant that the Department of Chemistry only offers 1-3 courses an academic year that exclusively service the B.S. in Chemistry program, corresponding to approximately 4% of all sections offered. The average enrollment from 2021-2025 in the Chemistry major was 28 students and Biochemistry major was 83. Coastal Carolina University (CCU) graduation rates in chemistry are in alignment with the national average. In addition, the American Chemical Society has set a completion standard of an average of 4 students per year for programs to obtain/retain degree certification (which the department intends to seek). The B.S. in Chemistry program exceeds this standard. It is also important to note that that CCU is finalizing a rigorous annual program review process that will help monitor this program.

Additionally, this program is economically viable. Over the last 5-year period, the program generated \$1,203,976 in revenue, against \$680,583 in program expenses. The B.S. in Chemistry provides specific benefits to the residents of the Grand Strand. Approximately 50% of the students in the B.S. in Chemistry program are residents of Horry and Georgetown County. This program provides opportunities for this population of students to obtain a high-quality chemistry education that, for many of those students, would not be available to them at other institutions. This is critical for higher-education institutions to produce graduates to meet the job opportunities available in South Carolina, as chemistry is listed as a major that has a “bright outlook” for employment according to O*Net (<https://www.onetonline.org/link/summary/19-2031.00>). Also, the South Carolina Bureau of Labor and Statistics report growing opportunities for Chemists, Chemical Engineers, Chemical Technicians, Chemical Plant and System Operators, Forensic Science Technicians, Material Scientists, Biochemists, Biochemical Engineers, and Biophysicists.

The faculty of the Department of Chemistry have been research-active, supporting student research through the VIP Project, where research is carried out by a large vertically-integrated research consortium that supports research at all levels. The faculty have generated \$1,584,660 in external grant support since AY 21-22. In AY25-26, faculty in the department mentored 112 students in research projects. This supports the Gupta College of Science and CCU’s mission to increase the research profile of the institution.

The B.S. in Chemistry strongly supports CCU’s mission as a public comprehensive institution which includes a strong liberal arts core and degree programs of national and/or regional significance in the arts and sciences, business, humanities, education, and health and human services.

- **B.A. in Philosophy**
- **Change Termination Recommendation to Exemption**
- **CHE Policy permits exemption for programs that “have the service function to provide required courses for undergraduate foundation courses across the university community.”**

The document *CHE Policies and Procedures for Academic Degree Program Productivity (Revised August 2022)* states on page 3, number 10, that programs that “have the service function to provide required courses for undergraduate foundation courses across the university community might be granted an exemption.” This is clearly demonstrated for Philosophy. The student credit hours generated by the Philosophy Department largely support the core curriculum and major requirements in other programs. In Fall 2024 and Spring 2025, there were 10,956 student credit hours generated by the Department of Philosophy. While 234 of those credit hours were attributed to Philosophy majors, 10,731 were for university general education requirements and courses required in the College of Business and the College of Health and Human Performance. All majors working toward a Bachelor of Science in Business Administration (BSBA) are required to complete an upper-level philosophy course. These include seven academic disciplines: Accounting, Commercial and Investment Real Estate, Economics, Finance, Management, Marketing, and Hospitality, Resort, and Tourism Management, as well as a Bachelor of Arts (BA) in Economics, and two masters-level graduate programs (MBA and Master of Accountancy (MAC). The B.S. in Health Administration and the B.S. in Recreation Sport Management also require upper-level Philosophy courses as part of the required foundation courses. Several other degree programs allow for Philosophy courses to meet program requirements as part of a selection of courses. The department only offers 1-3 courses an academic year that exclusively service the B.A. in Philosophy. Philosophy's service to university is also evidenced by serving 2,957 students in Academic Year 2024-25, when only 0.5% of these were Philosophy majors.

Additionally, this program is economically viable. Over the last 5-year period, the program generated \$807,576 in revenue, against \$375,851 in program expenses. Philosophy majors have a diverse skill-set that can prepare them for jobs in business, education, technology, law, community and social service, and healthcare. For example, according to the South Carolina Bureau of Labor and Statistics (SC BLS) the following job opportunities are available in South Carolina: Educational Administrators – post-secondary, Educational Administrators – all other, and Philosophy and Religion Teachers – post-secondary. Although not specifically listed in the SC BLS, philosophy majors are valued candidates for positions in human resources as well as Law School for their critical thinking skills and ability to think abstractly. The Philosophy program has also implemented changes (taking effect for AY 26-27) to enhance its focus on courses with applied and transferrable skills, which will be of value to rapidly growing programs in business, criminal justice, and healthcare. Lastly, Coastal Carolina University (CCU) is finalizing a rigorous annual program review process that will help monitor this program.

The B.A. in Philosophy strongly supports CCU's mission as a public comprehensive institution which includes a strong liberal arts core and degree programs of national and/or regional significance in the arts and sciences, business, humanities, education, and health and human services.

- **B.S. in Applied Physics**
- **Change Termination Recommendation to Exemption**
- **CHE Policy permits exemption for programs that “have the service function to provide required courses for undergraduate foundation courses across the university community.”**

The document *CHE Policies and Procedures for Academic Degree Program Productivity (Revised August 2022)* states on page 3, number 10, that programs that “have the service function to provide required courses for undergraduate foundation courses across the university community might be granted an exemption.” This is clearly demonstrated for Applied Physics. The Department of Physics and Engineering Science performs a substantial service function for the institution by providing (a) core curriculum laboratory science experiences and (b) required coursework supporting student progression in multiple STEM and Health Science majors. In AY2025–26, departmental course offerings in Physics served 2,234 students and generated 4,514 student credit hours (SCH). Of that, 2,147 students in other majors besides physics generated 4,299 SCH, accounting for 96% of the students served, and 95% of the credit hours produced. The department only offers 1-3 courses an academic year that exclusively service the B.S. in Applied Physics program. This clearly demonstrates that a majority of the department’s instructional service is delivered in required undergraduate courses to non-physics majors.

The Applied Physics major is therefore integral to sustaining the instructional capacity, laboratories, and faculty expertise necessary to deliver physics coursework that is central to university-wide general education and to timely degree completion for students in multiple STEM and Health Sciences programs including the largest and fastest-growing STEM majors at the University. The Physics faculty have been research-active, supporting student research across a variety of student interests. The faculty have generated \$290,757 in external grants since AY 21-22. Also, in AY 25-26 physics faculty lead 12 students in research projects, supporting the Gupta College of Science and the Coastal Carolina University (CCU) strategic plans to increase their research profiles.

Additionally, this program is economically viable. Over the last 5-year period, the program generated \$1,160,228 in revenue, against \$618,543 in program expenses. Applied Physics supports state workforce needs by producing graduates with broadly applicable quantitative, computational, and laboratory skill sets that map directly to in-demand job families. Program messaging and advising are aligning with targeted job pathways using resources such as the South Carolina Department of Employment and Workforce, allowing students to connect concentrations and elective choices to recognizable regional workforce outcomes (e.g., computation/data, engineering-oriented roles, materials/advanced manufacturing, defense/nuclear security, telecom, and related STEM sectors). The department has recently been approached by a large regional telecommunications company, HTC, to collaborate on a new curricular pathway in quantum computing leading to a potential concentration in Applied Physics program. This is workforce-aligned and in demand by a large economic partner in South Carolina.

Note as well that [The American Institute of Physics Statistical Research Center](#) tallies enrollment and completion data for all physics programs across the country. According to its data, the national average for colleges and universities that grant only bachelor’s degrees is 5.86 completions a year during AY 24. They report that half of the physics departments nationwide offer the bachelor’s as their highest degree averages fewer than 5 physics bachelor’s degrees a year. It is also important to note that CCU is finalizing a rigorous annual program review process that will help monitor this program.

Applied Physics supports CCU’s mission as a public comprehensive institution by producing STEM graduates with strong analytical, computational, and experimental skills and by sustaining a foundational science discipline that serves the broader student body. The program also supports CCU’s regional role by educating students in the service region for STEM careers and by providing essential coursework that enables degree completion for multiple high-demand STEM majors.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director

CAAL Meeting
April 30, 2026
Agenda Item: 4.a.



COLLEGE OF CHARLESTON



**College of Charleston
Request for Revision**

CAAL Meeting in Columbia: April 30 @ 10am

Name of Program: African American Studies (Bachelors)

Original Institutional Request: Exemption

CHE's Recommendation: Termination

Requested Revision: Exemption

Justification for the requested change:

Per CHE's "Policies and Procedures for Academic Degree Program Productivity" (https://che.sc.gov/sites/che/files/Documents/Institutions%20and%20Educators/Academic%20Policies%20and%20Guidelines/2022-09-01_Program_Productivity_Policy.pdf), the requested "exemption" is justified by:

10. "... programs granted an exemption should 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."

The College of Charleston's mission (<https://charleston.edu/about/mission-vision.php>):

Founded in 1770, the College of Charleston is a public university grounded in the principles of the liberal arts and committed to developing ethically centered, intellectually versatile and globally fluent citizens who create innovative solutions to social, economic and environmental challenges.

Public mission:

We demonstrate social responsibility in meeting the educational and professional needs of our community, our state, our nation and the world.

The College of Charleston is located in a city that occupies a singular place in American and African American history. As a primary port of entry for enslaved Africans during the transatlantic slave trade, Charleston stands at the center of the nation's racial, economic, and cultural formation. The African American experience is not peripheral to the city's history; it is **essential** and foundational to it. Consequently, any institution committed to rigorous scholarship and ethical inquiry within this context must meaningfully engage this legacy. African American Studies fulfills this responsibility.

The program's intellectual contributions are both broad and deeply interdisciplinary:

- Integrates historical, literary, sociological, political, and diasporic frameworks
- Develops historical literacy and cultural competence

- Promotes **essential** civic awareness and ethical engagement

The program's relevance is further amplified by Charleston's living Black institutions and historical resources, which create a dynamic environment for research and experiential learning.

Key institutional and community partnerships include:

- The Avery Research Center for African American History and Culture, a major archival resource housed at the College of Charleston.
- The Old Slave Mart Museum, a critical site of public memory and interpretation.
- The Gullah/Geechee Cultural Heritage Corridor, preserving and interpreting diasporic cultural traditions
- The International African American Museum in downtown Charleston.
- Historical Black churches, such as Mother Emanuel AME Church, alongside longstanding community organizations

No other academic program at the College so directly bridges Charleston's historic Black past with contemporary scholarship and community engagement. The African American Studies Program serves as an intellectual steward of this history, translating local memory into national and global academic discourse.

Within South Carolina's higher education landscape, the program stands out for its:

- Unique access to historically significant sites and archival materials
- Integration of local, national, and diasporic perspectives
- Public-facing scholarship and community collaboration
- Role as both an academic and civic resource

The program performs a critical and **essential** service function across the university and the Charleston community.

In this way, the program's influence far exceeds its major enrollment numbers, functioning as a curricular cornerstone that strengthens students' intellectual formation across the College.

In sum, the African American Studies Program is indispensable and **essential because it:**

- Anchors the College in one of the most historically significant cities in African American history
- Advances rigorous, interdisciplinary scholarship with contemporary relevance

- Provides essential curricular and intellectual support across the university
- Serves as a distinctive scholarly and public resource within South Carolina

Its value cannot be measured solely through major enrollment figures. Rather, it must be understood through its scholarly distinctiveness, civic importance, and institutional service. For a college situated in Charleston, African American Studies is not ancillary to the mission; it is integral and essential to it.

Year	Major Enrollment	Completion/Degrees Awarded
2026	10	3
2025	5	0
2024	2	2
2023	5	3
2022	8	4
2021	12	2

College of Charleston

Request for Revision

CAAL Meeting in Columbia: April 30 @ 10am

Name of Program: Dance, General (Bachelors)

Original Institutional Request: Under Review

CHE's Recommendation: Termination

Revision Requested: **Under Review**

Justification for the requested change:

I. Annual Completion Data Demonstrates a Program Exceeding the Threshold

Over its lifetime (2014–2025), this program has produced 89 total completers, or an annual average of 7.42 degrees awarded. Critically, the two most recent graduating classes have surpassed the CHE's benchmark of 8 annual completers by a significant margin:

- **2025:** 13 graduates — the highest single-year completion total in the program's history.
- **2026:** 12 students have applied for graduation, sustaining the record-level momentum of the prior year.
- **Lifetime average:** 7.42 per year — a figure suppressed by the program's early developmental years and one that has risen consistently as the program has matured.
- **CHE threshold:** 8 per year — cleared in both 2025 and projected 2026, with no indication of decline.

II. Major Enrollment — Five-Year Data (2022–2026)

Declared major enrollment has not only remained healthy but has reached record levels in the most recent academic terms. The following table presents end-of-term declared major counts and annual completers for the past five years, including the current year:

Academic Year	Fall Enrollment	Spring Enrollment	Completers	Notes
2021–22	46	43	8	Met CHE threshold
2022–23	50	48	9	Above threshold
2023–24	55	53	10	Above threshold

2024–25	64	65	13	Record completers
2025–26	63	In progress	12*	*Applied for graduation

Table 1. *Dance, General — Declared Major Enrollment & Annual Completers, academic year 2022–2026. *2026 completers reflect students who have applied for graduation.*

Program lifetime averages further contextualize these figures:

- **Fall end-of-term average (2014–2025):** 48.1 declared majors.
- **Spring end-of-term average (2014–2025):** 44.7 declared majors.
- **Current enrollment (Fall 2025 / Spring 2025):** 64 and 65, respectively — running 31–45% above the program’s own historical averages.

III. Enrollment Pipeline Guarantees Sustained Completion Growth

Graduate completion data is, by its nature, a lagging indicator. Students currently enrolled as declared majors represent the future completion pipeline. With 63 declared majors as of Fall 2025 — at near-record levels — the program carries the enrollment density necessary to sustain annual completions well above 8 for the foreseeable future.

- A program with 64–65 declared majors at steady state can be expected, based on standard 4-year degree progression, to yield 15–18 completers annually at full maturation.
- The pipeline effect of record enrollment in AY 2024–2026 has not yet been fully realized in completion data — those students are 1–2 years from graduation.
- The CHE threshold of 8 annual completers will not merely be met under current conditions: it will be structurally embedded in the program’s output for years to come.

IV. New Dean with Domain Expertise in Dance Has Directly Catalyzed Program Growth

The College of Charleston appointed a new dean with direct academic expertise and professional background in dance fewer than two years ago. This appointment has produced measurable and immediate results:

- Record enrollment of 64 (Fall 2024), 65 (Spring 2025), and 63 (Fall 2025) declared majors followed directly from targeted recruitment and program development initiatives led under new leadership.
- The 2025 graduating class of 13 — the largest in program history — reflects the first cohort to have been fully supported through the arc of this leadership tenure.

- Domain-specific expertise enables the dean to engage recruitment pipelines, establish professional networks and set up pedagogical frameworks critical for the growth and success of the program. These structures have been established as transferable and are persistent through any future leadership changes that may arise in the School.
- Best practice in higher education program evaluation recognizes that meaningful leadership transitions require a 3–5 year window before full-cycle outcomes are visible in completion data. By that standard, the results already achieved are exceptional, and the trajectory is still rising.

In summary, the College of Charleston requests that the CHE recommend “Under Review” for the Dance, General B.A. program on the basis of (1) demonstrated compliance with the 8-completer threshold in 2025 and projected 2026; (2) record-level declared major enrollment of 63–65 students establishing a durable completion pipeline; (3) a lifetime completer average of 7.42 that will continue to rise as recent record cohorts graduate; and (4) new domain-expert leadership whose impact is already measurable and whose full arc has not yet been realized in completion data.

College of Charleston

Request for Revision

CAAL Meeting in Columbia: April 30 @ 10am

Name of Program: German Studies (Bachelors)

Original Institutional Request: Exemption

CHE's Recommendation: Termination

Requested Revision: Remove from non-compliant list.

Justification for the requested change:

The German major has met all CHE performance criteria each year during this review period and is therefore in compliance and should be removed from the non-compliant list.

At CHE's ACAP meeting on [March 25, 2021](#), the College of Charleston's proposal to change the German Major (GRMN) into the current German Studies Major (GRST) was approved for fall 2021 implementation. During the 2021-2024 review years, the department was phasing out the German Major and replacing it with the updated German Studies Major. Thus, focusing solely on German Studies Majors does not accurately reflect our program's productivity metrics. The **accurate numbers** are found in the charts below:

Majors (GRMN: German; GRST: German Studies):

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
GRMN	75	79	56	20	9	1	0
GRMN Foreign Lang. Ed.	5	4	4	1	1	0	0
GRST	0	0	34	62	71	71	79
GRST Foreign Lang.. Ed.	0	0	2	2	2	0	1
Total	80	83	96	84	83	72	80

Graduates by Major:

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
GRMN AB	0	1	1	0	0	0
GRMN BA	9	14	4	6	7	0
MAJ	1	5	7	2	1	0
GRST BA			3	2	1	9
MAJ			0	3	4	4
Total	10	20	15	13	13	13

- **Job readiness:** German Studies Majors become proficient in the language and develop an understanding of Germany's place in world history, culture, and business. This is particularly valuable in South Carolina, where **270 German companies** are directly responsible for more than **45,000 jobs**, more per capita than in any other state in the United States.
- **Joint Declaration of Intent between South Carolina and Germany** signed by **Governor McMaster** in November 2025, the first of its kind between a US state and Germany, in order to "to establish a formal economic partnership between South Carolina and Germany designed to **attract new jobs and investment**, accelerate innovation, and expand business opportunities." **German Studies majors** learn the **skills** they need to **support this economic partnership**.
- **Center of Excellence:** In 2022, German Studies received the prestigious designation as a Center of Excellence from the American Association of Teachers of German (AATG) for its innovative curriculum and **focus on job readiness**.
- **German-American Business Summit:** The German Studies program started the annual **German-American Business Summit** on the College of Charleston's campus in 2017 and continues to partner with our School of Business to host the Summit annually. This creates job and internship opportunities for students and builds relationships with businesses in our region.
- **Partnerships** with German businesses: **Mercedes-Benz Vans** sponsors the aforementioned German-American Business Summit and hires our German Studies Majors for jobs and internships, with a total of 14 since 2018. **BMW** is another important partner, contributing generous scholarship funding and offering an internship/co-op program. Since 2023, BMW has provided \$40,000 annually for student scholarships at the College of Charleston.
- **Internship Program:** Having placed nearly 200 students in internships in Germany over the past 20 years, the Summer Internship Program in Berlin helps students gain

professional, real-world experience and contributes to the College's strategic plan, which highlights experiential learning. 12 students completed internships in Berlin in 2025, and 12 more are scheduled for summer 2026; 23 of these students have received generous BWM scholarships.

- **Experiential learning:** The Department actively places students in internships--such as those mentioned above in Germany and in North Charleston at Mercedes-Benz Vans--to gain professional experience both locally and abroad, thereby helping them **develop the skills most employers seek.**

College of Charleston
Request for Revision

CAAL Meeting in Columbia: April 30 @ 10am

Name of Program: Meteorology (Bachelors)

Original Institutional Request: Under Review

CHE Recommendation: Termination

Revision Requested: **Under Review**

Justification for the requested change:

- This is the only bachelor's degree in meteorology in South Carolina, and is ranked by the American Meteorological Society (AMS) as one of the top ten meteorology programs in the southeastern US
- The degree program began in the 2016-17 academic year, with the first graduate in May 2018, **less than 8 years ago**.
- Explosive growth in the **number of majors** since 2021:

<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26 (current)</u>	<u>2026-27</u>
24	20	31	31	41	54+

[Projection for 2026-27 academic year includes incoming freshmen and transfer students who have already notified our department of their intention to declare the meteorology major, after subtracting graduating students and normal attrition rates]

- This growth naturally leads to significantly enhanced **graduation numbers** downstream:

<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>	<u>2027-28</u>
4	2	6	4	10	9-10	14+

[Projections for 2026-27 and 2027-28 based on historical attrition rates, known incoming transfers, and current student status; very certain for 2026/27; conservative estimate for 2027/28]

- **Resulting 5 year completion rates based on conservative projections:**

<u>2021-26</u>	<u>2022-27</u>	<u>2023-28</u>
5.2/yr	6.2/yr	8.6/yr

A realistic snapshot of current conditions would be a five-year completion rate centered on the current academic year, i.e., 2023-28. Thus, 8.6/yr shows that the program is

meeting the CHE metrics. Students that will graduate in 2026-27 and 2027-28 are already enrolled at the College of Charleston, so those completion rates are highly likely.

- **Thus, we fully expect to exceed the CHE metric for the “completion” (degrees awarded) rate, and these data suggest that it is reasonable to justify “under review.”**
- There is a robust job market for meteorologists in SC: 90% of graduates reported success in landing a meteorology-related career, with most having prominent positions in forecasting.
- Program is very low-cost:
 - Only 12 of the 38 credit hours required for the major are specific to meteorology as the rest are required by other academic programs. These 12 credit hours are only offered once every two years, so only 3 credit hours per semester would be saved by termination; this cost is more than offset by the increase in tuition revenue. Furthermore, terminating the program would not allow a reduction in staff or faculty as they are embedded in other programs.
- Termination will likely end up costing South Carolina money as resident students use the Academic Common Market to study meteorology at out-of-state institutions.

Per #5 of CHE’s current “Policies and Procedures for Academic Degree Program Productivity” (Revised August 2022:

https://che.sc.gov/sites/che/files/Documents/Institutions%20and%20Educators/Academic%20Policies%20and%20Guidelines/2022-09-01_Program_Productivity_Policy.pdf): “The Commission will begin review of new academic degree programs in the sixth year of operation,” which for the College of Charleston would be 2022 as the College launched the program in fall 2016.

Per #8 of the same policy: “... academic degree programs that fail to meet the productivity standards detailed above are placed under review for a maximum of three biennial program productivity review cycles (six years).... Programs will be recommended for termination if they fail to meet the productivity standards at the end of the six-year period.” For the College of Charleston’s Meteorology program, this “end” would be in 2028. It is also worth noting that the College of Charleston was first notified of failing to meet productivity standards in September 2023, less than three years ago, which is too brief an interval to exhibit enough change in graduation rates. An additional two years would allow the College of Charleston to meet the required benchmarks.

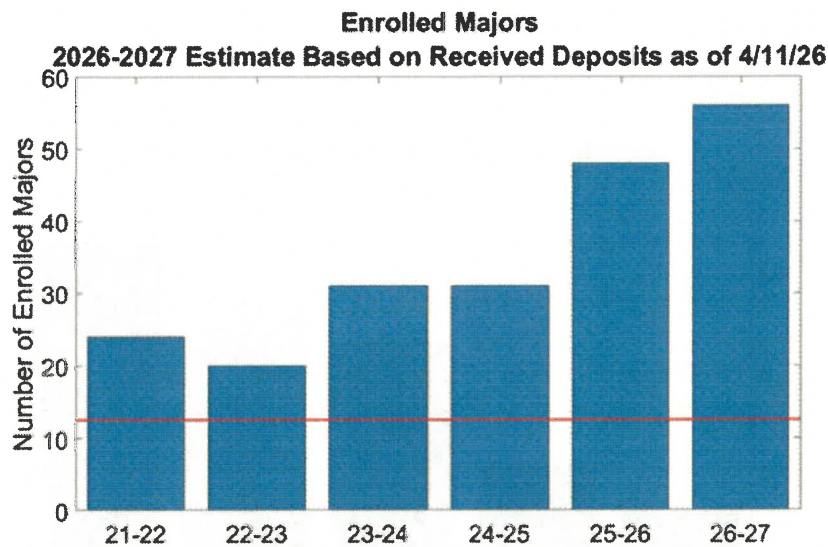


Figure 1. The number of declared majors in each academic year during the past 5-year interval. Also shown--after subtracting graduating students and normal attrition rates--is a conservative lower limit of the number of majors for the upcoming academic year, based on incoming freshmen and transfer students that have already communicated their intention to declare the major.

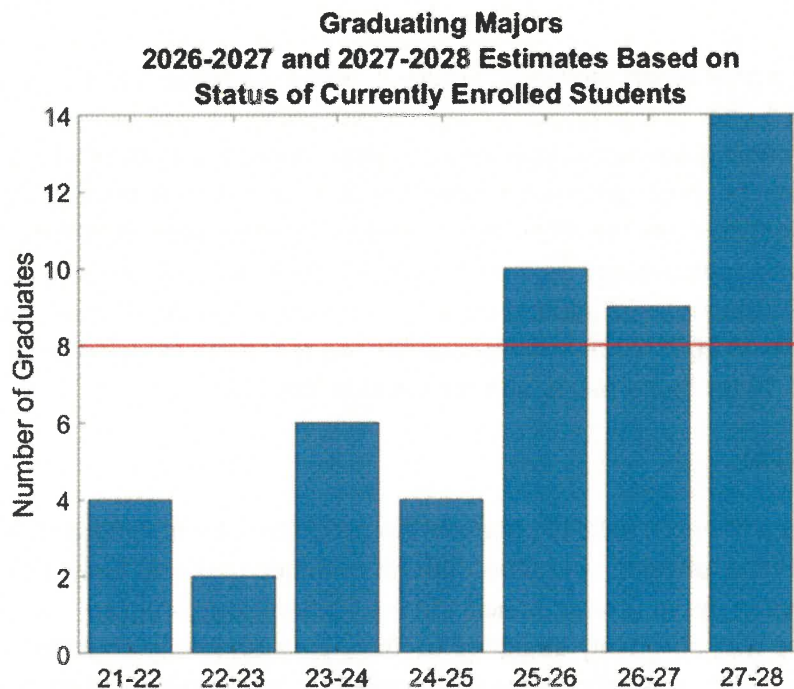


Figure 2. The number of meteorology students graduating in each academic year during the past 5-year interval. Also shown are projections for 2026-27 and 2027-28 based on historical attrition rates, known incoming transfers, and current student status. These projections are

accurate for 2026/27 and are a conservative estimate for 2027/28 . Note the cyclical nature of graduations, due to course sequencing.

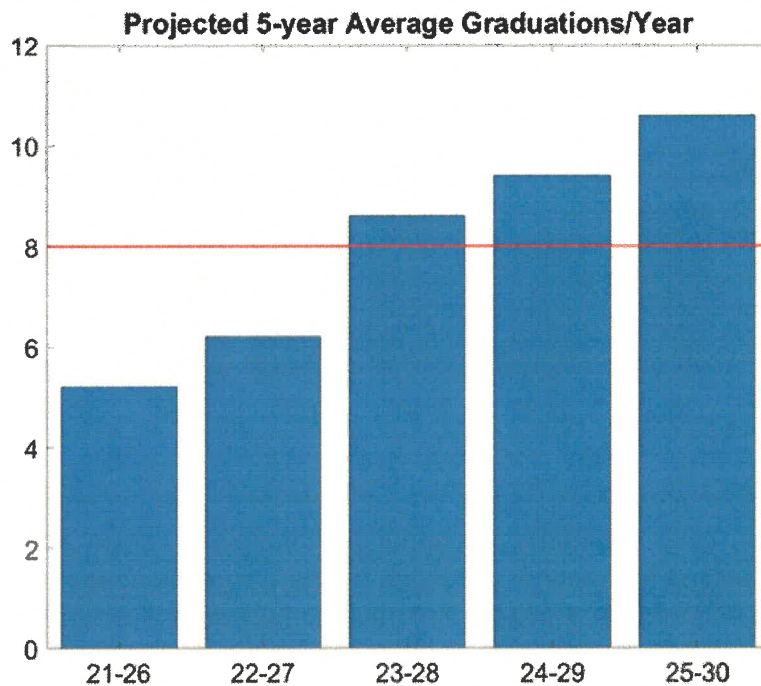


Figure 3. Using the graduation data from Figure 2, 5-year average completion rates are shown for the most recent 5-year period (including the current year), as well as for the five-year periods that include the upcoming academic year and the year thereafter, both of which are based on data of current students. High graduation rates are likely to continue beyond 2027/28. Our above-average incoming class for 2025/26, our large incoming class of 2026/27 this fall (59 accepted students list meteorology as their first choice for major; 14 deposits already with more to come), and larger than normal interest from high school students will likely lead to double-digit graduation rates in 2028/2029 and 2029/2030. As a conservative lower limit, we use graduation rates of 10 for these two academic years in this figure.

SUPPORTING DATA:

This program is not a financial liability because the program is highly efficient, taking advantage of existing mathematics, physics, and other natural sciences courses. Only 12 hours of the 38+ credit hours required in the major are specific to the Meteorology program. Indeed, the meteorology degree was purposely designed to minimize standalone courses. Much of the core curriculum was built upon preexisting courses created for the physics and astronomy programs, rather than having separate meteorology-specific courses. For example, the meteorology program requires PHYS 111, 112, 230, 370, 405, 415, 419, 457 and 459, all of which existed long before there was a meteorology program and would continue to exist should the program be terminated, with the same number of sections (three are offered once every two years). Furthermore, the two introductory meteorology courses are heavily used by programs in

environmental studies, and thus would continue to exist to service those audiences. If the Meteorology program ceased to exist, the College of Charleston would potentially no longer offer the following courses:

PHYS 210 Introduction to Air Pollution (3)

PHYS 215 Synoptic Meteorology (3)

PHYS 225 Climate (3)

PHYS 425 Mesoscale (3)

For the current program, these courses must be offered once every two years; therefore, a potential cost saving of up to 25% of a faculty line would be obtained if this major were eliminated, or approximately \$20,000. However, PHYS 210 has not been offered the past two cycles and is not planned to be offered in upcoming cycles, which would reduce the cost by \$5000. Finally, PHYS 215 and PHYS 425 are taught by adjunct faculty: retirees of the National Weather Service, obviously experts in operational meteorology. Adjunct pay is less than half that of tenured faculty, which reduces the cost by at least another \$5000.

The costs are exceeded by the increased revenue. First, because meteorology students use physics classes that had minimal enrollment prior to the meteorology program (e.g., PHYS 230, 370, 405, 415, 419, 457, and 459), the addition of these meteorology students makes these courses more cost efficient: the same staffing expense but more tuition revenue from the higher enrollment in the classroom. Using academic year 2022-2023 as the measurement year, the portion of student tuition attributable to Education and General revenue (state allocations, tuition and student course fees) from the students enrolled in courses in the one meteorology course offered in 2022-2023, a conservative estimate of tuition revenue generated from the credit hours is \$10,600. Estimated instructional costs for the full-time roster faculty member who taught the course were approximately \$9,500. Thus, the program has a net revenue of approximately \$1,100.

There are no dedicated staff affiliated with or assigned to the meteorology program. All current staff positions existed prior to the creation of the program to service the astronomy and physics programs, and would remain should the meteorology program be terminated. Similarly, the faculty teaching in the meteorology program are tenured and would remain should the program be terminated: they currently and mostly teach courses in physics or astronomy, given the low number of standalone meteorology courses.

The College of Charleston has invested substantially in teaching aids for the meteorology classrooms, and in the AWIPS and broadcast studio labs for student use. AWIPS is the hardware/software used to make forecasts by NWS personnel, and the broadcast studio reproduces the experience found in a normal TV station and allows for instruction and practice of broadcast meteorology. Moving forward, no future monies are needed for any of these purposes. To reiterate, there are no savings with terminating the program.

Recruitment data from a recent STEM advertising campaign indicate that interest in Meteorology is among the strongest of any STEM program at the College of Charleston. Prospective students are engaging at rates well above typical benchmarks and other program areas, providing clear evidence of sustained and growing demand that is already translating into increased majors and degree completions and will continue to support program growth. Specifically, data for this past winter are shown in **Figure 4** below. Click-Through Rate (CTR) is a key metric used in advertising and digital marketing to measure how effective an ad is at getting people to take action. CTR is the percentage of people who click on an ad after seeing it.

SNES Search Engine Marketing Keywords

Keyword	Clicks	CTR
environmental geoscience	3	5.77%
microbiology degree	10	7.14%
marine biology degree	12	5.45%
environmental chemistry d	15	13.39%
geology degrees	35	6.97%
chemistry degrees	200	9.19%
physics degree	298	7.64%
environmental degrees	304	7.90%
meteorology degree	1432	17.60%
biology degree	12159	14.47%

Figure 4. Digital marketing campaign data from the School of Natural and Environmental Sciences this past winter.

Demand for the meteorology program was strong before this initiative, as evidenced by the enrollments shown in **Figure 1**, but the initiative has enhanced this further. A very large incoming class of 2026/27 is likely this fall: 59 accepted students list meteorology as their first choice for major; 14 deposits have already been made with more to come. They will add to the explosion in declared majors shown in **Figure 1**. Class enrollments in key classes (PHYS 105, 215, 225, 425 and others) have doubled or tripled in the last few years, often filling the classroom to capacity. This is further evidence supporting the projections for large graduation rates in the future. Interest from high school students has been higher than ever before. In part, this is driven by our alumni. The vast majority of our majors either progress on to graduate school or earn positions in meteorology-relevant professions, with our primary pathway into high-visibility broadcast meteorology careers. Alumni are often very public figures: for example, we have a recent graduate hired as on-air talent at The Weather Channel, and we have five

more recent graduates on-air in the Panama City, Jacksonville, Greenville, Augusta and Myrtle Beach broadcast markets. We stay in continuous contact with about two-thirds (approx. 24) of our alumni, and many have already helped us with recruitment and outreach. Recent additions of National Weather Service (NWS) retirees and broadcast meteorologists to our faculty are significantly enhancing recruitment and retention, as those are desired career paths for our students. 90% of incoming meteorology majors desire careers either in the National Weather Service or in Broadcast Meteorology. Thus, to better recruit more such students, and to better retain such them, we have added three new Affiliate Faculty members to the Meteorology Program. Frank Alsheimer and Steve Rowley are both 30-year veterans of the NWS (mostly in Charleston and Columbia), and Bill Walsh is a 40-year veteran in Broadcast Meteorology (mostly at Channel 5 in Charleston). These Affiliate Faculty assist with recruiting and retention, and they also mentor and advise students. Frank and Steve each teach one class biennially (PHYS215 and PHYS425, which, as mentioned earlier, terminating the program would cut these two courses and thus these two positions, saving approximately \$5000 per year).

The meteorology program offers a useful double major for students in many departments, but particularly physics, astronomy, environmental studies, and business administration. Approximately a third of our majors presently double major. There are many interdisciplinary career paths for such students. **Figure 5** shows the overlap in declared majors for current students in physics, astronomy, and meteorology. Additionally, five meteorology courses are also options in the new Environmental and Sustainability Studies major that began in Fall 2023. Finally, a new Minor in Business Applications in Weather and Climate (currently 9 students) was launched in Fall 2022 that again overlaps with several other existing courses. In conjunction with the School of Business, this interdisciplinary minor develops students to better manage risks associated with weather events and climate change, a growing area of study nationwide. Carrie Messal, Associate Dean of the School of Business, assisted in the development of the minor, and Dr. Eric Villafranca of Supply Logistics and Information Management helped manage the minor and teach the cross-listed core class. This minor helps with retention of existing minors by preparing our B.A. students for nontraditional careers--i.e., any students who struggle with math now have an alternate career path that requires less math. This minor also helps with recruiting, first by encouraging more business majors to double major and second by enticing more prospective students with this additional exciting program. Current enrollment in the minor is 9, but it is growing rapidly. Thus far, only a couple students have graduated with double majors in meteorology and business, but the program has just begun. Finally, it is worth noting that deep relationships and collaboration have been formed with staff at National Weather Service offices in South Carolina and television stations across the state. As a result, there is enhanced awareness of our program, which leads to increased recruiting. There are also increasing opportunities for internships, mentors, research, and communication.

Finally, it is worth noting that the College of Charleston has established a strong feeder network with community colleges and universities around the state, and around the country. Of the students presently in the program, more than half transferred (from Trident Tech, Midlands Tech, USC Sumter, Technical College of the Lowcountry, Spartanburg Community College, Horry-Georgetown Tech, Greenville Tech, USC Columbia, Francis Marion, Coker, and Winthrop; as well as out-of-state institutions Agnes Scott, Rutgers, Brookdale Community

College, Bryan College, South Georgia State and Pines Tech). Mostly these students took general education classes and preparatory coursework in math and introductory physics prior to attending here, allowing them to graduate more quickly. In addition to students presently in the program that transferred from other institutions, there are many students currently taking courses at 2-year colleges with the sole intent of transferring to the College of Charleston in the upcoming year or two, and who have sought our advice on which courses to take.

In summary, graduation rates already exceed CHE metrics, and five-year average graduation rates should exceed CHE metrics within a couple of years. The cost of the program is very low and is revenue positive. The program is unique in South Carolina, and it is already nationally respected.

College of Charleston

Request for Revision

CAAL Meeting in Columbia: April 30 @ 10am

Name of Program: Teacher Education, Multiple Levels (French, German, Latin, Spanish) (Bachelors)

Original Institutional Request: Exemption

CHE's Recommendation: Termination

Revision Requested: **Under Review**

Justification for the requested change:

The College of Charleston's undergraduate Foreign Language Education program is an accredited educator preparation program that leads to South Carolina state certification. It is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Key details regarding the accreditation include:

- **Accreditation Bodies:** The program is recognized by CAEP and the American Council on the Teaching of Foreign Languages (ACTFL).
- **Approval Status:** The South Carolina Department of Education (SCDE) recognizes CAEP-accredited programs at public institutions, and the College of Charleston's School of Education programs are accredited through 2028.
- **Certification:** Graduates of this program are eligible for initial teacher licensure in South Carolina.

This program is jointly administered by our School of Education and the School of Languages, Cultures, and World Affairs, and prepares future educators to teach world languages in elementary, middle, and secondary schools, and serves students who are committed to making an impact through language education.

The demand for qualified K–12 world language teachers is both national and acute in South Carolina, where school districts continue to report persistent shortages in foreign language instruction. The most recent report of the South Carolina Department of Education on “**Critical Need Subject Areas,**” 2025-26 explicitly identifies **French, German, Latin and Spanish** among the World Language Certification fields where there are teacher shortages:

<https://ed.sc.gov/educators/recruitment-and-recognition/critical-need-areas/25-26-sub/>. This shortage has grown over the past year with changes related to H-1B visas that allow highly skilled foreign workers to be employed in the U.S. This has impacted approximately 2,300

individuals across 500 school districts, according to the National Education Association teachers union, and in rural areas in S.C., such as Allendale County, international teachers who have taught languages have also been impacted. Most recently, on April 6, 2026, WISTV reported South Carolina's continued struggle with teacher shortages: more than 700 teaching positions remained unfilled statewide heading into the 2025-26 school year.

Graduates of the College of Charleston program are well-positioned to meet these workforce needs. Candidates specializing in Classics, French, German, or Spanish are eligible for the South Carolina Critical Teaching Needs Scholarship/Loan, underscoring the state's recognition of world language education as a high-need area and providing a clear pathway from preparation to employment.

The program emphasizes strong alignment between academic preparation, professional development, and career placement. Through coursework, clinical experiences, and partnerships with South Carolina schools, students develop the pedagogical expertise and cultural competence needed to succeed in today's K–12 classrooms. These experiences also create early professional networks that support both licensure and employment upon graduation.

To strengthen the program and expand its impact, the College of Charleston is currently restructuring the leadership and management of the K–12 foreign language teacher education program with the explicit goal of significantly increasing enrollment and retention. A comprehensive recruitment and retention plan is in development, with multiple targeted strategies already underway that promise to ensure the program will meet CHE's productivity standards for major enrollment (12.5 per year) and degree completion (8 per year).

One key recruitment pathway is the Spanish for Educators course, which is offered in both the fall and spring semesters in response to sustained student demand. This course serves as an entry point for students considering teaching careers and introduces them to the professional opportunities available in K–12 world language education. In addition, the program offers a dedicated scholarship for future foreign language teachers to support study abroad experiences, recognizing that immersive language and cultural learning are essential to effective teaching and long-term professional growth.

Together, these initiatives position the College of Charleston as a critical contributor to addressing South Carolina's and the country's need for highly qualified K–12 world language

teachers while providing students with meaningful professional preparation, financial support, and clear pathways to licensure and employment.

Currently, there are only four other programs in South Carolina, and only two have Latin:

Clemson University	French, Spanish, American Sign Language
Winthrop University	French, Spanish
USC - Columbia	French, German, Latin, Spanish
USC - Upstate	Spanish

Testament to the employability of graduates from these programs is that annually 100% enjoy employment in school districts across the United States and South Carolina, primarily in Charleston, Berkeley, and Dorchester Counties.

Finally, we learned that the South Carolina Department of Education, our partner in this degree program, was not consulted regarding the recommendation for this program’s termination, and therefore this presents another justification for placing this program “under review” to allow time to engage the S.C. Dept of Education in discussions about the most appropriate path forward for this critical-needs degree, which is essential to K–12 education in the state.

Graduation rates over last five years:

2025-2026: 1
2024-2025: 3
2023-2024: 4
2022-2023: 2
2021-2022: 4

Enrollments at College of Charleston over last five years:

2025-2026: 9
2024-2025: 5
2023-2024: 12
2022-2023: 14
2021-2022: 16

College of Charleston

Request for Revision

CAAL Meeting in Columbia: April 30 @ 10am

Name of Program: Jewish Studies (Bachelors)

Original Institutional Request: Exemption

CHE's Recommendation: Termination

Requested Revision: Exemption

Justification for the requested change:

Per CHE's "Policies and Procedures for Academic Degree Program Productivity" (https://che.sc.gov/sites/che/files/Documents/Institutions%20and%20Educators/Academic%20Policies%20and%20Guidelines/2022-09-01_Program_Productivity_Policy.pdf), the requested "exemption" is justified by:

10. "... programs granted an exemption should 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."

11. "Special programs":

- a. "Programs fully funded by federal support."
(in our case, "substantial donor support")

The College of Charleston's mission (<https://charleston.edu/about/mission-vision.php>):

Founded in 1770, the College of Charleston is a public university grounded in the principles of the liberal arts and committed to developing ethically centered, intellectually versatile and globally fluent citizens who create innovative solutions to social, economic and environmental challenges.

Public mission:

We demonstrate social responsibility in meeting the educational and professional needs of our community, our state, our nation and the world.

The Jewish Studies Program at the College of Charleston meets the criteria for exemption from Commission on Higher Education productivity thresholds based on its specialized academic mission, demonstrated student outcomes, substantial non-state financial support, and significant contributions to student life and community engagement. The Jewish Studies Program (and Hillel) jointly serve a broad population, including majors, minors, and non-major Jewish students seeking academic, cultural, and co-curricular engagement.

Financial Resources and Sustainability

- The program's long-term sustainability is underwritten by extraordinary financial assets--tantamount to the "federal support" specified in CHE's policy--that distinguish Jewish Studies as one of the College's most secure and externally supported academic units with little reliance on state appropriation. 97% of student life and community outreach initiatives are supported by donated funds.
- The Yaschik/Arnold Jewish Studies Program and affiliated centers collectively steward more than \$18.2 million in philanthropic assets dedicated to instruction, visiting scholars, student opportunities, and community outreach.
- The program is housed in the Sylvia Vlosky Yaschik Jewish Studies Center, a purpose-built facility valued at approximately \$4.2 million that provides classrooms, faculty offices, and event space to support both academic and public programming.
- The sale of this property to the College of Charleston was approved by the South Carolina State Budget and Control Board and the South Carolina Attorney General's office. Stipulated in the sale agreement is that the "Buyer (College of Charleston) will continue to foster and grow the Yaschik/Arnold Jewish Studies Program".
- In addition, the program is the sole beneficiary of Jewish Studies Center, Inc., whose assets exceed \$1.6 million, further reinforcing the program's financial stability and independence. Collectively, these resources demonstrate exceptional fiscal stability and minimal reliance on general funds.

Student Life and Community Impact

- The Jewish Studies Program (JSP) plays an essential role in supporting Jewish student life and public engagement at the College of Charleston through extensive programming and collaboration with campus and community partners. Co-curricular demand is evidenced by the scope of Jewish student life programming offered each year. Charleston Hillel, housed within the JSP, serves approximately 450 Jewish students on campus and offers frequent Shabbat dinners, holiday observances, service activities, social programming, and recruitment efforts throughout the academic year. In academic year 2025-26, Hillel hosted 148 events with a total attendance of 2,113 and engagement by 228 unique participants.
- The JSP serves as an active Jewish community hub in Charleston, offering year-round programming. In 2025-26, programming included seven Sunday Brunch lectures with approximately 400 attendees, seven evening programs (including one online) with approximately 750 attendees, and Chanukah in the Square, South Carolina's largest annual Jewish community event, drawing an estimated 200 to 400 participants. In 2023, the College of Charleston welcomed Governor McMaster to the event, and in 2024 and

2025, Lieutenant Governor Pamela Evette attended. Additional recurring programs include the Three Rabbi Panel, the Milton and Freddie Kronsberg Memorial Lecture, the Arnold Nemirow Lecture Series, and the Mosse Zucker/Goldberg New Books Series. These activities serve majors, non-majors, and the broader Charleston community, substantially extending the program's impact beyond classroom instruction and demonstrating statewide and regional significance beyond enrollment size.

Academic Productivity

- Over the past six academic cycles, the Jewish Studies Program has maintained a **consistent population of enrolled majors while demonstrating a recent increase in degree completions**. Spring major counts ranged from 16 (2021 and 2025) to 8 (2026), reflecting the normal enrollment variability characteristic of a small, interdisciplinary humanities program.
- Despite fluctuations in major enrollments, graduation outcomes show a **positive trajectory**, particularly in the most recent years. After modest completion numbers during the pandemic-affected period (2020–2022), the program recorded 6 graduates in 2025 and 7 in 2026, the highest annual totals in the reporting period. Notably, the 2026 graduating cohort represents a substantial proportion of enrolled majors, indicating strong persistence and timely degree completion among students who remain in the program through the upper division.
- Taken together, these data indicate that the Jewish Studies Program remains **academically viable and productive**, with recent improvements in student progression translating into higher numbers of graduates even as overall major counts fluctuate.

Jewish Studies Program Assets – Comprehensive Summary

Table 1. Summary of endowed, property, and affiliated assets supporting the Jewish Studies Program.

Asset Category	Description	Total Assets (Approx.)
Total Endowed Accounts	Sum of all endowed programmatic categories below combined	\$18.29M
<i>Academic Centers</i>	<i>Yaschik JSP Annual Fund, lecture series, visiting scholars, academic spending funds</i>	<i>\$5.03M</i>
<i>Holocaust Studies</i>	<i>Zucker/Goldberg Chair & Educational Funds; Nemirow Fund</i>	<i>\$4.00M</i>
<i>Arnold Center for Israel Studies</i>	<i>Norman & Gerry Sue Arnold Center for Israel Studies</i>	<i>\$2.27M</i>

<i>Scholarships & Awards</i>	<i>Endowed scholarships, estate gift, and student prizes</i>	<i>\$2.19M</i>
<i>Student Life</i>	<i>Jewish student life and co-curricular programming funds</i>	<i>\$1.97M</i>
<i>Pearlstine-Lipov Center</i>	<i>Center for Southern Jewish Culture</i>	<i>\$1.45M</i>
<i>Perlmutter Fellows Program</i>	<i>Zucker/Goldberg & Shapiro funds supporting fellows</i>	<i>\$1.37M</i>
Property Assets	96 Wentworth Street (Sylvia Vlosky Yaschik Jewish Studies Center)	\$4.22M
Jewish Studies Center (JSC) Assets	Investments, cash holdings, and 186 Queen Street property	\$1.61M
Grand Total – All Program Assets	Endowments, property, and JSC assets combined	≈ \$24.1M

Note: Figures reflect externally supported endowed, spendable, and property assets dedicated to Jewish Studies instruction, research centers, scholarships, student life, and community engagement. Assets exclude state appropriations and demonstrate long-term fiscal sustainability.

Jewish Studies & Hillel Community Engagement Summary

Table 2. Summary of Jewish Studies Program and Charleston Hillel community and student-life events (AY 2025–2026).

Program Area	Event Type	Number of Events	Attendance / Reach
Jewish Studies Program External Community Events	Endowed & recurring public programs	15 events (sum of all community events listed below)	~1450 attendees
<i>Jewish Studies Program</i>	<i>Sunday Brunch Lectures</i>	<i>7 events</i>	<i>~400 attendees</i>
<i>Jewish Studies Program</i>	<i>Evening Programs (incl. one online)</i>	<i>7 events</i>	<i>~750 attendees</i>
<i>Jewish Studies Program</i>	<i>Chanukah in the Square</i>	<i>1 large-scale event</i>	<i>~200–400 attendees</i>
Charleston Hillel – serves 450 Jewish students on campus	Student-life & engagement programming (Shabbat, holidays, social, service, recruitment)	148 events	~2,113 total student attendance; 228 unique attendees
Jewish Studies Program	All JSP-affiliated events	163 events	≈3560 attendees

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Note: Programming supports both Jewish Studies majors and a broader campus and community population, far exceeding the number of declared majors. All Programming is supported by non-state funding.

Jewish Studies Program: Majors and Graduates

Table 3. Number of majors (spring census) and graduates by academic year.

Academic Year	Majors (Spring Census)	Graduates
2019-2020	8	1
2020-2021	16	4
2021-2022	14	3
2022-2023	11	3
2023-2024	11	1
2024-2025	16	6
2025-2026	8	7

Note: Major counts reflect spring census enrollment; graduate counts reflect academic-year degree completion.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director



FRANCIS MARION UNIVERSITY



Francis Marion University Requests for Revisions to 2020-2024 Productivity Report Staff Recommendations

Francis Marion University would like to thank the CHE staff and commissioners for the opportunity to provide feedback and justification regarding the staff's productivity report recommendations. University administrative and Board leadership appreciate the staff taking recent feedback from the institutions and providing favorable responses to the compressed productivity reporting. Please note that FMU has taken action to terminate six of the degrees noted as non-compliant in the 2020-2024 productivity report: Theatre Arts, Music Industry, Art Education, Biology Secondary Education, BS/BA in Economics, and Middle School Education. In addition, the university has terminated the Bachelor of Arts in French. University leadership will share with the Board of Trustees the CHE staff recommendation to terminate Pharmaceutical Studies. After internal evaluation, the University will also be taking the Master of Science Nurse Practitioner in Adult Gerontology, Master of Arts in Teaching: Montessori Early Childhood Education, and the Master of Arts in Teaching: Montessori Elementary Education to the Board of Trustees for termination consideration due to low enrollments and lack of interest across the region, thus reinforcing the leadership's commitment to thoughtful and prudent use of state resources.

Francis Marion University and its Board of Trustees is deeply committed to serving the men and women of the state of South Carolina. The South Carolina General Assembly has asked that the higher education institutions focus on educating South Carolinians-especially first-generation students, providing workforce support, and maintaining tuition at established levels. Francis Marion University has fulfilled and will continue to fulfill these expectations, all while being fiscally responsible stewards of state funds. In fact, FMU is one of the most financially stable institutions of higher education in the state. The University holds no debt on academic buildings. The university enrolls primarily in-state students (93%), consistently maintains tuition at one of the lowest levels in the state and conducts staffing reviews annually. As a result of this annual review process, FMU has permanently removed ten faculty positions and suspended hiring for thirteen others.

FMU's mission statement opens, "Francis Marion University adheres to the primary purpose of its establishment as a college in 1970: to make available excellent educational programs for the people of the region and the state." For the past decade and a half, the university has created new programs predominantly with a view toward addressing workforce needs across the Pee Dee region, an area comprised of six hundred thousand people, and will continue to focus on that work. The enrollment of FMU is approximately 4200, creating an environment where students receive individual attention while offering a wide range of degrees including business, education and health science degrees. And thirty-five percent of the student body is first generation.

As a regional university, FMU's Board and leadership are committed to providing excellence in the curriculum and quality of faculty and instruction. Modern Languages is an important anchor of that curriculum. In the last three years the University has been re-evaluating and assessing the curriculum and resources allocated to this program. In recognition of the growing number of Spanish speaking individuals in the nation and state, a decision was made to focus solely on Spanish-language education in an effort to provide support to industry, employers, and employees in this evolving workforce environment. This has resulted in a variety of curricular adjustments that the university will need time to implement and assess for effectiveness. As a part of this re-evaluation, the tenured faculty in the program has been reduced by three-fourths, thereby significantly reducing the cost of the program. FMU and its Board remain committed to the responsible development of this program as part of the general core requirements and as a support to business, industry, and employees through the broader region.

The long-standing partnership between this institution and the technical college system to support engineering technology programs is a hallmark of the institution's partnership with technical colleges and commitment to workforce development. The Engineering Technology program was developed to provide critical baccalaureate degrees for this workforce sector. This program pre-dates both industrial and mechanical engineering at FMU by decades. The original agreement with Florence-Darlington Technical College was formed in 1994 and continued to grow and develop until it was recognized by the CHE as a stand-alone degree in 2001. Engineering Technology is a technical college discipline where students earn their Associate of Science degree in the field. Without this educational pipeline, individuals with their AS in the field who wish to pursue a baccalaureate degree would need to enter into an engineering program which is not directly germane to their career pursuit. As they would be transferring in and need to take prerequisite programs, their degree would take

longer and cost more to attain while having less relevance to their field. Providing the general education foundation to current AS degree seekers in engineering technology reduces time and cost of degree for students in the field at no loss of revenue to the university.

Specific arguments for exemption for the Modern Languages and Engineering Technology programs are addressed in the following documents.

Francis Marion University has maintained one of the lowest tuitions in the state, has an overwhelming majority of in-state students with a high volume of first-generation freshmen, is highly responsive to industry needs, and maintains a healthy fiscal responsibility. Francis Marion University has accomplished everything the General Assembly has asked of it in the last twenty-five years.

For the reasons indicated above and detailed in the attached documents, it is the position of Francis Marion University and its Board of Trustees that both Modern Languages and Engineering Technology should be granted Exemption status by the Commission on Higher Education.

Modern Languages Request for Revision to Termination Recommendation

CHE 2026

The Modern Languages program at Francis Marion University (FMU) has a 56-year history of providing language education to our students. During this timeframe, as demographics have changed and the demand for multiple language-education programs has diminished, FMU has responded. The German track was eliminated in 2017. In 2023, the University began a focused-evaluation and began addressing the low enrollments and completion rates with an increasingly aggressive action plan, primarily focusing on curricular revision and faculty efficiency. The University restructured the program to give it more control and direct support in the effort to attract new majors and complete more degrees. One of the major changes was the elimination of the French major in 2024. In turn, Modern Languages has been continuing to revise and reimagine its curriculum, increasing recruitment efforts, providing vital services to other degree programs, and continuing its role in fulfilling the University's mission. Due to these changes, the Modern Languages program now consists solely of a Spanish major. Additionally, as the recent changes to the program have been implemented, faculty reductions were also made to make the program more cost-effective. The faculty required for teaching in the program has been reduced by three-quarters. The remaining full- and part-time faculty are necessary to meet the general education requirements which are also essential for meeting employer needs across the region. Given the salary reductions and resource re-allocation, there would be no cost savings in the elimination of this degree.

The focus on Spanish language is tied to the needs of the community. Currently, 45 million Americans speak Spanish at home, a two hundred percent increase between 1990 and 2024.

<https://data.census.gov/table/ACSST1Y2024.S1601?q=language>. This trend is expected to continue, such that the United States is predicted to be the second largest Spanish Speaking country by 2060.

<https://cervantesobservatorio.fas.harvard.edu/en/about/spanish-in-united-states>. The South Carolina Commission for Minority Affairs reports a 366% increase in the Hispanic population between 2000-2020.

https://cma.sc.gov/sites/cma/files/files/Research%20Brief%201_2_1.28.2022.pdf. The state's Hispanic population is rapidly growing now accounting for approximately eight percent of the population.

https://www.postandcourier.com/politics/sc-census-hispanic-population-growth/article_720b29e5-edd2-40af-acdb-03202fc0602.html. This increase is quickly changing workforce and industry needs with employers needing employees who speak Spanish, making Spanish-language education more vital than ever. FMU provides this much-needed education to help support the workforce needs of the Pee Dee and the state of South Carolina.

To help assist with these efforts, the Modern Languages program was re-structured in summer 2024 by separating it from English, Modern Languages and Philosophy to create a standalone department. This was achieved by restructuring existing resources with no new fiscal lines being created. First, the new department revised its mission statement to reorient more directly toward work-force ready education. The department then proposed and successfully passed catalogue changes making its programs easier to enter and complete. The Department is assisting Spanish majors to complete the PACE program, as a route to becoming a high school teacher, identified as a Critical Need Subject Area for 2025-2026: <https://ed.sc.gov/educators/recruitment-and-recognition/critical-need-areas/25-26-sub/>. These changes have made the program attractive for students to desiring to pursue dual degrees, with areas such as biology, mass communication, political science (criminal justice, pre-law), psychology practice, and teaching.

The department works with International Programs on a variety of projects, including a new exchange partner in Spain, the University of Burgos, facilitating both semester-long exchange and yearly travel study (20 students in the past three years). As a recruitment measure, the department has helped students re-structure the Spanish Club as a gathering space for students to practice their language skills and network. In its first eighteen months, the club's events have attracted hundreds of students and community members to learn about and experience various culture traditions.

Florence School District One is launching a Spanish Immersion program this fall and the university and high school faculty will be working closely with the district on development. University faculty will be teaching some of the high school courses and the institution is consulting with the District on engaging additional instructors for their program. This program is a true partnership between the University and the School District, expanding the benefit of university resources into the community. As the program grows in this school district and others, the FMU Spanish Program will develop pathways into the FMU degree program for this student population. The program also provides dual enrollment instruction for other Pee Dee area public and private schools to support efforts to make a college education more affordable.

The productivity data between FY18 to FY21 presents a consistent pattern of enrollment fluctuating between twelve and nineteen students with completions ranging from 2 to 6. FY22 data show a marked decline. The Department's new efforts

had immediate effect in FY23, with enrollment doubling from 5 to 10, with an enrollment of 14 in FY25. The university is cautiously optimistic about the increase in enrollment as a result of the many changes to the program and is looking forward to the opportunity to continue to adapt the program to student and workforce needs and ramp up recruitment.

Francis Marion University requests a revision to Exemption status for this program in order to continue to improve and evaluate its effectiveness and profitability.

Engineering Technology Request for Revision to Termination Recommendation

CHE 2026

The Bachelor of Science in Engineering Technology at Francis Marion University (FMU) is a cooperative program with South Carolina Technical Colleges (SCTC) that utilizes existing university resources to support students and meet workforce needs. It is an industry-oriented program in which participating students may be simultaneously enrolled in courses on both the FMU and SCTC campuses. The program provides a hands-on alternative to the engineering major, offers upward mobility for currently working engineering technologists, serves as a completer program for engineering students, and benefits the local workforce.

Engineering Technology is a practical applied engineering degree, as opposed to the more conceptual engineering degrees. Engineering technologists are a vital part of the engineering and product development pipeline. According to the Bureau of Labor Statistics (BLS) the median wage for an engineering technologist ranges from \$64,000 to \$77,000, depending on area of focus (civil, mechanical, industrial, electrical). In South Carolina the median wage for an engineering technologist is around \$63,000, with starting pay approximately \$50,000. Students pursuing this degree are focused on the physical development of products, putting ideas into action. Nearly all the jobs listed under the Manufacturing category of the South Carolina Priority Occupations listing may be filled by recipients of this degree. As this is a more technically focused career, the primary source for discipline-specific courses are housed in the technical college system. This degree is offered as a means of providing a reduced cost 4-year degree to South Carolina Residents.

For the Engineering Technology program at FMU, approximately 50 semester hours in Engineering Technology are earned at any technical college in South Carolina. The remaining hours toward the Bachelor of Science degree are earned at FMU and consist of general education, physics, mathematics, computer science, and chemistry requirements with the addition of a business or physical sciences minor. As students earn nearly half of their credits for this degree at a technical college, their overall cost of degree is lower than individuals seeking a traditional bachelor's degree. At the conclusion of their studies, students will receive reverse transfer of their Associate of Science degree concurrently with the conference of their Bachelor of Science degree.

In order to meet the program requirements, Engineering Technology students take FMU courses which already exist in support of other programs at FMU, representing a zero added cost for the university to provide this program. As all these courses are required for either general education or other programs, eliminating this program will not reduce costs. While the Engineering Technology program at FMU presents no additional cost to the University, student tuition gained from the program does provide support for the general education curriculum serving all students across the university and has remained profitable since its initial development in 1994. The development of this program represents an effective use of existing resources to serve a key population of students and promote institutional enrollment.

In addition to students seeking this degree while attending a technical college, area engineering technologists working in the field who may have attained an Associate's degree come to this program to obtain a Baccalaureate degree to increase promotion opportunities at work and to meet an important need for area industry. Local business and industries have asked for this program and have supported it over the years. This is an excellent example of how we work to foster economic development of the region as well as train future business and technological leaders of our region and state.

In an effort to increase the effectiveness of the program and to remove barriers to entry and completion, curricular changes have been made to allow for algebra-based physics in lieu of the calculus-based physics previously required. In order to make the program more flexible and accessible, some of the higher mathematics requirements have been reevaluated for relevance to the skills needed for this student population. It was determined that the students in this program (completers, associate's degree holders, and SCTC students) would be better served with technical writing and statistics courses.

In an effort to recruit more students to this degree program, the Physics and Engineering department has begun the process of educating potential students at the high school level about the differences between this degree and an engineering degree. FMU has implemented an annual STEM day for high school students to attend and learn about our STEM programs, including engineering technology. They are also working with Admissions and Communications to have more targeted recruitment for the program in both the high schools and technical colleges. Additionally, the department

has instituted discipline specific University Life (FMU's first-year experience course) sections where they introduce the various degrees and employment pathways to entering students.

Given the cooperative nature of the Program, its benefit to the workforce, and the absence of additive costs to the university, FMU requests a revision to Exemption status for the Engineering Technology program.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director



LANDER UNIVERSITY





Request for Revision of the Productivity Report

Lander University

B.S. in Mathematics and B.S. in Music

Introduction: Lander University is grateful for the opportunity to request revision of the Commission on Higher Education's report on low productivity programs. As one of South Carolina's Regional Comprehensive Universities, Lander seeks to serve the educational needs of students in our region and beyond with programs that align with regional workforce needs. We are continuously assessing and evaluating the appropriateness of our academic offerings and their cost effectiveness in our overall budget planning. Since 2018, Lander University has terminated three programs or concentrations and in fall of 2025 had already identified three additional programs that we will submit for termination in May 2026. These termination decisions resulted from our ongoing internal review processes.

Background: Lander University has seven programs that appeared on the list of low productivity programs for the most recent cycle of review for 2020-2024. We proposed termination of two programs that are relatively new for the institution and have not met our internal standards for continuation. We provided justifications for the other five programs that we believe align with the criteria in CHE policy for exemption of these programs. We made the case that each of these programs is essential to the fundamental mission of the institution, provides a service function to other programs, and/or provides required undergraduate foundation courses across the academic curriculum. In the recent cost analysis requested by the Commission, we demonstrated that the instructional costs for these programs are low and easily covered by the tuition revenue collected based on program enrollments. All five of these programs address workforce needs in the local region of South Carolina served by Lander University.

However, the recent draft Productivity Report requests termination of all seven of the programs on the list for Lander University. On further review, Lander University agrees to terminate three additional programs, but requests revision of the report to grant two programs, B.S. in Mathematics and B.S. in Music, exemptions based on criteria in CHE Policy.

B.S. in Mathematics: Lander University's Bachelor of Science in Mathematics aligns with the Commission on Higher Education's categories supporting exemption from termination: it meets state workforce needs, provides essential general education and service support to other majors, supports dual-degree and accelerated academic pathways, and is implementing strategies to improve student completion data.

For many years, Lander University has offered a dual-degree Math/Engineering pathway in partnership with Clemson University. Students complete three years of coursework the B.S. in Mathematics at Lander University and then transfer to Clemson for two years to earn an Engineering degree. Students then have the option of reverse-transferring credits from Clemson to Lander and graduating with a B.S. in Mathematics. Until recently, Lander has not had an efficient method for tracking these Clemson graduates and encouraging them to complete the Lander degree awarding process. In the past two years, Lander has acquired reverse-transfer capability with the National Clearinghouse as a result of our initiatives with reverse-transfer in support of the Technical College System. Last year we initiated this process with students enrolled in our dual-degree Math/Engineering pathway, and we now request students' permission to use the Clearinghouse to make reverse-transfer automatic on their graduation from Clemson. We believe that our internal data indicates that a significant number of students have been successful at transferring to Clemson and completing the Clemson Engineering degree, but have not completed the reverse-transfer process to earn a Lander degree. Therefore, our completion data does not include these students that we believe should be counted in completion data for Lander once the reverse-transfer process has time to yield results.

Furthermore, the Bachelor of Science in Mathematics program plays a critical role in supporting both regional workforce needs and the broader academic mission of the institution. The program primarily serves students from the Upstate region of South Carolina and prepares graduates for a wide range of high-demand, high-skill careers, including many identified as priority occupations by the South Carolina Department of Employment and Workforce, such as Secondary School Teachers; Self-Enrichment Teachers; Business Operations Specialists, All Other; Financial Services, and Travel; Industrial Engineers; Financial and Investment Analysts; Accountants and Auditors; Loan Officers; Personal Financial Advisors; Claims Adjusters, Examiners, and Investigators; Life, Physical, and Social Science Technicians. These fields remain well represented in the regional labor market, demonstrating sustained demand for graduates with strong quantitative and problem-solving skills.

Mathematics also serves a foundational role across the University's curriculum. Faculty within the program teach a significant number of courses that support General Education requirements as well as coursework required for other majors, particularly in STEM, business, and the social sciences. This service function significantly offsets the cost of maintaining the degree program. Because many required mathematics courses must continue to be offered to support other programs, the additional cost of sustaining the Mathematics major is minimal. In the recent Cost Analysis Report we submitted to CHE, the instructional cost of \$9,684 per completer is more than covered by the tuition revenue of \$629,460 based on program enrollment.

In response to prior concerns regarding student retention and success, the program has implemented targeted improvements, including enhanced advising, clearer curricular

pathways, and increased support for students transitioning into upper-level coursework. These efforts are expected to strengthen student progression and completion outcomes.

Importantly, termination of the program would not result in meaningful cost savings, as no full-time faculty positions would be eliminated, and the majority of courses would still need to be offered to support other academic programs and General Education requirements. As such, the Bachelor of Science in Mathematics program is closely aligned with the mission of Lander University. The program remains academically essential, cost-efficient, and aligned with workforce demands, supporting multiple disciplines across the University, contributing to regional economic needs, and providing students with flexible and valuable career paths.

B.S. in Music: Lander University's Bachelor of Science in Music aligns with the Commission on Higher Education's categories supporting exemption from termination, as it meets state workforce needs, addresses teacher shortages, provides essential general education and service support to other majors, and is implementing new strategies to increase enrollment and improve student completion.

The Bachelor of Science in Music program plays a vital role in fulfilling Lander University's mission to provide programs within a rich liberal arts environment and to serve as a highly valued community partner. The program primarily serves students from the Upstate region of South Carolina and prepares graduates for high-demand careers in music education, performance, composition, and related fields. Priority occupations identified by the South Carolina Department of Employment and Workforce include Entertainers and Performers; Secondary School Teachers; Elementary School Teachers, Except Special Education; Middle School Teachers; Teachers and Instructors; and Self-Enrichment Teachers. Music education continues to be recognized as a critical shortage area by the South Carolina Department of Education. These career pathways demonstrate sustained workforce demand for graduates with strong music and education skills.

The program also provides significant general education and service support to other majors. Music courses contribute to the University's General Education curriculum and enrich students across disciplines, including education, humanities, and the liberal arts. Faculty in the program regularly teach courses that benefit a broad range of students while maintaining minimal additional costs, as many courses are offered for general education credit.

The program further strengthens regional and institutional engagement through performances, community partnerships, and recruitment initiatives, including participation in music education conferences in South Carolina, North Carolina, and Georgia, the Lakelands Honor Band program, and the MUSICmania event targeting junior and senior high school students. These initiatives not only increase program visibility but also support continued student enrollment and progression. Data for 2024-2025 indicates strong continued enrollment of 35 students and 8 completers, demonstrating that the program is trending toward compliance with productivity standards.

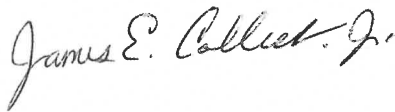
Importantly, termination of the program would not result in meaningful cost savings, as no full-time faculty positions would be eliminated, and the majority of courses would still need to

be offered to support other academic programs and General Education requirements. In the recent Cost Analysis Report we submitted to CHE, the instructional cost of \$40,998 per completer is more than covered by the tuition revenue of \$428,220 based on program enrollment.

The Bachelor of Science in Music program remains essential to the mission, cost-efficient, and aligned with workforce and teacher shortage needs, supporting multiple disciplines across the University, contributing to the cultural and educational life of the region, and providing students with versatile and impactful career paths.

Conclusion: Lander University is requesting revision of the draft Productivity Report to indicate exemption for the B.S. in Mathematics and the B.S. in Music based on exemption criteria in CHE policy.

Respectfully Submitted,

A handwritten signature in cursive script that reads "James E. Colbert, Jr.".

James E. Colbert, Jr., Ph.D.
Provost and Vice President for Academic Affairs
Lander University
320 Stanley Ave.
Greenwood, SC 29649

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director



SOUTH CAROLINA STATE UNIVERSITY



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April 14, 2026

Dr. Angela Peters, Director
Office of Academic Affairs and Licensing
South Carolina Commission on Higher Education
1122 Lady Street, Suite 400
Columbia, SC 29201

Dear Dr. Peters:

On February 5, 2026, South Carolina State University submitted approximately thirty-five (35) Improvement Plans (Action Plans) in response to programs identified by the South Carolina Commission on Higher Education (CHE) as non-compliant. Before the University had adequate time to implement and evaluate the impact of those plans, CHE released a subsequent report recommending the termination of approximately 98% of the identified programs and requested the submission of Requests for Revision, which largely duplicate the Improvement Plans already provided.

The 2020–2024 Program Productivity Review Cycle occurred during an extraordinary period in higher education, shaped by the COVID-19 pandemic, enrollment volatility, workforce realignment, and significant shifts in student enrollment behavior. During this time, South Carolina State University, like many public institutions, experienced fluctuations in enrollment, particularly among first-time freshmen and transfer students.

In response, the University implemented targeted enrollment stabilization strategies, expanded online and hybrid instructional delivery, strengthened retention initiatives, and enhanced academic advising systems. Investments were made in student success technologies, early alert mechanisms, and data-informed interventions to mitigate pandemic-related disruptions and support student progression and completion.

This review cycle also aligns with the University's Strategic Plan (Blueprint 2030), which emphasizes academic excellence, enrollment growth, program relevance, workforce alignment, fiscal stewardship, and institutional accountability. Accordingly, program productivity assessments must be evaluated within the broader context of post-pandemic recovery, institutional transformation, and strategic recalibration.

Several academic programs experienced temporary enrollment compression due to pandemic-related disruptions, industry slowdowns, or shifting student demand. Nevertheless, the University has prioritized market realignment, strengthened recruitment pipelines, enhanced industry partnerships, and curricular modernization to ensure long-term sustainability and responsiveness to workforce needs.

South Carolina State University remains firmly committed to data-driven decision-making, responsible program stewardship, and continuous improvement. Program evaluations extend

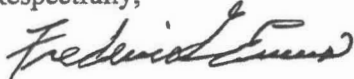
beyond historical enrollment and graduation metrics to include market demand, workforce relevance, licensure outcomes, and strategic growth potential. This contextual framework is essential when considering program performance outcomes for the 2020–2024 cycle.

As an additional demonstration of our commitment to compliance and strategic academic realignment, South Carolina State University is prepared to submit nine (9) academic programs to the Board of Trustees (BOT) for consideration of discontinuation. Final action by the BOT may alter the outcome of the proposed programs and accompanying recommendations. This step reflects a deliberate effort to appropriately align and “right-size” the University’s academic portfolio. The programs identified for consideration are as follows:

- CIP Code 131302 – Art Teacher Education
- CIP Code 270101 – Mathematics, General
- CIP Code 400801 – Physics, General
- CIP Code 131312 – Music Teacher Education
- CIP Code 131203 – Junior High/Intermediate Middle School
- CIP Code 131303 – Business and Innovation Entrepreneur
- CIP Code 131309 – Technology and Teacher Education
- CIP Code 151102 – Surveying Technology
- CIP Code 450101 – Social Science, General

We respectfully request the opportunity to fully implement and evaluate the Improvement Plans submitted on February 5, 2026, before any final decisions are made concerning the remaining programs. Please let us know if CHE requires any additional information or supporting documentation to consider this request further.

Respectfully,



Frederick Evans, Ed. D.

Provost & Vice President for Academic Affairs

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cc: Dr. Alex Conyers, President
South Carolina State University

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director



THE CITADEL



The Citadel
2018-2022 and 2020-2024 CHE Program Productivity Cycles
Request for Revision submitted to CAAL Commissioners, April 15, 2026

Introductory Remarks

The Citadel develops principled leaders and citizen-soldiers—not in theory, but in practice.

Each year, approximately 33% of our graduates commission into the United States Armed Forces, a reality that imposes **unique, non-negotiable demands on our academic portfolio**. As a result, our programs are intentionally designed, rigorously evaluated, and **stewarded with discipline** to ensure they directly support mission execution, workforce need, and public service.

Summary of our stewardship through curricular changes (2020-2026):

- ▼ Termination of 22 programs
 - ✖ 18 graduate certificates
 - ✖ 4 master's degrees
- ✓ Approval of only three new programs
 - ✓ BS in Cyber Operations
 - ✓ Graduate Certificate in Cyber Studies
 - ✓ MA in Applied History (on hold until appropriate demand actualized)
- 🔄 Curricular modifications to programs
 - Addition of a BA in Physics and a BA in Mathematics

Per the CHE *Program Productivity Policy*, The Citadel cites the following criteria for exemption:

1. **Institutional Mission and Identity** – preparing principled leaders and citizen soldiers.
2. **Workforce Need** – alignment with state workforce demand and military leadership needs.
3. **Economic Viability** – positive five-year average net revenue.
4. **Service Function** – substantial credit-hour support for other majors and general education.
5. **Specialized Accreditation** – support of ABET-accredited programs.

Summary of Citadel Programs and Requests – Program Productivity

Degree	Program	CIP Code	CHE Staff Recommendation	Citadel Request
Bachelors	Physics	400801	Termination	Exemption
Bachelors	Mathematics	270101	Termination	Exemption
Bachelors	English	230101	Termination	Exemption
Bachelors	Physical Education	131314	Termination	Exemption
Bachelors	Secondary Education	131205	Termination	Exemption
Masters	Middle Grades	131203	Termination	Exemption
Masters	Physical Education	131314	Termination	Termination
Bachelors	Computer Engineering	140901	Under Review	Under Review
Bachelors	Chemistry	400501	Under Review	Under Review
Masters	Electrical Engineering	141001	Under Review	Under Review

The Why Behind our Request for Program Continuation

Physics (CIP Code: 400801)

Citadel Request:  Exemption

The Physics program at The Citadel serves a mission-critical role in advancing the institution's purpose of developing principled leaders and citizen soldiers for service to the nation.

- As a foundational STEM discipline, Physics directly supports:
 - officer commissioning pathways
 - preparation for graduate and professional study
 - workforce readiness in technical and defense-related fields
- Physics coursework is essential to the delivery and accreditation of The Citadel's **ABET-accredited engineering programs**, underscoring its institutional utility beyond the major itself.

The following key metrics are provided to demonstrate the program's value and impact, recognizing that its contribution is reflected not only in enrollment, but also in mission alignment and cross-program dependency.

SERVICE TO ACADEMIC PROGRAMS	DEPARTMENT NET REVENUE	SERVICE TO GENERAL EDUCATION
1,236 CREDIT HOURS TO OTHER MAJORS 53% TO ENGINEERING 22% TO SCIENCE AND PRE-MED	\$530,550 5-YEAR AVERAGE NET REVENUE (not including general education)	634 CREDIT HOURS TO GENERAL EDUCATION

WORKFORCE NEED AND STATE IMPACT

- Regional workforce demand:
 - Savannah River Site, Joint Base Charleston, SC defense/aerospace industries
- SC DEW Priority Occupations** include defense, nuclear, and advanced manufacturing
- Commissioning data:** ~ 40% of Physics graduates enter the armed forces
(based on Citadel *First Destination Survey*, 2023-2025)

RELATED IMPACTS

- Faculty expertise:** atmospheric sciences, photonics, nanotechnology, particle physics
- Recent curricular changes** to attract more majors:
 - BA Physics added to increase double majors (Fall 2024)
 - BS Physics name change to BS Applied Physics (Fall 2024)
 - 33 majors enrolled in 2025-2026, 10 graduates for May 2026
- The grant funded **Near Center for Climate Studies** integrates research, education, and community partnerships to address climate challenges affecting national security, coastal systems, and public health.

Mathematics (CIP Code: 270101)

Citadel Request:  Exemption

Aligned with The Citadel's mission to develop principled leaders and citizen-soldiers, mathematics serves as a foundational STEM discipline critical to military readiness, officer preparation, and instruction across engineering, cybersecurity, data analytics, and other fields.

- **ABET-accredited Engineering and Computer Science programs** require substantial mathematical preparation, weakening mathematics places accreditation at risk
- Mathematics is one of the **largest generators of student credit hours** at The Citadel

The following points highlight the role of mathematics in supporting multiple majors and advancing institutional and workforce priorities.

SERVICE TO ACADEMIC PROGRAMS	DEPARTMENT NET REVENUE	SERVICE TO GENERAL EDUCATION
1,672 CREDIT HOURS TO OTHER MAJORS 56% TO ENGINEERING 21% TO CYBER OPERATIONS & COMPUTER SCIENCE	\$757,806 5-YEAR AVERAGE NET REVENUE (not including general education)	3,666 CREDIT HOURS TO GENERAL EDUCATION

WORKFORCE NEED AND STATE IMPACT

- Military officers are expected to have quantitative and analytical competencies
 - **Commissioning data:** ~50% of recent mathematics graduates enter the armed forces (based on Citadel *First Destination Survey*, 2023-2025)
- The **SC DEW Priority Occupations** include numerous STEM and technical fields for which strong math preparation is foundational
 - **Projects 24% growth in computer and mathematical occupations** from 2022 to 2032; generating 4,600 job openings per year
- Regional defense, cybersecurity, and data analytics demand, anchored by major employers operating in South Carolina, including, for example:
 - Naval Information Warfare Center, MITRE Corporation, GEL Laboratories, Kalman & Company) demonstrates clear and sustained workforce need for mathematics-prepared graduates, with additional pathways into military service, education, and advanced study.

RELATED IMPACTS

- Recent **curricular changes:**
 - BA in Mathematics added to increase double-major options (Fall 2025)
 - BS Mathematics added a concentration in Data Analytics (Fall 2021)

English (CIP Code: 230101)
Citadel Request: *Exemption*

The English program contributes directly to The Citadel’s mission by developing written communication competencies required of graduates who commission as military officers and who serve in public affairs, intelligence, and related roles.

- **Military leadership** relies on precise written communication—
 - Examples: orders, briefings, after-action reports, command narratives, and strategic documents
 - Proficiency in written English is a core operational skill
- Provides critical skills to our **pre-law students**; particularly in passing the LSAT

The following data points document the program’s role in supporting these mission-critical outcomes.

SERVICE TO ACADEMIC PROGRAMS	DEPARTMENT NET REVENUE	SERVICE TO GENERAL EDUCATION
426 CREDIT HOURS TO OTHER MAJORS 30% TO INTELLIGENCE & SECURITY STUDIES 15% TO BUSINESS 15% TO POLITICAL SCIENCE	\$294,375 5-YEAR AVERAGE NET REVENUE (not including general education)	4,914 CREDIT HOURS TO GENERAL EDUCATION

RELATED IMPACTS

- **The Shako** is a student-run publication that showcases original fiction written by students, providing a creative platform for emerging voices and literary expression.
- **The Gold Star Journal** provides students with a high-impact scholarly publishing experience that strengthens written communication skills by engaging students in the full writing process:
 - researching ideas
 - drafting and revising for a general audience
 - presenting polished work publicly
 - Building student confidence, clarity, and professionalism in academic and creative writing

Teacher Education (CIP Codes: 131205, 131314, 131213)

Citadel Request:  Exemption

Programs Included: (BS Secondary Education, BS Physical Education, MAT Middle Grades)

Strategically aligned and economically responsible, The Citadel's teacher education programs are essential to South Carolina's workforce needs, and their elimination would weaken teacher supply and undermine state education priorities.

Enrollment & Pipeline Strength

BS SECONDARY EDUCATION	BS PHYSICAL EDUCATION	MAT MIDDLE GRADES
24 STUDENTS AN ADDITIONAL 15 STUDENTS INVOLVED IN A "RECRUIT BACK" STRATEGY	17 STUDENTS EXPECTED GROWTH AS PROGRAM IS RESTRUCTURED TO THE ZUCKER FAMILY SCHOOL OF EDUCATION	12 STUDENTS AN ADDITIONAL 15 STUDENTS INVOLVED IN A "RECRUIT-BACK" STRATEGY

PROGRAM GROWTH INITIATIVES

- Education Minor: 33 enrolled students (launched 2023)
- Planned 4+1 MAT pathways (beginning 2026–2027)
- Non-licensure undergraduate pathway supporting cadets who plan to commission

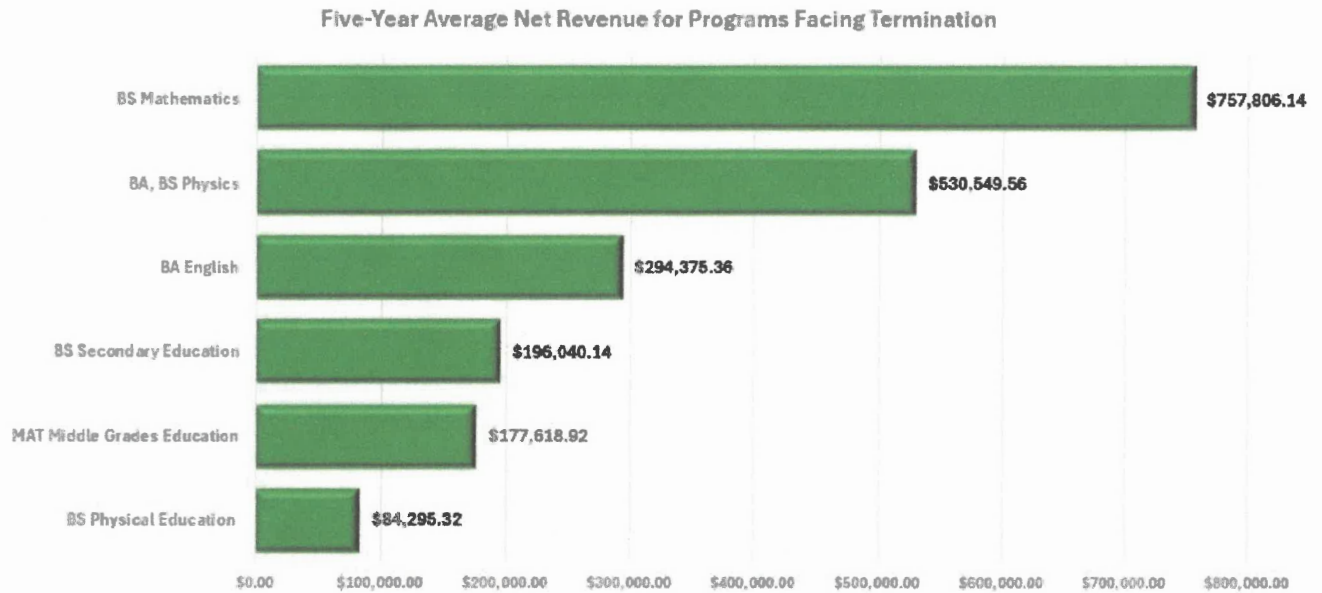
WORKFORCE NEED AND STATE IMPACT

- **SCDE** identifies Middle Level Education, Secondary Education, and Physical Education as **critical need areas** (2025–26).
- At the start of the 2024–25 school year:
 - 12% of teaching positions statewide went unfilled
 - Over **1,050 vacant positions** reported
 - 37% of departing teachers had five or fewer years of experience, underscoring retention challenges
- Berkeley, Charleston, and Dorchester counties experiencing rapid population growth:
 - Berkeley County is projected to add new middle schools and expand a high school
 - Regional population projected to increase by over 560,000 residents by 2040
 - These districts require a sustained pipeline of certified teachers prepared for high-growth, high-need environments

DEPARTMENT NET REVENUE		
SECONDARY EDUCATION	PHYSICAL EDUCATION	MIDDLE GRADES
\$196,040 5-YEAR AVERAGE NET REVENUE (not including general education)	\$84,295 5-YEAR AVERAGE NET REVENUE (not including general education)	\$177,619 5-YEAR AVERAGE NET REVENUE (not including general education)

Appendix A: Department Net Revenue Summary

All programs recommended for termination under the Commission's program productivity policy were found to be **net financially positive (2020-2024)**, generating revenues that exceed associated instructional costs. This determination is based on an analysis of direct credit hour instruction beyond general education requirements, examined over a five-year average, to ensure an accurate assessment of program level financial contribution.



Appendix B: Program Summaries

English, Mathematics, and Physics demonstrate strong credit hour production, indicating productivity of the department. Programs are also financially profitable, as demonstrated by net revenue.

	SERVICE TO ACADEMIC PROGRAMS	DEPARTMENT NET REVENUE	SERVICE TO GENERAL EDUCATION
PHYSICS	1,236 CREDIT HOURS TO OTHER MAJORS 53% TO ENGINEERING 22% TO SCIENCE AND PRE-MED	\$530,550 5-YEAR AVERAGE NET REVENUE (not including general education)	634 CREDIT HOURS TO GENERAL EDUCATION
MATHEMATICS & DATA ANALYTICS	1,672 CREDIT HOURS TO OTHER MAJORS 56% TO ENGINEERING 21% TO CYBER OPERATIONS & COMPUTER SCIENCE	\$757,806 5-YEAR AVERAGE NET REVENUE (not including general education)	3,666 CREDIT HOURS TO GENERAL EDUCATION
ENGLISH	426 CREDIT HOURS TO OTHER MAJORS 30% TO INTELLIGENCE & SECURITY STUDIES 15% TO BUSINESS 15% TO POLITICAL SCIENCE	\$294,375 5-YEAR AVERAGE NET REVENUE (not including general education)	4,914 CREDIT HOURS TO GENERAL EDUCATION

Teacher education programs enrollments for 2025-2026 academic year

BS SECONDARY EDUCATION	BS PHYSICAL EDUCATION	MAT MIDDLE GRADES
24 STUDENTS AN ADDITIONAL 15 STUDENTS INVOLVED IN A "RECRUIT BACK" STRATEGY	17 STUDENTS EXPECTED GROWTH AS PROGRAM IS RESTRUCTURED TO THE ZUCKER FAMILY SCHOOL OF EDUCATION	12 STUDENTS AN ADDITIONAL 15 STUDENTS INVOLVED IN A "RECRUIT-BACK" STRATEGY

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director

CHE Meeting
June 4, 2026
Agenda Item: 5.02.B.
CAAL Meeting
April 30, 2026
Agenda Item: 4.a.



UNIVERSITY OF SOUTH CAROLINA AIKEN

USC Aiken 2020-2024 Program Productivity Recommendation Requests for Change

We respect the CHE Staff recommendations and share the Commission's focus on degree production. As such, we recognize that we are in a moment of change and must improve.

The deans in our respective program areas are new. They have plans for improvement. Our commitment is to meet the expected metrics. We simply need more time. Historically we have sought exemptions during the review process because many of our programs are focused on access, there would be little to no cost savings with shuttering a degree in a service discipline, and some are core to our mission.

Our requests before you are to continue offering these programs while under review. If we are not successful, we will join you in carefully scrutinizing termination in the near future. We request revisions to the CHE Program Productivity Report for the following USCA programs:

Humanities: CIP 540101 History, General
Science: CIP 400501 Chemistry
Education: CIP 13.1205 Secondary Education
CIP 13.1001 Special Education
CIP 13.1203 Middle Level (Junior High/Intermediate)

We are not requesting any revisions to the CHE recommendation for termination for CIP 240101 Interdisciplinary Studies or 130501 Educational/Instructional Technology, and we will terminate those underperforming programs.

Humanities

540101 History, General

CHE Recommendation: Termination

USCA Request: Under Review

Rationale: USCA seeks a request for revision for 54.0101 BA, History, General. The specific reason for this revision:

- the history program maintains a substantial institutional service mission through high-volume general education instruction, with expert faculty delivering foundational courses that fulfill general education and REACH Act requirements for students across all academic programs.

The history department generates a substantial amount of student credit hours across general education and the major. Over the past five years, the department has averaged 2,974 student credit hours annually, demonstrating a consistent and high-volume institutional service role that extends well beyond the major itself.

2020-21	2021-22	2022-23	2023-24	2024-25	5 Yr Avg
2733	2864	3058	3148	3065	2974

The history department offers courses that satisfy the REACH Act at USCA, notably HIST A201 – History of the United States to 1865 and HIST A202 – History of the United States from 1865 to Present. These account for a significant portion of student credit hours generating a combined annual average of 740 SCH.

Course	2020-21	2021-22	2022-23	2023-24	2024-25	5 Yr Average
HIST A201	255	324	336	321	210	289
HIST A202	393	393	438	498	534	451

HIST A101 and A102, which are general education requirements, constitute a similarly large portion of credit hours, averaging 915 and 1,002 SCH respectively. Together, these four courses – HIST A101, A102, A201, and A202 – account for nearly 90% of total department student credit hours generated.

Course	2020-21	2021-22	2022-23	2023-24	2024-25	5 Yr Avg
HISTA101	690	861	1023	924	1077	915
HISTA102	966	924	927	999	1194	1002

It's important to note, too, that per our Academic Bulletin any history course counts towards our general education humanities distribution requirement, which means even upper-level major courses can satisfy general education. Terminating the major does not eliminate the need for these faculty. It eliminates the program that gives their work institutional coherence and students a pathway to a credential.

A secondary reason for our request for revision is that the BA, History, General is on the threshold of being characterized as a productive program. The SCCHE Policies and Procedures for Academic Degree Productivity requires that baccalaureate programs must meet both a major enrollment of 12.5 and a completion of 8 to comply. The BA, History, General at USCA maintains the major enrollment standard, averaging 25.5 enrolled majors annually over a six-year period.

Major Enrollment	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	April 7 2025
History	28	29	28	22	27	23	17

Though the program falls just shy of meeting completion standards, it has demonstrated the capacity to meet those standards. The variability reflects the enrollment fluctuations common to small programs at regional comprehensive institutions rather than a structural inability to produce graduates.

Degree Completion	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
History	7	3	8	5	7	6

The department works diligently to strengthen major enrollment and retention through:

- targeted advising of students in general education courses,
- highlighting career pathways in education, public service, law, and museum studies,
- collaborating with admissions on recruitment initiatives,
- developing partnerships with regional historical societies and cultural institutions for experiential learning opportunities,
- and exploring curricular enhancements including career-focused concentrations in public history and digital humanities.

Current majors work closely with faculty on projects such as “The Vietnam Veterans Oral History Project” and the “Black Graniteville Project.” Students present at undergraduate research at conferences such as the South Carolina Historical Association Annual Meeting and the USCA Scholars Showcase. Students often win Magellan Grants. Students intern at the Savannah River Site Museum and Redcliffe Plantation. Alumni have gone on to careers in teaching, law, museums and archives, business, consulting, and higher education. A notable alum is an Emmy Award-winning professional director and actor and founder of a film production company which produces movies and national commercial work.

To encourage the ability for students to complete the major efficiently, the major curriculum is singular in nature, i.e. no concentrations, specializations, or subfields. Program requirements are 33 hours with courses distributed across US History, European History, Non-Western History, and History Electives. It is an efficient degree program.

Elimination of this degree program would result in USCA no longer offering a major in History and a severe loss as a comprehensive university.

Science

CIP 400501 Chemistry

CHE Recommendation: Termination

USCA Request: Under Review

Rationale:

Our program is very close to producing 8 graduates on average and meeting viability metrics. Strict adherence to productivity guidelines would wipe out all regional university chemistry programs that are vital to preparing teachers, scientists, and pre-professional health, dental, and veterinary students.

Home to the Savannah River Site, we are in a unique location that has high demands on STEM knowledge. Our program is high quality and American Chemical Society endorsed. We are mission critical to support the Savannah River Site, Advanced Manufacturing Collaborative, and Savannah River National Laboratory. Recent industry support and growth in sponsored programs have led to investments in laboratories and equipment. The major has 42 declared enrollments. Looking ahead, we are building collaboration of the chemists (materials science) with the AMC. Materials science is one of their mission objectives of the AMC as well, as well as environmental mission objectives, of which our Chemistry program contributes.

Education

Graduating teacher candidates is vitally important in the fastest growing state and with not enough teachers especially in rural areas and hard to hire disciplines. If our requests are not granted, USC Aiken would not offer any education degrees for middle and high school teaching.

CIP 13.1205 – Secondary Education

CHE Recommendation: Termination

USCA Request: Under Review

Rationale: Under CHE guidelines, baccalaureate programs are evaluated on a five-year average of 12.5 enrolled students and 8 degree completions. Secondary Education shows a five-year average enrollment of 53.2, indicating sustained demand and alignment with the enrollment benchmark. Degree completions average 5, falling below the threshold.

This gap is driven by completion timing. Content-specific pathways (i.e., English, Mathematics, Comprehensive Social Studies, Biology, Chemistry), smaller cohorts, and clinical placement sequencing create variability in when students finish, which affects how completions fall within the five-year window. We have already adjusted course scheduling, improved coordination with district partners for placements, and expanded online/hybrid delivery. We are also investing in external marketing and recruitment strategies to build stronger pipelines. These changes are in place but not yet reflected in completion data. Given that enrollment is stable and aligned with CHE expectations, this should be viewed as a completion lag issue requiring additional time to demonstrate compliance.

CIP 13.1001 – Special Education

CHE Recommendation: Termination

USCA Request: Under Review

Rationale: Special Education reflects a five-year average enrollment of 49.8, demonstrating consistent demand in a high-need shortage area. Degree completions average 6.8, below the CHE benchmark of 8.

The primary factor is the extended time to degree, particularly among students enrolled through Palmetto College Online. Many candidates are working professionals or entering through alternative certification pathways, which affects completion timing rather than enrollment. A significant number choose to enroll part-time while maintaining full-time employment, which lengthens their path to graduation.

We are addressing this through expanded online delivery, enhanced advising, and district-based alternative certification partnerships. We are also working with Risepoint to support targeted external recruitment and build larger, more consistent cohorts. Given workforce demand (shortage of special education teachers) and stable enrollment, the program should remain active while these changes translate into increased completions.

CIP 13.1203 – Middle Level (Junior High/Intermediate)

CHE Recommendation: Termination

USCA Request: Under Review

Rationale:

Middle Level Education shows a five-year average enrollment of 23.4, reflecting continued student interest and program relevance. Degree completions average 4.6, below the CHE benchmark.

The gap is tied to progression through the program, particularly course sequencing and clinical requirements that can delay completion, similar to Secondary Education. Smaller cohorts also create year-to-year variability in completions within the reporting cycle.

We have implemented adjustments to advising, course sequencing, and scheduling flexibility to improve time-to-degree. In parallel, we are expanding online delivery and investing in external marketing to strengthen enrollment pipelines.

The current data reflects stable enrollment but completion timing challenges. Additional time is needed for recent program changes to produce measurable improvements in completions.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director



UNIVERSITY OF SOUTH CAROLINA BEAUFORT





April 10, 2026

To: SC Commission on Higher Education

RE: Program Productivity Compliance

We, the University of South Carolina Beaufort (USCB) administrators, faculty, and staff, appreciate this opportunity to respond to the Commission on Higher Education's (CHE's) report on program productivity compliance at our institution. USCB is committed to efficiency and appropriateness of our academic programs while ensuring we fulfill our mission to "respond to regional needs..., serve a diverse population..., and enrich the quality of life for students and area residents...."

In the following pages, you will find an explanation of some of the concerns with the overall implementation of CHE's *Policies and Procedures for Academic Degree Program Productivity* (Revised August 2022), considerations specific to USCB, its students, and the lowcountry of South Carolina, and information related to the History and Sociology programs at the University, including examples of improvement measures geared toward increasing degree completion that have been implemented or will be implemented in the near future.

In addition to the narrative are 1) a document detailing *The Importance of the History Major at USCB*, 2) an article from *The State* newspaper referenced in the narrative, and 3) communications of support for continuing the History major at USCB.

Please direct any questions to Kim Dudas, Provost and Executive Vice Chancellor for Academic Affairs, and Brian Mallory, Executive Director of Planning, Analytics, and Compliance.

Sincerely,

A handwritten signature in blue ink that reads "Al M. Panu".

Al M. Panu
Chancellor, USCB

Overall Considerations

The program productivity data currently under consideration by the Commission were provided to institutions in Fall 2025 after multiple cycles without providing similar data and findings due to staff shortages at CHE. CHE's *Policies and Procedures for Academic Degree Program Productivity* reads,

... academic degree programs that fail to meet the productivity standards detailed above are placed **under review** for a maximum of three biennial program productivity review cycles (six years), **during which time institutions will be expected to enhance degree program enrollment and completion. Programs will be recommended for termination if they fail to meet the productivity standards at the end of the six-year period....** For programs placed under review, institutions must provide a plan for meeting the degree program productivity standards within the under review period.

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. At the end of the under review period, the Commission will recommend continuing approval status for programs meeting the program productivity standards and termination of programs that again fail to meet the standards. The Commission will remove programs from the under review status no sooner than the next degree program productivity review. In addition, subsequent reports will recognize any improvements made to programs under review, including those that have made exceptional progress toward meeting the standards. (*Emphasis added.*)

Clearly, the Commission would not be following its own policy if programs identified as noncompliant in Fall 2025 are then recommended for termination within a matter of months of notification. There has been no opportunity for these programs to develop, submit, and implement plans for increasing completion rates during an under review period and programs should not be penalized for the lack of analysis by the Commission.

CHE's *Policies and Procedures for Academic Degree Program Productivity* also reads,

In addition, the Commission reserves the right to **consider unprecedented or extenuating circumstances** when granting an exemption. (*Emphasis added.*)

The data cycles under review begin in 2020, during the COVID-19 pandemic, without a doubt a time of unprecedented circumstances. It goes without saying that COVID significantly impacted students' educational experiences, resulting in decreased enrollment and year-to-year student persistence. Given the scale of the pandemic, it is disadvantageous to include that year and years immediately following when determining whether programs meet productivity requirements.

USCB-Specific Considerations

CHE's *Policies and Procedures for Academic Degree Program Productivity* reads,

The Commission relies on student enrollment and completion data to help measure the effectiveness of existing academic degree programs for several reasons. Monitoring student enrollment and completion (degrees awarded) data in academic programs is **one factor** that may enable the Commission to determine if programs are meeting the needs of students and the state. Other factors may include the **program's centrality to the institution's mission, program efficiency, whether the program performs a service function, and the program's ability to meet state workforce needs.** (*Emphasis added.*)

It is imperative to understand that the enrollment and degrees awarded data form only a small portion of the overall value and effectiveness of an academic program.

USCB's mission is clearly focused on the needs of the lowcountry region of South Carolina. More than 75% of USCB students are from South Carolina, and more than 40% are from Beaufort, Jasper, and Hampton counties, some of the poorest in the state. A similar percentage are first-generation students and/or from low-income households. Many are military-related or have family responsibilities that cannot be neglected. Because of the profile of students the University serves, the termination of any program at USCB does not simply mean that students will have to go elsewhere for the degree. In many—possibly most—cases, students will no longer be able to earn that degree.

USCB is the only four-year comprehensive institution in South Carolina within 100 miles or a 1 hour and 45-minute drive, with College of Charleston being the closest option. Obviously, students will not be able to commute that distance for a face-to-face education. Earning their degree online is also not an option for the students USCB serves. Research has shown that students in general, but especially first-generation students, are much less successful in online programs than in high-touch, face-to-face programs where they can receive extensive support services tailored to their specific situations. This lack of options for students in the lowcountry risks limiting who gets to go to college for certain degrees, a significant social justice issue. No evidence has been presented to indicate CHE is considering the distribution of programs across the state and availability to all residents

USCB as an institution and all its degree programs clearly play a vital role in the state of South Carolina. Almost half of USCB completers over the past three years have come to the University as transfer students, contributing appreciably to the state's push for degree completion among residents with some college and impacting the overall percent of residents with a college degree.

A key factor listed by CHE to evaluate academic programs is efficiency. A recent article in *The State* newspaper (attached) references an average of \$40k in student debt at graduation. USCB's "median debt for grads with federal loans", as reported by US News, is \$22,310. This is among the lowest for SC public comprehensive institutions. Similarly, the article reads, graduates "are increasingly likely to settle for low-paying jobs...." Again, as reported by US News, 83% of USCB grads earn more than HS grads. This results in a huge economic impact on individuals and families in the Institution's service region.

The House Budget Bill, as described in *The State* article, requires that institutions "must suspend new admissions for at least half of their academic programs that lose money for four consecutive years" in order to receive tuition mitigation money. Again, it is imperative to remember that student enrollment and completions are not the only measures to take into account when considering program cost. Programs at USCB with enrollment and completion rates that do not meet the CHE standard, including the History and Sociology majors, are not losing money. The costs for these programs are comparatively low with regard to library resources, labs, and other facilities requirements. Many of the courses will continue to be offered by the Institution, regardless of program termination, to support both general education requirements (as mandated by SACSCOC) and the needs of other adjacent programs, certificates, minors, and cognates. If the programs are terminated the faculty cost will continue without the offset of tuition revenue from enrolled students. While adjuncts provide a valuable service to any institution, highly qualified, full-time faculty in fields like these are necessary to ensure that student learning is of highest quality in these courses, as well as in courses identified as meeting REACH Act compliance standards.

To ensure that USCB continues to graduate students with low student debt in fields that lead to well-paying jobs, the University regularly evaluates all programs for their efficiency and relevance within and beyond the academy. If a program is deemed inefficient with limited student impact, the program is terminated by the institution. Recent examples include the Spanish major, which was terminated in Spring 2026, and the Secondary Education Biology major, which is currently in the process of receiving USCB Faculty Senate approval for termination and will likely be submitted to the Board of

Trustees and CHE for termination in the coming months. While Secondary Education Biology is a field with statewide vacancies and need, USCB has developed a 4+1 MAT program in Secondary Education that has recently been approved by CHE and will provide graduates certification in Secondary Education Biology along with a master's degree, leading to a higher starting teacher salary and more-qualified secondary educators. USCB determined this path to be more efficient and more beneficial to students overall.

Program-Specific Considerations

BA History (54.0101) Revise recommendation from Termination to Under Review

USCB's BA in History major is a key program for the Institution and for students, and it is necessary for the lowcountry of SC. To use the language from CHE's *Policies and Procedures for Academic Degree Program Productivity*, the major is "essential to the basic mission of the institution and ... so unique... and valuable to the higher education community as to make it essential." It is an academic program embedded in one of the most historically significant regions in the United States, surrounded by institutions, industries, and community partners who depend on the exact skills, knowledge and workforce that a rigorous undergraduate History program produces. (See appendix "The Importance of the History Major at USCB".) The program:

- Is housed in Beaufort County, home to at least eight distinct museum or interpretive institutions including the Reconstruction Era National Historical Park, Penn Center, and the Parris Island Museum. These organizations and USCB students benefit from internships and hands-on research activities as well as employment of USCB History graduates.
- Includes a Pre-Law track, with past completers admitted to top law schools in SC and beyond.
- Supports the region's \$1.6B hospitality and tourism industry, which is inseparable from its historical identity.
- Developed experiential learning structures and partnerships that have attracted more than \$900,000 in external grant funding.
- Developed a partnership with USCB's newly unveiled 4+1 MAT in Secondary Education program to serve as a pipeline for certification of middle and high school social studies teachers in the region and the state.

The History program was compliant with CHE program productivity standards in the 2014-2018 data analysis cycle. The 2016-2020, 2018-2022, and 2020-2024 data analyses were all completed within about a year, providing no time for the History program to submit and implement a plan for meeting the program productivity standards. The History program has developed multiple initiatives geared toward improving completion rates in the program, some of which were in place before the recent data provision. Largely because of these initiatives, the program is expected to be approaching compliance with the 2022-2026 data cycle (7.2 completers) and fully compliant with the 2024-2028 data cycle. Examples of improvement measures include:

- Creation of a dedicated "Public History" advising track to train the preservationists, National Park Service staffers, and museum professions of tomorrow. This will be modeled on the successful and recently updated Pre-Law advising track with five recent graduates currently enrolled in law school.
- New and expanded internship and experiential learning opportunities, like History of the Lowcountry, created in 2023, where students spend roughly 50% of the time in the classroom and 50% of the time on site visits to historic locations across the region. Students connect with park rangers, archaeologists, preservationists, land management professionals, civic leaders, and others. This has proven to be attractive to new majors and has helped retain them.

- Career fair events for new and existing History majors beginning Fall 2026 to present the multitude of careers available to History graduates.
- Developing a marketing strategy, including the creation of a new brochure "Careers for the USCB History Major", to be completed by August of 2026 for prospective and current students and their parents.
- Launching a new MAT in Social Studies, in partnership with USCB's Education Department.

Terminating the History Program would not save the University money. It would in fact come at a considerable cost to the University, students, the local community and the state of South Carolina.

BA Sociology (45.1101) Revise recommendation from Termination to Under Review

The Sociology program at USCB serves a key role for students enrolled in and completing the program, for other programs at the Institution, and for the University's general education curriculum. Upper-level Sociology courses will continue to be offered to support the Human Services, Psychology, and other majors, minors, and certificates, and highly qualified, full-time Sociology faculty are necessary to ensure that student learning is of highest quality in these courses. USCB's Sociology program is also the only online option through Palmetto College, so terminating the program would impact students across the state, beyond the Lowcountry of SC.

The 2016-2020, 2018-2022, and 2020-2024 data analyses were all completed within about a year, providing no time for the Sociology program to submit and implement a plan for meeting the program productivity standards. The Sociology program has developed multiple initiatives geared toward improving completion rates in the program, many of which were in place before the recent data were provided. Many of the initiatives require four to six years to show the impact on degree completion. Because of those endeavors, the **Sociology major is anticipated to be compliant with CHE program productivity standards in the next cycle, 2022-2026, with average enrollment of 37.2 and average completers of 9.2.**

An example of an upcoming improvement measure for Sociology is the development and approval of both a concentration and certificate in Criminology and Law. (These have been reviewed by CHE staff, and a letter of approval is expected in the coming days for implementation in Summer 2026.) Students will receive an expansive background in the multiple disciplines involved in studying crime and the law and developing an understanding of the various professionals and career opportunities in the field through policy, law enforcement, victims' services, court and judicial practice, and prisons, probation, and parole, among others. The Sociology program has existing partnerships with Ridgeland Correctional Institution; FCI Estill; the SC Department of Probation, Parole, and Pardon Services; and the Fourteenth Circuit Solicitor's Office, all of whom have expressed interest in interns and graduates with these new credentials, and several of which are planning to conduct on-campus recruitment activities.

Another example is the Sociology program's increased focus on community-based work through service-learning courses. Student-led research has resulted in a project in collaboration with Bluffton Self-Help, inspiring the monthly Fresh Xpress Produce food distribution, which is held on the Bluffton campus to serve both the immediate and wider university communities. Student-led research has also been the stimulus for USCB's pending endorsement of the Age-Friendly University Principles, the first university in SC to do so. This designation is especially significant for our region, given our vibrant OLLI programming and the presence of numerous retirement communities. These communities are active participants in and users of USCB programs and resources, and the Age-Friendly designation strengthens existing relationships while also enhancing opportunities for community partnership and future donor engagement.

Attachments

"The Importance of the History Major at USCB"

"Unprofitable college majors could be cut under SC House proposal", from *The State*

Support:

- Letter from Philip E. Cromer, Mayor, City of Beaufort, and City Council members
- Draft Resolution of the Beaufort City Council (to be approved at April 14 Council Meeting)
- Letter from Frank Rodriguez, Superintendent, Beaufort County School District
- Letter from Richard Thomas, Chairman, Beaufort County 250 Committee
- Letter from Laura Waller, Superintendent, Reconstruction Era National Historical park
- Joint letter from:
 - Robert L. Adams, Jr., Executive Director, Penn Center
 - Amelie Cromer, President, Beaufort History Museum
 - Rex Garniewicz, President and CEO, Coastal Discovery Museum
 - Rufus Pinckney, Chairman, Mather Interpretive Center
 - Pat Sculley, President, Friends of Fort Fremont
 - Richard Thomas, Chairman, Beaufort County 250 Committee
 - Stephen R. Wise, Director, Parris Island Museum
- Letter from Elizabeth Chew, Chief Executive Officer, South Carolina Historical Society
- Letter from Walter Edgar, Distinguished Professor Emeritus of History, University of South Carolina
- Letter from Lawrence S. Rowland, Order of the Palmetto and Distinguished Professor Emeritus, USCB
- Letter from Mary Katherine Schramm, Social Studies Education and USCB History Class of 2016

THE IMPORTANCE OF THE HISTORY MAJOR AT USCB

The proposed elimination of the History Major at USCB is incredibly short-sighted and if it comes to pass it would be a catastrophe for the University, our local community, and the entire Lowcountry region. The USCB History Program is embedded in one of the most historically significant regions in the United States, surrounded by institutions, industries, and community partners that depend on the exact skills, knowledge, and workforce that a rigorous undergraduate History program produces. Eliminating the program would sever a well-established and mutually beneficial relationship between USCB and the cultural, educational, and economic ecosystem of Beaufort County — at precisely the moment that relationship is most productive. It would also severely hinder the University's ability to train and certify Middle and High School teachers, a demonstrated regional need.

THE PROGRAM AND THE REGION. History at USCB offers students in-depth analysis of intellectual, cultural, social, economic, and political patterns in U.S., European, and World history, with specialized options in digital and public history — concentrations that directly address the interpretive and archival needs of Beaufort County's museums and heritage sites. Writing is central to the degree, culminating in a senior capstone research paper or project that demands independent scholarly inquiry and sustained argumentation. The program is further distinguished by a Pre-Law track, which prepares students for law school by developing the same skills the major at large prizes: reading and interpreting evidence, appreciating context, and making rigorous written arguments. Students who have completed the Pre-Law track have been admitted to top law schools in South Carolina and beyond — evidence that the skills developed in this program are recognizable and competitive at the post-graduate level.

The program's value is visible in the words of its own graduates. Sierra Watkins, History Class of 2024, described the defining advantage of studying History at USCB this way: "One of the best aspects of the History program at USCB is that one of the campuses is in Beaufort, a historic town. This allowed me to gain hands-on experience including working with the National Park Service." That is not a selling point any peer institution can replicate.

A REGIONAL MUSEUM ECOSYSTEM WITHOUT A PIPELINE. Beaufort County is home to at least eight distinct museum or interpretive institutions, including the Reconstruction Era National Historical Park, the Penn Center, the Mather Museum and Interpretive Center, and the Parris Island Museum. This represents a density of cultural infrastructure that is exceptional for a region of Beaufort County's size, and one that cannot sustain itself without a steady pipeline of historically-trained professionals. The USCB History program is already doing that supply work in concrete ways. History major Aiden De La Torre completed an independent study in which he developed curriculum guidelines for the Beaufort History Museum for K–12 teachers and students, covering early Native American inhabitants, the colonial period, the Civil War and Reconstruction, and the modern era, with particular attention to Gullah Geechee culture and Beaufort's role in U.S. history. Dr. James Shinn's students have conducted field-based learning at the Altamaha Town Heritage Preserve in Okatie, one of the primary settlements of the

Yamasee Nation — a direct integration of coursework with the County's Native American historical record. These are not peripheral enrichments. They are the Program functioning as it was designed to function: as a regional academic partner.

RECONSTRUCTION ERA NATIONAL HISTORICAL PARK: A FEDERAL ANCHOR.

The Reconstruction Era National Historical Park — established in January 2017 — is the only U.S. national park dedicated solely to the Reconstruction Era. Its sites in and around Beaufort represent places where, as a direct result of Union occupation in 1861, formerly enslaved people first began voting, buying property, and building churches, schools, and businesses. In 2022, 18,300 visitors to the park spent \$1.2 million in communities near it, supported 15 local jobs, and generated a cumulative economic benefit of \$1.4 million.

The USCB History program's relationship with the National Park Service is operational, not ceremonial. Students in Dr. Robert Landrum's Public History course researched and produced interpretive posters on aspects of the Reconstruction Era that the National Park Service then displayed in the visitor's center at Naval Heritage Park. This is undergraduate scholarship entering the public interpretive record of a federally designated national park. No other institution in the region produces that kind of applied historical work, and it requires a functioning History Major to do it.

THE INSTITUTE FOR THE STUDY OF THE RECONSTRUCTION ERA: A RECORD OF EXTERNAL INVESTMENT. The Institute for the Study of the Reconstruction Era (ISRE) was founded at USCB in 2019 and is currently the only research institute in the nation focusing solely on the Reconstruction Era that is attached to an institution of higher learning. The ISRE has since been added to the Reconstruction Era National Historic Network, a nationwide system of more than 100 affiliated sites managed by the National Park Service.

The ISRE's track record of competitive external grant funding is itself a measure of the History Program's national standing. The Summer Teachers Institute began in 2015 when USCB was awarded an initial grant of approximately \$200,000 from the National Endowment for the Humanities to fund "America's Reconstruction: The Untold Story," a three-week professional development institute for 25 K–12 teachers from across the country. USCB was awarded a second NEH grant of \$199,140 in 2017 to conduct a second iteration of the same institute — a competitive renewal that signals sustained national peer recognition of the program's quality and Beaufort's irreplaceable role as a site for Reconstruction studies. A third NEH-sponsored institute followed in 2021. In the 2020–2021 fiscal year, the History Program secured an additional \$35,000 from a private anonymous grantor specifically for the USCB Reconstruction Institute, and the ISRE's ongoing 1st South Carolina Volunteers of African Descent research project has drawn sustained support from the USC McCausland College of Arts and Sciences, the Dick and Sharon Stewart Foundation, the Ernest A. Finney Cultural Arts Center, and the Lincolnville Preservation and Historical Society. The 2023 Summer Teachers Institute, held in partnership with the South Carolina Council for African American Social Studies, was funded by a \$75,000 grant from the South Carolina Department of Education for African American instructional

materials. History faculty have also received Sea Islands Institute grants, including a \$5,000 SII award to Dr. J. Brent Morris for “Radical Reconstruction at 150: Reassessing America’s Most Progressive Era.”

Most recently, the History Program anchors the Voices of Mather project, a partnership between USCB, the Mather Museum and Interpretive Center, and the Reconstruction Era National Historical Park. The project received a \$200,000 grant from the Gaylord and Dorothy Donnelley Foundation to document and share the history of the Mather School, founded in 1868 to educate the children of formerly enslaved people, through a digitized oral history collection, an enhanced walking tour with video, and a podcast series. Dr. Timothy James, USCB Professor of History, is co-PI on the project. This grant, awarded in 2025, demonstrates that the external investment in USCB’s history-related programming is not a relic of past momentum — it is ongoing and growing.

In total, the History program and ISRE have attracted more than \$900,000 in documented competitive external grant funding across federal, state, private foundation, and institutional sources. These are dollars that flow to USCB and to the Beaufort community specifically because the History program exists and because its faculty have built the scholarly reputation to compete for them at the national level. Eliminating the program does not just eliminate courses; it eliminates the grant-generating infrastructure that makes USCB a nationally recognized center for Reconstruction scholarship. It will also hamper the University’s ability to recruit top history faculty from top-tier institutions in the future.

The ISRE’s reach into the community has also grown through direct student engagement at scale. ISRE Interim Director Dr. Valinda Littlefield has noted that the ISRE has worked with almost 200 students at USC, USCB, and in public schools over the last four years to increase understanding of the Reconstruction period and build research skills among a new generation of historians. USCB undergraduate History students have conducted original archival research for the ISRE, including a project documenting land ownership by soldiers of the 1st South Carolina Volunteers of African Descent presented at the Institute’s inaugural spring symposium in 2023. Students in Dr. Shinn’s upper-division “Atlantic Slavery and Antislavery” course presented at ISRE’s Third Annual Spring Symposium, “Breathing Democracy into Spaces,” supported by the USC McCausland Fund. The Summer Institute curriculum resources produced across its multiple iterations are now publicly available online for use in classrooms across South Carolina — a durable, statewide educational return on every grant dollar invested.

A TOURISM ECONOMY BUILT ON HISTORY. Beaufort County’s economic foundation is inseparable from its historical identity. The hospitality and tourism industry generates a \$1.6 billion annual economic impact on Beaufort County overall. The City of Beaufort’s own economic data identifies access to water and history as the primary tourist attractions, and combined hospitality and accommodations tax revenues of more than \$4.6 million annually directly support police staffing, public operations, the waterfront park, marina operations, and parking infrastructure. Regional observers have compared the potential of Reconstruction-era

tourism to what civil rights tourism has meant for Selma, Alabama — a comparison that underscores the long-term economic trajectory of precisely the historical resources that surround USCB's campus.

The traveler data reinforces why this matters. According to the U.S. Cultural and Heritage Tourism Marketing Council, 78% of U.S. leisure travelers engage in cultural or heritage activities, spending an average of \$994 per trip — compared to \$457 for general travelers. Cultural travelers also average 5.2 days per trip versus 3.4 days for typical travelers. According to the American Association for State and Local History, visits to history museums, historic sites, and historical organizations increased more than 37 percent between 2021 and 2022. An industry of this scale and trajectory needs professionals who can interpret, curate, protect, communicate, and contextualize the history it depends on. That is exactly what a History Major trains people to do.

EXPERIENTIAL LEARNING & COMMUNITY ENGAGEMENT AS PROGRAM INFRASTRUCTURE. The USCB History program has developed a model of community-embedded learning that few programs anywhere in the USC system can match. In addition to the NPS collaboration and ISRE research partnerships, History students regularly present independent scholarship at USCB's annual Student Research and Scholarship Day. Recent presentations have included Sebastian Biggs's "Snapshot in History: Borderland Breach (1887)," mentored by Dr. Timothy James, and Sierra Watkins's "The State of South Carolina vs. South Carolina State University: The Underfunding of A Black Land Grant University," also mentored by Dr. James — work that reflects both the program's scholarly rigor and its engagement with living questions of race, justice, and institutional history directly relevant to the region.

These experiential structures — field courses, NPS partnerships, museum internships, ISRE research fellowships, public symposia, and statewide teacher development institutes — are not supplemental enrichments. They represent a program that has deliberately organized itself around the region it serves, and that has attracted more than \$900,000 in external grant funding to do so. Dismantling the major does not simply reduce a course roster. It dismantles a decade of relationship-building with federal, community, and cultural partners who depend on USCB as their closest academic home.

TEACHERS, TEACHERS, TEACHERS. In past years, students who were interested in teaching history in Middle or High School were often advised by our advisors to seek certification elsewhere, as USCB did not offer Social Studies Certification. That will no longer be the case in Fall 2026 as USCB unveils its new MAT Program (starting summer 2027). According to the National Social Studies Council, the History Major is the primary pathway for preparing Middle and Upper School Social Studies teachers. Terminating the History Major now would mean that one of the main pipelines to our new MAT Program would also be terminated further hindering the University's ability to respond to a region-wide demand for teachers.

Eliminating the History major at USCB for the next fiscal year does not solve a resource problem. It creates one — for the county's eight-plus museum institutions that cannot fill positions locally, for the ISRE that loses its undergraduate research community and its grant-generating rationale, for the National Historical Park that loses its closest institutional academic partner, and for a regional tourism economy generating \$1.6 billion annually that depends on the informed, credentialed stewardship of a history that is genuinely national in significance. Cutting the History Program would not save the University money. It would in fact come at a considerable cost not only to the University but also to the local community and the region.

Unprofitable college majors could be cut under SC House proposal

 thestate.com/news/politics-government/article315234158.html

Zak Koeske

March 31, 2026

COLUMBIA, S.C.

For the past six years, the South Carolina General Assembly has appropriated tens of millions of dollars to public colleges and universities in exchange for an assurance they would hold tuition flat for in-state students.

This year, the S.C. House of Representatives is making an additional ask.

Lawmakers want schools to use that tuition mitigation money in support of “critical workforce disciplines,” and to suspend new admissions for academic programs that consistently lose money.

“We used to just say, ‘Hey, here’s the money, don’t raise tuition,’ ” Rep. Nathan Ballentine, R-Richland, said. “Now, we’re saying, ‘Hey, here’s the money, don’t raise tuition. And, by the way, let’s start looking at this a little bit deeper.’ ”

Ballentine, who chairs the House budget committee’s Higher Education panel, said he’s concerned that too many students are graduating with a mountain of debt and degrees that don’t translate into viable careers.

The average college student now [graduates with nearly \\$40,000 in debt](#) and has a harder time finding work than in past generations, data shows. Not only is the [unemployment rate for recent college graduates higher than the general population](#), but those who do find work are [increasingly likely to settle for low-paying jobs](#) that don’t make use of their degrees.

“What we want (colleges) to understand going forward,” Ballentine said, “is let’s focus on some degrees that put people to work. Hopefully, here in our state.”

The [House’s budget plan](#), passed earlier this month, [allocates an additional \\$26.3 million](#) in tuition mitigation dollars to 16 public colleges and universities.

That’s only half as much as schools received last year and less than a third of what they asked for.

Universities that accept the money must use it exclusively for undergraduate programs that instruct students in the STEM fields. They also must suspend new admissions for at least half of their academic programs that lose money for four consecutive years.

College officials were loath to comment on the House proposal and any impact it might have on academic programming, but said the process of reviewing and eliminating underenrolled degrees is nothing new.

“We pay attention to what is needed,” University of South Carolina president Michael Amiridis told a House budget panel in January. “And we look at what programs actually have low enrollment and there’s low demand.”

Amiridis, who requested \$41 million for tuition mitigation across all of USC’s campuses, said the state’s flagship university [had terminated 44 programs over the last five years](#), resulting in a net reduction of 10 programs.

Clemson University interim president Bob Jones told lawmakers his institution also routinely reviews and discontinues programs flagged as “noncompliant” in the Commission on Higher Education’s [academic program productivity report](#).

“When they’re flagged, we start the process internally of reviewing,” said Jones, who requested \$24.5 million in tuition mitigation for Clemson this year. “We average about 10 programs shut down per year.”

The commission’s productivity report measures compliance by calculating an academic program’s average enrollment and completion figures over multiple years.

The most recent report, published in December, evaluated the productivity of 915 academic programs across South Carolina’s 13 four-year public colleges and universities during the five-year period from 2016 through 2020.

Roughly 20% of all programs were found to be noncompliant due to their failure to meet either enrollment or completion standards, or both, and 54 programs were recommended for termination, according to the report.

The compliance rates at individual universities ranged from 37.5% at [South Carolina State University](#) to 88.2% at the [Medical University of South Carolina](#).

The state’s four largest public universities — [USC-Columbia](#), [Clemson](#), [Coastal Carolina](#) and [College of Charleston](#) — all had compliance rates exceeding 80%.

While the state’s public colleges and universities use the Commission on Higher Education report to inform their decision-making, they aren’t required to abide by its recommendations.

In many cases, however, universities already take stock of their programs’ performance and proactively eliminate degrees with dwindling student interest, CHE officials said.

“They are very vigilant about policing their own programs,” CHE spokesman Mark Swart said. “You’ll see a number of terminations where universities looked at their own data and said, ‘We don’t need to do this anymore,’ which is great.”

But a program's "compliance," as judged by the Commission on Higher Education, and the amount of money it brings into a university are not always indicative of its value, some administrators warned.

Certain critical STEM programs may have lower enrollment rates or be more expensive to stand up, but are nonetheless important for universities to maintain. Physics is one such program at the Citadel, said Sally Selden, the school's outgoing provost and dean.

"All of our engineering students rely on our physics department," Selden, who recently [accepted a job as president of the University of Lynchburg in Virginia](#), told a House budget panel in January. "And some of our students will opt to major in physics later in their four-year period."

Eliminating other low-enrollment programs, such as art history, might not actually save a university money, College of Charleston president Andrew Hsu explained.

"Any art major and even non-art majors will take art history," Hsu told lawmakers during his January budget presentation. "So if you eliminate the art history major, even though there are only five, ten students, you still have the faculty who have to teach art history."

Ballentine, the House's Higher Education budget committee chairman, said he recognized the importance of evaluating programs individually and wasn't wedded to the House's current language requiring colleges to cut programs solely because they lose money.

The next step, he said, would be for lawmakers to more precisely define what makes a program expendable.

At this point, however, it's not clear the Senate will even get on board with making tuition mitigation money contingent on universities' elimination of certain majors.

[State Sen. Ronnie Cromer](#), who chairs the Senate Finance panel over Higher Education, has questioned the viability of such an approach.

"You can't eliminate every program that is not making money or breaking even for the university," Cromer, R-Newberry, told The State Media Co. last week.

A pharmacist by trade, Cromer expressed optimism that the Senate would be able to provide more tuition mitigation assistance than the House had, but said money was tight.

"You want to do more, but then you look at the numbers and the numbers just aren't there," he said. "We're going to do everything we can on tuition mitigation."

The upper chamber is expected to release its tuition mitigation proposal some time within the next couple weeks, Cromer said.

Scott Marshall
CITY MANAGER
843-525-7070
FAX 843-525-7013



CITY OF BEAUFORT
1911 Boundary Street
BEAUFORT, SOUTH CAROLINA 29902

COUNCIL MEMBERS:
Philip E. Cromer, Mayor
Mike McFee, Mayor Pro Tem
Neil Lipsitz
Mitch Mitchell
Josh Scallate

April 7, 2026

L. Jeffrey Perez, Ph.D.
President and Executive Director
South Carolina Commission on Higher Education
1122 Lady Street, Suite 400
Columbia, S.C. 29201

RE: History Program at USC Beaufort

Dear Dr. Perez and Members of the Commission,

As Mayor of the City of Beaufort and President of the Beaufort County Historical Society, I write to strongly oppose the proposed termination of the History Program at the University of South Carolina Beaufort (USCB).

For Beaufort, history is not an abstract academic discipline—it is central to our identity, economy, and civic life. Our city is nationally recognized for its significance in the colonial, Revolutionary, Civil War, and Reconstruction eras, including a National Historic Landmark District and the Reconstruction Era National Historic Park. USCB plays a vital role in preserving and interpreting this legacy by educating future teachers, preservationists, and civic leaders. Eliminating the History program would weaken both the university's mission and the region it serves.

The History program is directly aligned with workforce and economic needs. Heritage tourism is a major driver of Beaufort County's economy, generating \$1.6 billion annually and more than \$4.6 million in local hospitality and accommodations tax revenues. USCB's experiential, place-based courses—such as *History of the Lowcountry*—combine classroom learning with on-site engagement at historic locations, connecting students with park rangers, archaeologists, preservationists, and civic leaders. These efforts have helped attract and retain majors. Since 2023, internships in public history have tripled, leading to employment opportunities with local museums, parks, and preservation organizations.

The program also expands regional access and opportunity. USCB serves many first-generation and place-bound students who rely on local academic options. Eliminating

the History major reduces academic choice and limits access to a comprehensive liberal arts education. Moreover, with the launch of USCB's new MAT program, the History major will serve as a primary pathway for preparing middle and high school social studies teachers—addressing a clear and growing workforce need.

Beyond economics, history education is essential to civic understanding and informed discourse. At a time when critical thinking and historical context are increasingly important, reducing investment in history sends the wrong message about the values of public higher education. As a regional public institution, USCB should reflect and serve the character of the Lowcountry, not retreat from it.

Once eliminated, programs like this are difficult to restore. Any short-term savings would be outweighed by long-term cultural, educational, and economic costs.

I respectfully urge the Commission to reconsider this proposal and work with USCB and community stakeholders to strengthen the university's role in preserving and educating our region's historical legacy.

Thank you for your consideration and service to the people of South Carolina.

Respectfully,



Philip E. Cromer
Mayor, City of Beaufort



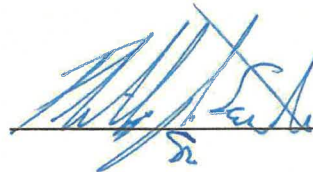
Mayor Pro Tem, Mike McFee



Councilman Neil Lipsitz



Councilman Mitch Mitchell



Councilman Josh Scallate

Resolution 2026/07

**A RESOLUTION EXPRESSING OPPOSITION TO THE PROPOSED TERMINATION
OF THE HISTORY PROGRAM AT THE UNIVERSITY OF SOUTH CAROLINA
BEAUFORT AND MEMORIALIZING COUNCIL'S UNANIMOUS SUPPORT
PREVIOUSLY EXPRESSED THROUGH A SIGNED LETTER**

WHEREAS, the University of South Carolina Beaufort serves as a critical regional institution of higher education providing accessible academic opportunities to residents of Beaufort and the surrounding Lowcountry; and

WHEREAS, the City of Beaufort possesses a rich and nationally significant history, including its role in the colonial, Revolutionary, Civil War, and Reconstruction eras, as well as its designation as a National Historic Landmark District and home to the Reconstruction Era National Historical Park; and

WHEREAS, the History Program at USCB plays a vital role in preserving, interpreting, and advancing understanding of this heritage by educating future teachers, preservationists, and civic leaders; and

WHEREAS, heritage tourism is a major economic driver in Beaufort County, generating substantial economic activity and tax revenues, and relies upon a well-educated workforce grounded in historical knowledge and interpretation; and

WHEREAS, USCB's History Program provides experiential, place-based educational opportunities that connect students with local institutions, including museums, parks, and preservation organizations, thereby strengthening workforce development and community partnerships; and

WHEREAS, the program supports first-generation and place-bound students by providing access to a comprehensive liberal arts education within the region; and

WHEREAS, the History Program is expected to serve as a key academic pathway supporting teacher preparation programs, addressing workforce needs in middle and high school education; and

WHEREAS, the elimination of the History Program would diminish academic offerings, weaken workforce development pipelines, and negatively impact the cultural and economic vitality of the Beaufort community; and

WHEREAS, all members of City Council, together with the Mayor, have already expressed their unanimous opposition to the proposed termination by signing a letter addressed to the South Carolina Commission on Higher Education, attached hereto as **Exhibit "A"** ; and

WHEREAS, City Council desires to formally memorialize and reaffirm that unanimous position through adoption of this Resolution.

NOW, THEREFORE, BE IT RESOLVED BY THE MAYOR AND CITY COUNCIL OF THE CITY OF BEAUFORT, SOUTH CAROLINA, AS FOLLOWS:

1. **Prior Action Acknowledged.** City Council hereby acknowledges that all members of Council, together with the Mayor, have previously signed and transmitted a letter opposing the proposed termination of the History Program at the University of South Carolina Beaufort.
2. **Opposition Reaffirmed.** The City Council formally reaffirms its unanimous opposition to the proposed termination of the History Program.
3. **Support Affirmed.** The City Council expresses its strong support for the continuation and strengthening of the History Program as an essential component of the university's mission and the region's cultural and economic vitality.
4. **Advocacy Encouraged.** The City Council urges the South Carolina Commission on Higher Education and USCB leadership to reconsider the proposed action and to collaborate with community stakeholders to sustain and enhance the program.
5. **Exhibit Incorporated.** The previously signed letter, attached as Exhibit "A," is hereby incorporated by reference as part of this Resolution as a reflection of Council's unified position.
6. **Effective Date.** This Resolution shall take effect immediately upon adoption.

ADOPTED this ____ day of _____, 2026.

CITY OF BEAUFORT, SOUTH CAROLINA

Philip E. Cromer, Mayor

ATTEST:

Traci Guldner, City Clerk



BEAUFORT COUNTY SCHOOL DISTRICT

April 10, 2026

To the Commissioners, South Carolina CHE,

On behalf of the Beaufort County School District, I am writing to express my support for the continuation of the History degree program at the University of South Carolina Beaufort (USCB).

As a local K–12 school district, Beaufort County School District depends on USCB as a regional institution to prepare, attract, and retain qualified educators who are committed to serving our communities. The History major at USCB plays an essential role in this effort, particularly as one of the primary academic pathways for preparing middle and high school Social Studies teachers.

Beaufort County will always have an ongoing desire for the best trained and certified Social Studies educators. This need is reflected both in declining undergraduate enrollment in education programs nationwide and in projected workforce demands as experienced teachers retire. USCB has long served as a critical partner in developing teachers who meet South Carolina certification standards while also understanding the unique context of teaching in the Lowcountry.

We are particularly encouraged that USCB will begin offering a new Master of Arts in Teaching (MAT) program in summer 2027 in direct response to this demonstrated local need. However, the proposed termination of the History major at this time raises concerns. The History degree is one of the primary pipelines that satisfies the content area preparation required for candidates entering this new MAT program. Eliminating the History major would weaken this pipeline before the MAT program even launches.

Such a decision would not only undermine the effectiveness of the MAT program itself, but also limit USCB's ability to supply Beaufort County the most well-prepared, certified Social Studies teachers. Ultimately, this could have a negative impact on our students, our schools, and our broader community.

For these reasons, Beaufort County School District urges the South Carolina Commission on Higher Education to support the continuation of the History degree at USCB. Maintaining this program is essential to meeting current and future workforce needs, strengthening teacher preparation, and sustaining the University's important role in serving the educational needs of our region.

Thank you for your consideration and for your continued commitment to higher education and workforce development in South Carolina.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Frank Rodriguez', is written over a light blue circular stamp.

Frank Rodriguez
Superintendent
Beaufort County School District



Hon. Wm. Weston Jones Newton
Jones, Simpson & Newton, P.A.
7 Plantation Park Drive, Suite 3
P. O. Box 1938
Bluffton, SC 29910

Via Electronic Mail

Dear Weston:

As you were instrumental in securing funding for the commencement of the restoration and improvement of the historic Civil War battlefield at Honey Hill in Ridgeland, and as I know how you appreciate the significance of heritage assets to residents and visitors to the area, I am writing about an urgent matter. On April 30 the South Carolina Commission on Higher Education (CHE) will meet to consider and vote on terminating the History program at USCB. They are also considering eliminating USCB's English and Sociology programs. CHE has a rule that academic programs must graduate an average of 8 students per year to remain in good standing. In the most recent cycle, USCB's History program graduated an average of 7.2 students per year.

This 8- graduate metric is applied to State funded schools across the board, without regard to student population. Therefore 2000-student USCB has to meet the same standard as 30000-student USC Columbia or 24000-student Clemson. Eight out of 2000 students is a far higher percentage than the same eight out of 30000. In fact, eight USCB History students equates to 1 out of every 250 students, while eight USC Columbia History students equates to 1 out of every 3750 students ... meaning the **USCB History graduate ratio is 15 times higher than that of USC Columbia**. The inequitable effect of this standard is patently obvious.

While the termination of the USCB History program would not mean the end of history classes being taught at USCB, it would mean that students serious about History studies, who intend to major in History, would have to transfer to other USC locations. The symbiotic nature of the relationship between USCB and its neighboring communities and their heritage organizations is particularly strong. The absence of USCB undergraduates and graduates properly trained in history and research methodology would cause considerable damage to the ability of many of these organizations, a vast majority of them charitable, to continue meaningfully functioning. As the Chairman of the Beaufort County 250 Committee, an arm of the South Carolina American Revolution Sestercentennial Commission (SC 250), The President of the Friends of Honey Hill Battlefield (a Civil War battleground in Ridgeland), a Board member of the Santa Elena Foundation, and a past Board member and volunteer with several County historically-oriented organizations, I can speak in detail and passionately about the negative effect such a termination would have.

By far the most absurd and illogical implication of terminating the History program at USCB is the concept of having the Beaufort County-centered University of South Carolina without the academic focus and capacity to leverage the County's invaluable, numerous and unrivaled heritage assets. The 500-year history of Beaufort County, commencing with the August 18, 1526 naming of Hilton Head Island as the Cabo de (Cape of) Santa Elena, is arguably the most valuable heritage asset in the State of South Carolina. The heritage resources of the

archaeological sites of the early colonial settlements of French Charlesfort and Spanish Santa Elena, the first designated capital in North America, the sites of Cusabo and Yemassee Native American sites as well as numerous prehistoric shell structures, Revolutionary War battlegrounds, Antebellum indigo and sea island cotton plantations, extensive Confederate and Union Civil War fortifications and campsites, the site of the first fully-self-governed Freedmen's town in the United States, and the Reconstruction Era National Historical Park are an unparalleled collection of nationally significant heritage assets.

USCB should be one of the, if not the, foremost steward and proponent of these exceptional historical features, and without a History program it will be deprived of its resources for doing so. The absence of a USCB history program will also greatly weaken the ability of the entire area to manage and capitalize on these heritage assets.

Attached are two documents for further consideration, which strengthen the need for strong opposition to any CHE decision that might terminate the History program at USCB,

I respectfully request that you register your position against the termination of USCB's program with the appropriate officials within the next two weeks and, especially, with Dr, Jeffrey Perez, President and Executive Director of SC CHE. Here is his contact information:

jperez@che.sc.gov

Mailing address:

L. Jeffrey Perez, Ph.D.
President and Executive Director
South Carolina Commission on Higher Education
[1122 Lady Street, Suite 400](#)
[Columbia, S.C. 29201](#)

Thank you for your rapid attention to this matter and, in advance, for your support. If you would kindly send me a response, so I know you have received this in a timely manner, it would be greatly appreciated.



Richard E Thomas
Chairman
Beaufort County 250 Committee
SC American Revolution Sestercentennial Commission
843-422-3842





United States Department of the Interior

NATIONAL PARK SERVICE
Reconstruction Era National Historical Park
706 Craven Street
Beaufort, South Carolina 29902



April 10, 2026

Dr. James Shinn
University of South Carolina Beaufort
801 Carteret Street
Beaufort, SC 29902

Dear Dr. Shinn:

I appreciate the opportunity to reflect on the ongoing collaboration between Reconstruction Era National Historical Park and the University of South Carolina Beaufort History Program.

Over the past several years, the park and USCB have developed a strong working relationship centered on education, interpretation, and workforce development. USCB History faculty regularly engage with park staff on interpretive programming and public history initiatives, contributing subject matter expertise that helps inform how Reconstruction-era stories are researched and shared with the public.

This collaboration also extends into the classroom. Park rangers and staff have worked directly with USCB faculty to help design courses that align with the skills and competencies used in National Park Service interpretation and public history work. For example, in spring 2026, USCB History faculty partnered with park staff to develop a course focused on the history of the South Carolina Lowcountry that included training in planning and delivering National Park Service-style walking tours. This type of applied learning reflects the close alignment between academic preparation and professional practice.

The relationship further supports workforce development in the local area. The park has employed several graduates of the USCB History Program and anticipates continued engagement with students and alumni as future opportunities arise. Students trained in history and related disciplines bring relevant skills in research methods, public history, and regional history that are directly applicable to the work carried out at the park.

As a relatively young unit of the National Park System, Reconstruction Era National Historical Park continues to develop its programs and partnerships. Access to nearby academic expertise, as well as students with training in history and public history, contributes to that work and supports ongoing collaboration in the Beaufort community.

I value this partnership and the ways our organizations have been able to work together, and I look forward to continuing that collaboration in the future.

Sincerely,



Digitally signed by
LAURA WALLER
Date: 2026.04.10
08:34:50 -04'00'

Laura Waller
Superintendent
Reconstruction Era National Historical Park
Reconstruction Era National Historic Network

L. Jeffrey Perez, Ph.D.
President and Executive Director
South Carolina Commission on Higher Education
1122 Lady Street, Suite 400
Columbia, SC 29201

Re: The Local Importance of the History Program at USC Beaufort

Dear Dr. Perez and Members of the Commission,

As leaders of Beaufort County museums, historic sites, interpretive centers, and historical organizations, we write to express our respectful but firm opposition to the proposed termination of the History Program at the University of South Carolina Beaufort.

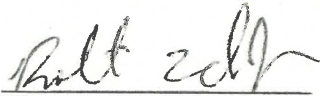
With a human history stretching back tens of thousands of years and a longer record of sustained European contact than any other place in the mainland United States, Beaufort County is one of the most historically-significant and culturally-distinctive parts of our country. It is, arguably, one of South Carolina's most valuable heritage assets. Preserving, interpreting, and promoting this rich heritage is the work of a thriving ecosystem of museums, historic sites, interpretive centers, and historical organizations. **The success of all of these institutions depends on the presence of a full-fledged History Department with the ability to confer the B.A. in History.**

We view the USCB History Program as a critical partner in our efforts to preserve, interpret, and promote the rich history and distinctive culture of Beaufort County. History faculty at USCB conduct research and provide expert guidance that informs our interpretation, programming, and collections management decisions. They partner with us for lectures, workshops, and other public-facing events. They write letters on our behalf to grant organizations, helping us secure the funding we need to maintain our institutions and achieve our missions. USCB History student interns conduct research, plan exhibits, catalog objects, design K-12 educational materials, and manage social media accounts, providing hundreds of hours of essential labor every year. Last but not least, several of our institutions have employed or currently employ USCB History graduates in a full-time capacity. As the population of Beaufort County continues to grow, and as heritage tourism becomes an ever-larger driver of our local economy, we foresee many more opportunities for collaboration with the faculty, students, and graduates of the USCB History Program.

Our work benefits immensely and irreplaceably from having a full-fledged History Program in our midst. Losing the USCB History Program would set back our efforts to preserve, interpret, and promote the rich history and distinctive culture of our area. Our local economy — but even more importantly, our priceless historical and cultural heritage — would suffer. We respectfully urge the Commission to take these factors into consideration as it deliberates on the future of the USCB History Program.

Thank you for your attention to this matter and service to the people of South Carolina.

Respectfully,



Robert L. Adams, Jr., Ph.D.
Executive Director, Penn Center



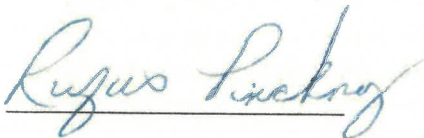
Stephen R. Wise, Ph.D.
Director, Parris Island Museum



Amelie Cromer
President, Beaufort History Museum



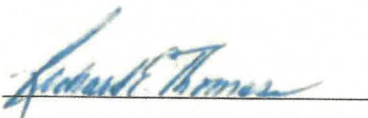
Rex Garniewicz, Ph.D.
President and CEO, Coastal Discovery
Museum



Rufus Pinckney
Chairman, Mather Interpretive Center



Pat Sculley
President, Friends of Fort Fremont



Richard Thomas
Chairman, Beaufort County 250 Committee



SOUTH CAROLINA HISTORICAL SOCIETY

Elizabeth Chew, Ph.D., Chief Executive Officer

April 8, 2026

To whom it may concern:

I am writing on behalf of the South Carolina Historical Society to express my strong support for the History Program at USC-Beaufort.

The History Program at USCB is already of great value to the University as well as to the local community and local employers. In addition, faculty and staff in the Program are currently working to institute changes that will make it even stronger.

The History Program greatly benefits USCB. With the University located in one of the richest areas in the state for the study of South Carolina history, USCB History is a hub for original research into the entire history of the Lowcountry. It would be a mistake to deprive USCB students of the ability to major in history. The History Program offers high-quality general education and elective courses for students in all Majors. History itself is an outstanding major for training students in writing and speaking, research, and, very importantly, critical thinking skills. These are profoundly valuable skills if their ultimate career path takes a student out of the history field.

In addition, in the past few years, USCB History and the closely allied Institute for the Study of the Reconstruction Era (ISRE) have brought to the University roughly \$900,000 in grants from public and private foundations

USCB History is furthermore of tremendous value to the local community. USCB History faculty members work closely with local partners like Reconstruction Era NHP, Parris Island Museum, Beaufort History Museum, Nemours Wildlife Foundation, and others to design programming, curate collections, conduct research, and more — bringing academic historical expertise to the area. USCB History students provide hundreds of hours of internships to local history nonprofits every year. USCB History offers high-quality continuing education opportunities, lifelong learning, and programming for the general public.

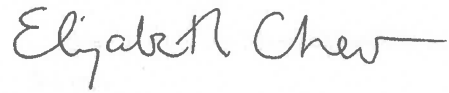
USCB History greatly benefits local employers by training people to fill important jobs that need filling in the community. Our region needs more Social Studies teachers in middle and high schools. Becoming a social studies teacher requires B.A. in History or a closely related field. Reconstruction Era National Historical Park needs more rangers. Working in an interpretive role for the NPS requires a B.A. in History or a closely related field. Heritage tourism, historic preservation, museums, land management, etc., are key to the local economy. All require a steady supply of graduates with advanced History training

USCB History is making changes to attract and retain majors. In recent years, USCB History has increased its outreach to new students and adopted a more hands-on approach to advising. USCB History faculty have developed more experiential, place-based classes (e.g., "History of the Lowcountry") and placed a greater focus on public history training to better prepare students for work in history-related fields

Further changes are planned. USCB is creating a dedicated "Public History" advising track to train the preservationists, NPS staffers, and museum professionals of tomorrow; working to create even more internship opportunities to give students much needed experience; and launching a new Master of Teaching (MAT) in Social Studies in Fall 2026. We expect this program to serve as a major draw to the Program.

In short, the History Program at USCB is one of the jewels in the University's crown. It serves and benefits the University and the surrounding community in many important ways while providing students with the training and skills to understand, analyze, and interpret the fascinating and important stories all around it.

Sincerely,

A handwritten signature in black ink that reads "Elizabeth Chew". The signature is written in a cursive, flowing style with a long horizontal line extending from the end of the name.

Elizabeth Chew, Ph.D.



Walter B. Edgar
Claude H. Neuffer Professor
of Southern Studies Emeritus

Distinguished Professor Emeritus of History

April 8, 2026

To the Commissioners, South Carolina CHE:

Beaufort County has one of the richest histories in the state, and its legacy of higher education goes back the furthest. Beaufort College received a charter from the state legislature in 1795 and was empowered to confer “such degrees in the liberal arts and sciences as usually conferred of the colleges in Europe or America.” The Trustees of Beaufort College and the University of South Carolina Beaufort have continued that tradition, pledging in its mission statement to continue as a “comprehensive baccalaureate degree granting institution in the South Carolina Lowcountry.”

From USCB’s earliest days, the teaching and granting of degrees in History has been a significant part of the institution’s core public mission. Thousands of USCB graduates have taken history classes and not simply studied the past, but learned to read closely, write carefully, analyze evidence, weigh interpretations, think critically, and communicate effectively in civic and professional life. As any History major will tell you, these are skills that serve graduates in a host of fields from law and the ministry to public service and civic leadership. History is the core of the humanities, a significant way we come to understand human behavior, and contains within it lessons for interpreting our present and charting our future.

At USCB, however, the value of History as a discipline is even more important. This institution serves one of the most historically rich regions of not just the South Carolina Lowcountry but the entire United States. History at USCB is thus not just one major among many, but a singular course of study that is able to engage with an unparalleled living archive of Native American history, Atlantic World exchange networks, slavery, emancipation, Civil War, Reconstruction, Gullah culture, military history, tourism and development, historic preservation, and contested memory. Very few American campuses are situated in such a way as USCB to connect rigorous academic study with such incredible place-based, experiential learning. In Beaufort, History is the major best-suited to facilitate those pursuits, perfectly-aligned to interpret the region around it, and contributes as much or more than any other major to the distinctive identity of the university.

In a place where history is literally everywhere and opportunities to engage with it are boundless, USCB should be empowered to strengthen its capacity to lead in its interpretation. To be sure, the state is right to evaluate the efficiency of academic programs at public institutions, but many of the metrics by which productivity is measured do not fully capture the institutional and regional importance of a core discipline like History at USCB. With the approval of the CHE and ongoing efforts by USCB to grow the program, I look forward to working with a new generation of USCB history graduates to interpret the history of our great state.

Sincerely,



Dear Commissioners;

I am reliably informed that the S.C. Commission on Higher Education is considering recommending the discontinuation of the History Major (along with other humanities majors) at the University of South Carolina Beaufort. This seems remarkably short-sighted.

The study of humanities is traditionally what separates an "educated" student from a well-trained student. Study of the humanities should not only be encouraged in South Carolina institutions of higher education, it should be required.

The humanities are not currently popular with students who are seeking pre-professional education as a path toward upward financial mobility. But my long experience as a public purveyor of history is that people who have achieved upward mobility by mid-life, often return to the humanities, particularly history, with an enthusiasm driven by yearning. S.C. institutions of higher education should have an obligation to get them started right. South Carolina has the longest, and perhaps most instructive, history in the nation. All our citizens should know it.

It is arguable (in fact, I've made a career of arguing) that the Sea Islands of Beaufort County are second only to Florida in the antiquity of their recorded history. ("Santa Elena" is the third oldest continuously used place-name in the United States). Beaufort County is the site of the first Protestant colony in the New World (French Charlesfort, 1562) the Spanish City of Santa Elena (1566-1587) the Yemassee War (1715) which determined the future of the Colonial South, the site of the commercial origin of the cotton revolution in American South (Hilton Head Island, 1790), the origin of South Carolina's secession movement and the beginning of the Reconstruction of the southern states (1861-65). USC Beaufort should be the last place in South Carolina where history is not available as a major for students of higher education.

Thank for your service to the state and your reconsideration of this issue.

Sincerely,

Lawrence S. Rowland, PhD
Order of the Palmetto
Distinguished Professor Emeritus, USCB

Dear Members of the South Carolina Commission on Higher Education,

My name is Mary Katherine Schramm, and I am writing as a proud alumna of the University of South Carolina Beaufort History Department (Class of 2016) to urge you to reconsider any action that would eliminate the History major at USCB. This program did not simply grant me a degree; it fundamentally transformed my life, my career, and the educator I have become. Its loss would represent a profound mistake—not only for the university, but for Beaufort County and the Lowcountry as a whole.

As a USCB History major, I had the privilege of studying under Dr. Robert Landrum and Dr. Timothy James, whose mentorship permanently altered my path. They did not merely teach history; they modeled its civic purpose and its responsibility to the public. They encouraged me, as they have encouraged so many others, to pursue History Education and to bring historical thinking into public life. Because of their guidance, I became a social studies educator.

I state this without exaggeration: I would not have been named a 2022 University of Chicago Outstanding Educator, nor selected as a 2024 Fulbright-Hays Scholar, if not directly for the education, mentorship, and intellectual foundation I received through the USCB History program. These honors reflect work that traces straight back to the historical rigor, research training, and ethical grounding fostered by this department.

Over the past ten years, I have carried the skills and values instilled in me at USCB into my classroom, directly impacting hundreds—now thousands—of Beaufort County students. Beyond my own teaching, I have personally mentored dozens of students to pursue History degrees within the University of South Carolina system. Many of them entered higher education because they encountered a teacher who believed in the power of history the same way my professors once believed in me. In this way, the USCB History program's influence has extended far beyond its own enrollment numbers and well beyond a single campus.

The History program at USCB is uniquely embedded in one of the most historically significant regions in the United States. This proximity is not symbolic; it is operational. Students work directly with institutions such as the Reconstruction Era National Historical Park, local museums, and heritage organizations—interning, researching, writing, and producing public-facing history that becomes part of the regional and national record. I experienced this model as a student, and I now see its value daily in my own career and in the opportunities available to my students.

Eliminating the History major would sever a vital educational pipeline at precisely the moment our region needs it most. Beaufort County faces an ongoing shortage of qualified social studies teachers. A bachelor's degree in history is not optional for this work; it is foundational. Without a local History major, students will be forced to leave the region to pursue this path, and many will not return. This would undermine efforts to address teacher shortages, weaken workforce development, and limit educational access for local students.

The value of the USCB History program cannot be measured solely by an annual graduation threshold. Its impact must be understood across teaching, mentorship, cultural stewardship, historical preservation, and long-term community investment. It produces educators, historians, public servants, and engaged citizens who remain in this region and give back to it.

I am one of many. The students mentored by Dr. Landrum and Dr. James did not disappear after graduation. We became educators, public historians, and leaders who shape how history is taught, understood, and valued. We are raising students who understand where they live, why it matters, and how to participate thoughtfully in a democracy shaped by history.

Ending the History major at USCB would not simply reduce a course catalog. It would silence a program that has empowered generations of students and strengthened the civic and educational fabric of the Lowcountry. I respectfully urge the Commission to recognize the full scope of the program's value and allow it to continue its essential work.

Thank you for your consideration and for your service to higher education in South Carolina.

Sincerely,

Mary Katherine Schramm

Mary Katherine Schramm

Social Studies Educator

USCB History, Class of 2016

Scott Marshall
CITY MANAGER
843-525-7070
FAX 843-525-7013



CITY OF BEAUFORT
1911 Boundary Street
BEAUFORT, SOUTH CAROLINA 29902

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April 7, 2026

L. Jeffrey Perez, Ph.D.
President and Executive Director
South Carolina Commission on Higher Education
1122 Lady Street, Suite 400
Columbia, S.C. 29201

RE: History Program at USC Beaufort

Dear Dr. Perez and Members of the Commission,

As Mayor of the City of Beaufort and President of the Beaufort County Historical Society, I write to strongly oppose the proposed termination of the History Program at the University of South Carolina Beaufort (USCB).

For Beaufort, history is not an abstract academic discipline—it is central to our identity, economy, and civic life. Our city is nationally recognized for its significance in the colonial, Revolutionary, Civil War, and Reconstruction eras, including a National Historic Landmark District and the Reconstruction Era National Historic Park. USCB plays a vital role in preserving and interpreting this legacy by educating future teachers, preservationists, and civic leaders. Eliminating the History program would weaken both the university's mission and the region it serves.

The History program is directly aligned with workforce and economic needs. Heritage tourism is a major driver of Beaufort County's economy, generating \$1.6 billion annually and more than \$4.6 million in local hospitality and accommodations tax revenues. USCB's experiential, place-based courses—such as *History of the Lowcountry*—combine classroom learning with on-site engagement at historic locations, connecting students with park rangers, archaeologists, preservationists, and civic leaders. These efforts have helped attract and retain majors. Since 2023, internships in public history have tripled, leading to employment opportunities with local museums, parks, and preservation organizations.

The program also expands regional access and opportunity. USCB serves many first-generation and place-bound students who rely on local academic options. Eliminating

the History major reduces academic choice and limits access to a comprehensive liberal arts education. Moreover, with the launch of USCB's new MAT program, the History major will serve as a primary pathway for preparing middle and high school social studies teachers—addressing a clear and growing workforce need.

Beyond economics, history education is essential to civic understanding and informed discourse. At a time when critical thinking and historical context are increasingly important, reducing investment in history sends the wrong message about the values of public higher education. As a regional public institution, USCB should reflect and serve the character of the Lowcountry, not retreat from it.

Once eliminated, programs like this are difficult to restore. Any short-term savings would be outweighed by long-term cultural, educational, and economic costs.

I respectfully urge the Commission to reconsider this proposal and work with USCB and community stakeholders to strengthen the university's role in preserving and educating our region's historical legacy.

Thank you for your consideration and service to the people of South Carolina.

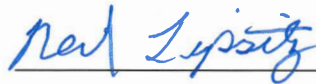
Respectfully,



Philip E. Cromer
Mayor, City of Beaufort



Mayor Pro Tem, Mike McFee



Councilman Neil Lipsitz



Councilman Mitch Mitchell



Councilman Josh Scallate



Museum 713 Craven Street | 843.379.3079 | Mailing address - POB 172, Beaufort, SC 29901
Email - info@BeaufortHistoryMuseum.com | beauforthistorymuseum.wildapricot.org

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Lawrence Rowland

Stephen Wise

April 6, 2026

L. Jeffrey Perez, Ph.D.

President and Executive Director

South Carolina Commission on Higher Education

1122 Lady Street, Suite 400

Columbia, S.C. 29201

RE: History Program at USC Beaufort

Dear Dr. Perez and Members of the Commission,

As president of the Beaufort History Museum, I strongly urge the Commission on Higher Education to reconsider the decision to terminate the history program at USCB, ending their ability to offer a History major. Over the past 3-4 years, the Beaufort History Museum and our community at large, have benefited greatly from the synergism with USCB's students majoring in History. Since the Museum has no paid staff and relies purely on volunteers, USCB's history students have been a gift.

As a former educator of gifted and talented students, the real-world opportunities Beaufort holds for History majors is unique, ranging from the 1500's (Santa Elena) to World War II and beyond with our Marine bases. USCB's students have been able to work with the Beaufort History Museum, The Reconstruction Era State Park, Fort Fremont, and the Parris Island Museum, which all offer diverse histories of our region and our country, as well as working with the School District. With these resources, Dr. Shinn has been able to craft independent studies and internships for a higher-level course work, benefiting the students and the local organizations. A few examples follow:

- Several upper-level students were able to work to design study guides for the Beaufort History Museum for grades 1-12, based on the museum's collection and its applicability to SC Social Studies State Standards.
- Student interns were able to work with our collection to help catalogue artifacts and documents, making them more accessible to researchers.

The Mission of the Beaufort History Museum is to preserve, promote, and interpret the experiences of our past that influence us now and in the future.

- For upper-level history courses, the museum is working with Dr. Shinn's students to develop local history mini-units to be displayed on the museum's kiosks, another real world application of learning.
- In addition, we are starting to engage student interns to become docents in the museum.

The possibilities to engage History majors in authentic projects in Beaufort are endless. Through the leadership of Dr. Shinn and the growing opportunities in Beaufort, it would be a mistake to remove the ability of USCB to offer a History Major. In time, the program will grow with the unique intern opportunities Beaufort can offer and the leadership at USCB.

With the hopes you will encourage the growth of this budding program,

Sincerely,



Amelie Sams Aimar Cromer, President
Beaufort History Museum

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director



UNIVERSITY OF SOUTH CAROLINA COLUMBIA



Office of the Executive Vice President for
Academic Affairs and Provost

April 10, 2026

Commission on Higher Education
1122 Lady St. Suite 400
Columbia, SC 29201

Dear Commissioners:

Attached please find the revisions requested for the 2020–2024 Program Productivity Review. USC takes the program review process seriously; however, we believe student enrollment and completions are not the only measures to consider when evaluating program effectiveness. As leading R1 institution is expected to offer a wide range of programs and we are in a strong financial position and able to sustain select programs with smaller enrollment or completion, particularly when those programs serve essential institutional functions, help us fulfill our mission, or address state workforce needs. Therefore, we request that the recommendation for termination be revised to under review for 18 of the programs listed in the report to provide the opportunity to improve these programs consistent with current policy. The attached document outlines reasons for this request as well as describes concerns with the recent review process.

My colleagues and I plan to attend the CAAL meeting on April 30 to address any questions and we welcome the opportunity to discuss approaches for evaluating program performance and the broader value of academic programs.

Sincerely,

Provost Mary Anne Fitzpatrick, Ph.D.
Executive Vice President for Academic Affairs
USC Educational Foundation Distinguished Professor

Program Productivity Report Revision Requests for USC Columbia

USC takes the program review process seriously and has already terminated 14 of the 44 programs identified in the report with plans to terminate two additional programs listed (36%). For the remaining programs, we are implementing plans to address enrollment and completion. We request that the recommendation for termination be revised to under review for 18 of the programs listed in the report to provide us with the opportunity to improve consistent with current policy because we submitted improvement plans to CHE for each of these 18 programs in January 2026.

The **bachelor's degree in Physics** is compliant according to the most recent data, FY 2021-2025, because of changes made to the program. We have also already made changes to improve enrollment and completion in the **bachelor's degree in African American Studies** and expect to see result in the next few years.

The **master's degrees Physics, History, Philosophy, Sociology, Anthropology, Biostatistics, and Pharmaceutical Sciences** serve as pathways to doctoral degrees and share coursework and resources; termination would not reduce expenses but could limit student pathways and outcomes, particularly the opportunity for students to earn a credential if they decide not to continue the doctoral program. The **master's degree in Art History** is the only advanced degree in the field of Art History in the state and the **master's degree in Media Arts** (Film/Video and Photographic Art) is the only degree program in the state providing training in media production and technologies within an art setting. The **master's degrees in Art Education and Foreign Language**, while enrollment and completion numbers are small, fill a critical workforce need to address teacher shortages. The **master's degrees in International Studies and Retailing** were recently revised to improve both enrollment and completion; international studies was restructured so the program can be completed in one year and updated to expand the program's accessibility for non-traditional and military-affiliated students while retailing was significantly revised into Retail Innovation to provide students with the skills necessary to become impactful and transformative retail business leaders.

The **doctoral degree in Economics** is a vital program that provides economic forecasting for the state, is an important contributor to the top rankings and prestige of the Darla Moore School of Business, and is renowned for its academic rigor, world-class faculty and major research centers. The **doctoral programs in Spanish and Music Education** are the only ones offered in the state and serve a small, but very vital workforce need. Additionally, doctoral students in these three programs are necessary to advance USC's research mission.

We initially requested exemption for four of the programs identified above (bachelor's degree in Physics, master's degree in Art History, and doctoral degrees in Spanish and Music Education), but CHE staff instead recommended termination. Commissioners previously directed CHE staff to collaborate with institutions to identify potential reasons for exemptions. Institutions engaged in these discussions and believed there was shared understanding regarding criteria such as workforce relevance, accelerated pathways, and service functions. However, the limited number of exemptions granted does not appear to reflect those discussions, contributing to growing concerns about transparency and consistency in the process. We share CHE's commitment to accountability and continuous improvement, but that work is most effective when it is grounded in clear policy, mutual respect, trust, and collaboration with institutions. Recent discussions and actions, however, suggest a need to reaffirm those principles. Oversight is most effective when it is consistent with established policy, allows sufficient time for results, and reflects collaboration between the Commission, staff, and the institutions.

All of the programs for which we are requesting a revision (18) were formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025. Under existing policy, programs may remain “under review for a maximum of three biennial program productivity

review cycles (*six years*)," during which institutions are expected to strengthen enrollment and completion outcomes (p.3 of the policy). Note that the program productivity policy does not say *non-compliant* for three biennial program productivity review cycles, but instead says *under review* and programs are not placed under review until the commission approves a report with the recommendation to do so. Given this framework, we are concerned that institutions are being disadvantaged by delays in the review process. As CHE works to address this backlog of review, institutions have not been afforded sufficient time to respond to the findings approved in November 2025 or to implement meaningful improvements detailed in the improvement plans submitted in January 2026 in response to these programs being placed under review. Institutions acted in good faith by developing and submitting these improvement plans; however, the subsequent recommendation for termination within a few months does not align with the established improvement timelines nor prior assurances that institutions would have an opportunity to demonstrate progress.

The program productivity policy's six-year improvement window reflects the reality that academic changes require time to design, approve, implement, and yield measurable improvements. For example, curriculum revisions are often constrained by bulletin/catalog cycles and may take a year to implement, with additional years required before impacts on completion rates are realized, particularly for undergraduate programs. Similarly, changes to recruitment and admissions strategies require multiple cycles (years) to produce results. The 2016-2020, 2018-2022, and 2020-2024 reviews were all completed within about a year, providing no time for programs to implement improvement plans and demonstrate results. Requesting improvement plans and then recommending termination shortly thereafter not only undermines the purpose of requiring improvement plans, but also raises concerns about institutional partnership and respect for institutions. We respectfully request that CHE adhere to its established policies and timelines, allowing sufficient time for implementation and assessment of improvement plans.

In addition, CHE's *Policies and Procedures for Academic Degree Program Productivity* also states that "the Commission reserves the right to consider unprecedented or extenuating circumstances when granting an exemption (p. 3). The review cycles in this report include the COVID-19 pandemic, a time of unprecedented circumstances for institutions that significantly impacted students' educational experiences and institution's ability to implement changes to programs. Given the scale of the pandemic, it is disadvantageous to recommend termination of programs using data during these years instead of giving institutions an opportunity to make and demonstrate improvements.

Furthermore, we request a revision to programs identified as non-compliant for the 2014-2018 and 2012-2016 reviews. The program productivity criteria and standards were revised in 2017, however, it appears as though this report may be applying the revised standards retroactively as the programs listed as non-compliant for those review periods do not match those listed in the reports presented to the Commission on December 3, 2020 and June 7, 2018 respectively. We request that this report be updated to match the list of non-compliant programs identified in those previous reports. Note that the 2012-2016 report does not identify non-compliant programs granted exemption; we suggest the programs granted exemption in the 2014-2018 and 2012-2016 reviews be identified in this report. Furthermore, programs granted exemption during the 2012-2016 review should have been exempt for three program productivity review cycles (FY 2012-2016, FY 2014-2018 and FY 2016-2020) according to the policy and not identified as non-compliant during those periods.

We also want to point out that overall, the 18 programs we would like to be placed under review instead of terminated generated a **net total profit of \$5,189,994.75** during the FY 2020-2024 review period when considering program revenue minus instructional costs. This figure does not include funds generated by research, grants, or center and contract activities so the true value of these programs is higher. It is also important to clarify that program termination does not necessarily result in cost savings as associated costs will remain even if the credential is eliminated. Many programs fulfill essential service roles within the

curriculum. For example, disciplines such as physics support general education and high-demand STEM programs and faculty. Similarly, as noted above, the master's programs recommended for termination serve as pathways to doctoral degrees and share coursework and resources; their elimination would not reduce expenses as courses would need to continue to be offered for the corresponding doctoral program. Instead, their termination could harm students by limiting pathways and outcomes, particularly the opportunity for students to earn a credential if they decide not to continue completing the doctoral program.

Academic programs are not evaluated in isolation but as part of integrated academic units. Academic units strategically align programs to share faculty, coursework, and infrastructure, ensuring both efficiency and academic quality. Some programs with smaller enrollments remain critical because they support broader curricular needs, institutional priorities, or workforce needs. USC remains proactive in monitoring program performance, and we have already taken steps to address non-compliant programs, including program modifications and, where appropriate, termination. Programs that remain are those deemed essential to institutional mission or to the broader higher education system in South Carolina.

Enrollment and completions are not the only measures to consider when evaluating program effectiveness. In today's competitive higher education environment, institutions like USC are expected to maintain a diverse portfolio of programs. Continuing to offer select programs with lower enrollment may be appropriate when they serve essential functions, address critical workforce needs, or are grouped with other programs that make them sustainable. Eliminating programs would not only reduce the academic breadth expected of institutions, but could also reduce institutional revenue, limit student access, weaken workforce pipelines, and increase the likelihood that students pursue educational opportunities out of state. As a leading R1 institution, USC is expected to offer a wide range of programs. USC is in a strong financial position and is able to sustain select programs with smaller enrollment or completion figures.

Additionally, USC's Board of Trustees requires careful analysis of all new academic programs. Proposals are assessed based on demonstrated need, student demand, alignment with institutional priorities, resource requirements, and return on investment. Following implementation, new programs undergo annual review for a minimum of three years, and up to five years if projections are not met by the third year. Programs that fail to meet enrollment or financial expectations are terminated. For example, the M.S. in Information Security program, launched in Fall 2016, was terminated following this review process. Over the past five academic years (AY 2020–2021 through AY 2024–2025), the Board has approved 33 new programs while also approving the termination or consolidation of 41 programs at USC Columbia, **resulting in a net reduction of 8 programs across the University**. USC, like CHE, is committed to regularly reviewing the academic program portfolio.

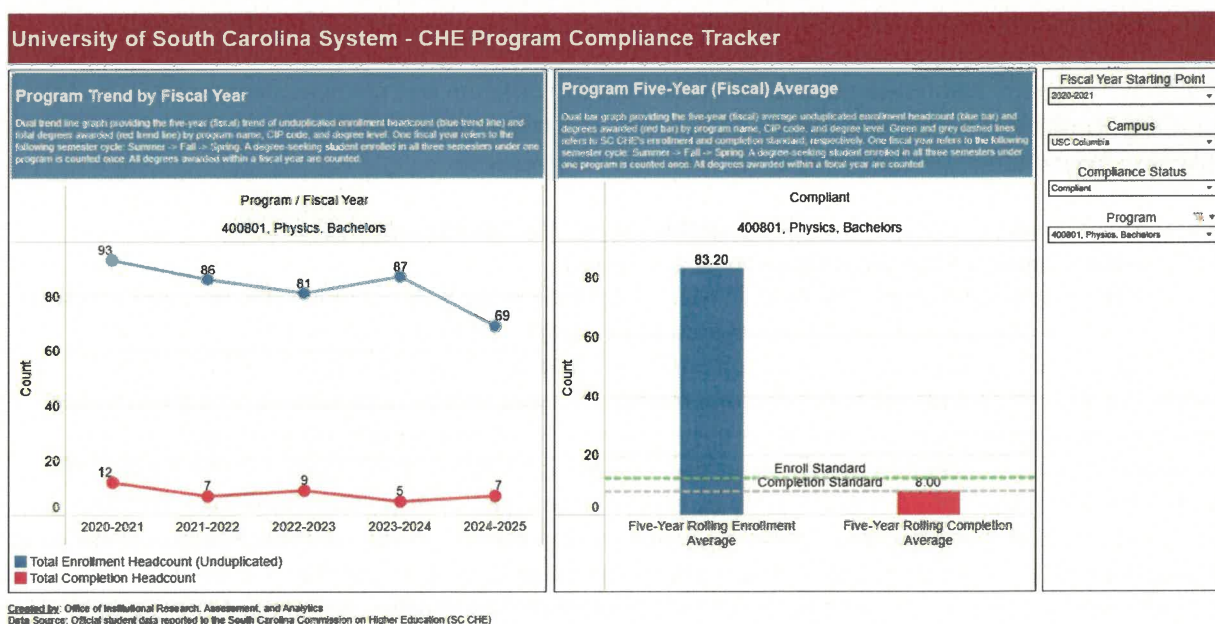
Revision Requests by Program

Name of the program: Bachelors, Physics, General (400801)

Specific revision request: From Termination to Under Review

Reason for the requested change: Program is now compliant with the program productivity standards using the most recent data, FY 2021-2025. The program has made efforts to improve retention and now has an average enrollment of 83.2 and completion of 8. The program has made efforts to decrease attrition and increase graduation rates and also made curriculum changes to improve recruitment and retention. CHE approved a program modification in October 2025, effective Fall 2026 so we expect to see continued improvement once these changes are fully implemented. These changes included adding two new concentrations: Astronomy and Astrophysics and Biomedical Physics, which go beyond the traditional physics degree by allowing students to align their studies with applied, research-driven, and industry-relevant pathways. Advanced laboratory courses, computational physics training, and research-focused electives further strengthen this distinction. These concentrations were introduced to address the rapidly growing

global interest in Astronomy and Space Sciences (Astronomy and Astrophysics) and to offer new pathways for students preparing for Medical School (Biomedical Physics). The program now serves students interested in both traditional physics careers and interdisciplinary applications, including pre-medical students, engineers, and computational scientists—groups often underserved by narrowly focused physics programs. To reduce student attrition, the department also introduced the Dearden Fellows program, which will feature senior students serving as peer advisors for freshmen and sophomores (Spring 2026 is the first cohort). In 2025, the new US National Science Foundation-funded Research Experience for Undergraduates (REU) program welcomed its first cohort of students. This program, the only one currently available at the McCausland College of Arts and Sciences at USC, increases the visibility of the physics program and should help attract better-prepared students and increase the graduation rates. Additionally, this program also provides a service function because physics courses are included in the Caroline Core (general education) requirements and are required for several STEM programs. This program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025, and we submitted an improvement plan as requested in January 2026, so we request that we be given adequate time to continue to improve the program. Furthermore, this program generates revenue and **generated approximately \$3.8M dollars** (\$3,800,908.60) during the 2020-2024 review period.



Name of the program: Doctors-Research/Scholarship, Spanish Language and Literature (160905)

Specific revision request: From Termination to Under Review

Reason for the requested change: The Ph.D. in Spanish is the only one offered in the state. This program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025. As stated earlier in this response, we submitted an improvement plan as requested in January 2026 and request that we be given adequate time to implement this plan to improve the program. The program's numbers were negatively impacted by COVID, and the department has begun recruitment strategies to increase enrollment and completion, including hiring additional faculty and strengthening recruitment and marketing strategies. The program has an excellent placement rate in reputable, well-regarded academic institutions and it is also worth noting that Ph.D. in Spanish programs across the nation report low completion numbers. Looking at institutions in the southeast, the institution with the highest completion for 2024 was the University of Kentucky with 4. This program is also a revenue-generating program; the **program generated \$2,685.90** during the 2020-2024 review period. Additionally, this program was not listed in the FY 2014-18 report so it should not be marked as non-compliant during that review.

Name of the program: Masters, Art History, Criticism and Conservation (500703)

Specific revision request: From Termination to Under Review

Reason for the requested change: This program is the only advanced degree in the field of Art History in the state. This program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025, and we submitted an improvement plan as requested in January 2026, so we request that we be given adequate time to implement this plan to improve the program. We have already implemented program changes that should support future student enrollment and completion, such as permitting the inclusion of courses from the professional certificate in Museum Management, providing internship placements that support student job preparedness for arts industry careers, waiving the foreign language proficiency requirement, eliminating the GRE requirement, and establishing an earlier application deadline. As a result, we have begun to see improvement in enrollment (6 enrolled in FY 2025). This program is also a revenue-generating program; the **program generated \$112,410.00** during the 2020-2024 review period. The program generates additional revenue because the coursework in art history not only serves those pursuing the program, but also graduate students pursuing the M.F.A. in Studio Art, M.A. in Media Arts (recently renamed to Film and Media), M.A.T. and M.A. in Art Education, and the Graduate Certificate in Museum Management, as well as numerous other graduate students across the college. Because many of these graduate courses are offered as mixed level with advanced undergraduate courses, the program generates more income for the university in the form of credit hour production than it is spending as a program. Additionally, the report notes that this program was not compliant for FY 2012-2016, but it is not identified as such in that report. If this program was granted exemption during that review, then it should have been exempt for three program productivity review cycles.

Name of the program: Doctors-Research/Scholarship, Music Teacher Education (131312)

Specific revision request: From Termination to Under Review

Reason for the requested change: The Ph.D. in Music Education is the only one offered in the state and serves a small, but very vital workforce need. The program has a particularly distinctive curriculum and after foundational courses, students are given opportunities to tailor coursework to their individual needs and interests. We also offer a wide variety of doctoral minors, including minors in community engagement and sacred music performance not found at other universities. These minors provide students with a unique advantage to develop a secondary area of expertise. Faculty also collaborate in research partnerships with other faculty from around the country. Faculty research partnerships produce interdisciplinary work that is relevant to both music education and cognitive science and represents a unique approach to music education. This program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025 and we submitted an improvement plan as requested in January 2026, so we request that we be given adequate time to implement this plan to improve the program. Current levels of enrollment outpace those for the most recent review period. For FY 2021 to 2025, the average enrollment is 3.8 and there are currently five students in the program. This program is also a revenue-generating program; the **program generated \$135,201.45** during the 2020-2024 review period. Additionally, the report notes that this program was not compliant for FY 2012-2016, but it is not identified as such in that report. If this program was granted exemption during that review, then it should have been exempt for three program productivity review cycles.

Name of the program: Bachelors, African-American/Black Studies (50201)

Specific revision request: From Termination to Under Review

Reason for the requested change: This program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025 and we submitted an improvement plan as requested in January 2026, so we request that we be given adequate time to implement this plan to improve the program. In the Fall 2025, the USC Department of African American Studies adopted a comprehensive plan designed to strengthen enrollment, enhance student outcomes, and clearly articulate the distinctive value of the B.A. degree in African American Studies. This plan emerged from multiple sources

of reflection and assessment, including the findings of an external program review, sustained faculty discussions, and an analysis of enrollment trends and student pathways. Together, these conversations highlighted both the department's considerable strengths and the need for more intentional, coordinated recruitment and retention strategies. In response, the department has committed to a series of initiatives aimed at clarifying the degree's identity, expanding student access and engagement, and ensuring long-term program vitality. The program has also expanded experiential learning and undergraduate research opportunities, recognizing that high-impact practices are essential for recruitment, retention, and student success. This program is also a revenue-generating program; the **program generated \$426,489.65** during the 2020-2024 review period. Additionally, the report notes that this program was not compliant for FY 2012-2016, but it is not identified as such in that report. If this program was granted exemption during that review, then it should have been exempt for three program productivity review cycles.

Name of the program: Doctors-Research/Scholarship, Economics, General (450601)

Specific revision request: From Termination to Under Review

Reason for the requested change: This program has distinguished faculty with research interests covering a wide range of topics in the field and prepares students for careers as research economists in academic, government and private settings. The department reaches beyond the academic environment into the public and private sectors of the state of South Carolina. By conducting applied practical research on timely business and economic topics, the faculty in Economics are recognized for their expertise on issues associated with the state's economy, particularly with economic impact analyses and economic trend analyses. The department also recently created the South Carolina Economic Policy Center that is primarily interested in maintaining economic development through increased workforce productivity, adaptability, flexibility, and sustainable and efficient production practices and investments. Students in this doctoral program provide research assistance as the department conducts research and completes center activities. Furthermore, the program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025 and we submitted an improvement plan as requested in January 2026, so we request that we be given adequate time to implement this plan to improve the program. We are in the process of revising this program to change the CIP Code to match that of the recently approved M.S. in Quantitative Economics so the program will be considered a STEM program, which should help increase enrollment, retention, and completion in the program. It is also worth noting that the COVID pandemic impacted both enrollment and completions in the program. Among the five students in the “COVID cohort”, one has graduated and accepted a position as a data scientist at Yale University and the other four students are all on the market this year. As such, the program should have several students graduating this year. Enrollment declined in FY 2021-22 and completions declined in FY 2021-22 through FY 2023-24, however, both enrollment and completions are trending up (enrollment of 18 and completions of 2 in FY 2024-2025). Within the last two years, the program introduced a Graduate Student Symposium to help students progress in their research. Not only does this push students to complete their projects in a timely manner, but it is also intended to improve the quality of their work, with should aid in the students' job placements. Even though the program is small, resources devoted to this program have been efficiently and effectively used. This program is a revenue-generating program; the **program generated \$219,881.38** during the 2020-2024 review period. Additionally, the report notes that this program was not compliant for FY 2012-2016, but it is not identified as such in that report. If this program was granted exemption during that review, then it should have been exempt for three program productivity review cycles.

Name of the program: Masters, Physics, General (400801)

Specific revision request: From Termination to Under Review

Reason for the requested change: This program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025 and we submitted an improvement plan as requested in January 2026, so we request that we be given adequate time to implement this plan to improve the program. This program is also a revenue-generating program; the **program generated \$21,069.50** during the 2020-2024 review period. Furthermore, terminating this master's program would

result in no cost savings for the institution as the coursework offered is also necessary for the corresponding Ph.D. program and must continue to be offered. Instead, terminating this program would deny students the opportunity to earn a credential if they do not complete the Ph.D. program. We updated the Ph.D. program so students will earn the master's enroute to the Ph.D. (so it will be earned along the way and not just used as a stop-out). The Ph.D. program had 45 students enrolled in FY 2025, so making this change should make the master's program compliant with CHE's program productivity standards in the next few years. Additionally, the report notes that this program was not compliant for FY 2012-2016, but it is not identified as such in that report. If this program was granted exemption during that review, then it should have been exempt for three program productivity review cycles.

Name of the program: Masters, Art Teacher Education (131302)

Specific revision request: From Termination to Under Review

Reason for the requested change: While enrollment and completions rates have been low, this program serves a vital workforce need. This program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025 and we submitted an improvement plan as requested in January 2026, so we request that we be given adequate time to implement this plan to improve the program. The M.A. in Art Education primarily serves full-time, certified K–12 art teachers in South Carolina. Most working teachers prefer to pursue an online master's degree; in response to this need, the program developed a fully online option beginning in Fall 2025. Currently, the program has 10 students, including 2 traditional and 8 new online students. The online version is expected to continue to improve both the enrollment and completion numbers. This program is not a revenue-generating program, but it effectively leverages coursework from both Art and Education and its home department has the resources to offset the cost of the program. Additionally, this program was not listed in the FY 2012-2016 or FY 2014-18 reports so it should not be marked as non-compliant during those reviews. If this program was granted exemption during the review, then it should have been exempt for three program productivity review cycles.

Name of the program: Masters, History, General (540101)

Specific revision request: From Termination to Under Review

Reason for the requested change: This program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025 and we submitted an improvement plan as requested in January 2026, so we request that we be given adequate time to implement this plan to improve the program. In 2025, we modified the M.A. program to modernize the program aligned with changes in scholarly fields and in December we submitted a notification to remove the concentrations and instead allow students the flexibility to explore disciplinary pathways of the field. The changes made better align our program with similar programs at peer and peer aspirant institutions, which should help with recruitment. We are updated the corresponding Ph.D. program so students will earn the master's enroute to the Ph.D. (so the M.A. will be earned along the way and not just used as a stop-out for the Ph.D.). The Ph.D. program had 31 students enrolled in FY 2025 so making this change should make the master's program compliant with CHE's program productivity standards in the next few years. Completions are trending up and we expect three graduates for Spring 2026. This program is also a revenue-generating program; the program generated \$41,733.83 during the 2020-2024 review period. Furthermore, terminating this master's program would result in no cost savings for the institution as the coursework offered is also necessary for the corresponding Ph.D. program and must continue to be offered. Instead, terminating this program would deny students the opportunity to earn a credential if they do not complete the Ph.D. program. Additionally, the report notes that this program was not compliant for FY 2012-2016, but it is not identified as such in that report. If this program was granted exemption during that review, then it should have been exempt for three program productivity review cycles.

Name of the program: Masters, Philosophy (380101)

Specific revision request: From Termination to Under Review

Reason for the requested change: This program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025 and we submitted an improvement plan as requested in January 2026, so we request that we be given adequate time to implement this plan to improve the program. We updated the corresponding Ph.D. program so students will earn the master's enroute to the Ph.D. (so it will be earned along the way and not just used as a stop-out). The Ph.D. program had 19 students enrolled in FY 2025, so making this change should make the master's program compliant with CHE's program productivity standards in the next few years. We also adopted recruitment strategies to better attract students with interests in interdisciplinary scholarship. This program is a revenue-generating program; the program generated \$6,652.98 during the 2020-2024 review period. Furthermore, terminating this master's program would result in no cost savings for the institution as the coursework offered is also necessary for the corresponding Ph.D. program and must continue to be offered. Instead, terminating this program would deny students the opportunity to earn a credential if they do not complete the Ph.D. program.

Name of the program: Masters, Sociology, General (451101)

Specific revision request: From Termination to Under Review (or Special Program)

Reason for the requested change: Special Program – CHE approved a program modification in March 2026 aligned with changes to the Ph.D. and made explicit that the program is a stop-out only program and enrollment is restricted to students enrolled in the Ph.D. program. The [bulletin](#) has already been updated to reflect this change:

Sociology, M.A. (Restricted to students in the Ph.D. program)

OVERVIEW

REQUIREMENTS

Degree Requirements (30 Post-baccalaureate hours)

The M.A. requires a minimum of 30 credit hours beyond the B.A. or B.S. This includes 6 hours of thesis preparation (i.e., post-baccalaureate). Consult the Sociology Graduate Student Handbook for further information (<http://www.cas.sc.edu/socy/GradHandbook.pdf>). *The MA comprehensive assessment, as required by the Department and the Graduate School, is fulfilled by the successful completion and oral defense of an MA thesis.*

Under Review – This program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025 and we submitted an improvement plan as requested in January 2026, so we request that we be given adequate time to implement this plan to improve the program. In December 2025, we submitted a program modification proposal to better align the master's program in Sociology with the Ph.D. program. The proposal revised core course requirements and clarified additional program requirements. Collectively, these efforts are designed to support students in making steady progress toward timely degree completion, with the goal of completing the M.A. within two years and the Ph.D. within an additional three years. These expectations are clearly communicated to students upon enrollment and are accompanied by enhanced practices and support mechanisms to assist students who may need additional guidance in meeting program milestones. In addition to these changes, the program added a structured requirement for students to strategically enroll in additional credit hours at designated points in their program of study to ensure students make consistent and timely progress toward completing key program milestones, including required coursework, examinations, and degree completion requirements. The program also revised the examination structure by reducing the number of required exams from two to one and clearly redefining the timing, format, and purpose of the examination. This revision is intended to streamline assessment of student readiness, reduce redundancy, and provide a clearer and more

coherent evaluative milestone within the program. The Ph.D. in Sociology program typically admits students without an M.A. degree (post-baccalaureate) so that program was also updated so students will earn the master's enroute to the Ph.D. (so it will be earned along the way and not just used as a stop-out). In FY 2025, enrollment in the Ph.D. was 10 and the effective change of the M.A. program modification is Fall 2026, so we should see improvement in the master's program enrollment and completion in the next few years. This program is not a revenue-generating program, but its home department has the resources to offset the cost of the program. Furthermore, terminating this master's program would result in no cost savings for the institution as the coursework offered is also necessary for the corresponding Ph.D. program and must continue to be offered. Instead, terminating this program would deny students the opportunity to earn a credential if they do not complete the Ph.D. program. Additionally, the report notes that this program was not compliant for FY 2012-2016, but it is not identified as such in that report. If this program was granted exemption during that review, then it should have been exempt for three program productivity review cycles.

Name of the program: Masters, Film/Video and Photographic Arts, Other (500699)

Specific revision request: From Termination to Under Review

Reason for the requested change: This program is the only degree program in South Carolina providing training in media production and technologies within an art setting. Moreover, the degree is designed for smaller, studio-oriented enrollment, which is a model consistent across peer and peer aspirant institutions to foster one-on-one relational feedback, an intense attention and investment of faculty in students, and the deep artistic and professional mentoring that such things foster so enrollment and completion rates are expected to be small. This program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025 and we submitted an improvement plan as requested in January 2026, so we request that we be given adequate time to implement this plan to improve the program. The M.A. in Media Arts has been restructured so that it can be completed in three semesters (1.5 years). The thesis/project, rather than being a stand-alone work completed outside of classroom time, will now be a dossier of completed class projects/films/papers/scripts and other work, edited and revised into a professional portfolio. Not only will time to degree improve, providing students with some considerable savings (financial and time), but students will graduate with a useful product showcasing the variety of their learned skills and interests that can be taken into the job market. The shorter degree timeline puts the program on par with other graduate programs in film and media nationwide, which should make the program more competitive. This program is also a revenue-generating program; the **program generated \$265,756.54** during the 2020-2024 review period.

Name of the program: Masters, Foreign Languages and Literatures, General (160101)

Specific revision request: From Termination to Under Review

Reason for the requested change: While small, this program meets a critical state workforce need for foreign language teachers in K-12. The program is also comprised of coursework shared with other programs, including upper-level foreign language courses offered through the M.A. in Languages, Literatures, and Cultures and professional licensure courses shared with other educator preparation programs. These courses would continue to be offered as part of existing degree pathways so there would be no cost savings if this program were to be terminated. This program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025 and we submitted an improvement plan as requested in January 2026, so we request that we be given adequate time to implement this plan to improve the program. To better support candidates during their last semester, the M.A.T. seminar has been incorporated into the full-time student teaching internship to allow faculty to focus more directly on candidates' specific needs as they complete their full-time student teaching. The methods course has also been updated to strengthen candidates' preparation for effective world language instruction. This program is also a revenue-generating program; the **program generated \$9,541.01** during the 2020-2024 review period.

Name of the program: Masters, Anthropology, General (450201)

Specific revision request: From Termination to Under Review

Reason for the requested change: This program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025 and we submitted an improvement plan as requested in January 2026, so we request that we be given adequate time to implement this plan to improve the program. The completion average of the program is trending up (5 year average is 2.6 for FY 2020-2025) and we are making changes to the program to improve the completion rate. In December 2025, we submitted a program modification proposal to elevate the Professional Archaeology track to a formal concentration and revise the curriculum. Additionally, the program added a non-thesis option in which students will be required to take additional methods coursework in place of the thesis coursework. These changes better align the program with the Ph.D. program which has also been updated to allow the master's degree to be earned enroute (FY 2025 enrollment in the Ph.D. is 12). The modifications to both the M.A. and Ph.D. programs are effective for Fall 2026 so we expect to be compliant with the program productivity standards in the next few years. This program is also a revenue-generating program; the **program generated \$198,087.74** during the 2020-2024 review period. Furthermore, terminating this master's program would result in no cost savings for the institution as the coursework offered is also necessary for the corresponding Ph.D. program and must continue to be offered. Instead, terminating this program would deny students the opportunity to earn a credential if they do not complete the Ph.D. program.

Name of the program: Masters, Biostatistics (261102)

Specific revision request: From Termination to Under Review

Reason for the requested change: This program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025 and we submitted an improvement plan as requested in January 2026, so we request that we be given adequate time to implement this plan to improve the program. The program is reviewing and refining course sequencing to ensure a logical progression of quantitative material and computational skills desired by industry. The program is also taking steps to improve student recruitment by increasing marketing efforts and to increase the number of program completions by adding flexible delivery models and reducing barriers for students balancing professional commitments. Faculty are also considering whether the thesis requirement should be removed. This program is also a revenue-generating program; the **program generated \$35,881.78** during the 2020-2024 review period. Furthermore, terminating this master's program would result in no cost savings for the institution as the coursework offered is also necessary for the corresponding Ph.D. program and must continue to be offered. Instead, terminating this program would deny students the opportunity to earn a credential if they do not complete the Ph.D. program.

Name of the program: Masters, International Relations and Affairs (450901)

Specific revision request: From Termination to Under Review

Reason for the requested change: This program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025 and we submitted an improvement plan as requested in January 2026, so we request that we be given adequate time to implement this plan to improve the program. We recently submitted a notification of change to add online delivery to the program and structure the program so that it can be completed in one year to expand the program's accessibility, particularly for non-traditional and military-affiliated students. In addition, the program is expanding its network of instructors and elective course offerings to bring greater professional benefit to students, particularly those with a military affiliation. Practitioner-professors will provide students with two tangible benefits: 1) they will be able to offer courses of practical interest to students such as: Counter-Narcotics Policy & Operations, Military Analysis for Policy Decisions, Politics of Weapons of Mass Destruction, and Technology Policy as National Security; and 2) they will offer students concrete career and professionalization mentorship and support, structuring assignments to build skills for the workforce, providing their own perspectives from their time working in agencies such as the State Department, and offering students the kind of inside knowledge that academic programming often misses. The program also added an internship course to elective offerings to provide an opportunity for students to gain relevant professional experience or incorporate an academic component into the professional work they are already

doing. As a result, we request that we be given adequate time to implement this plan to improve the program. This program is also a revenue-generating program; the **program generated \$118,323.15** during the 2020-2024 review period.

Name of the program: Masters, Pharmaceuticals and Drug Design (512003)

Specific revision request: From Termination to Under Review

Reason for the requested change: This program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025 and we submitted an improvement plan as requested in January 2026, so we request that we be given adequate time to implement this plan to improve the program. The program recently added a non-thesis option and the Ph.D. in Pharmaceutical Sciences program was updated so students will now be required to concurrently enroll in the M.S. in Pharmaceutical Sciences degree program and earn that degree enroute to completing the Ph.D., unless they have previously earned a master's degree in a related area. The Ph.D. in Pharmaceutical Sciences program currently has 20 students enrolled; thus, this change should ensure the M.S. in Pharmaceutical Sciences program becomes compliant with CHE's program productivity standards in the near future. While the master's program is not a revenue-generating program, the doctoral program is and the department has the resources to offset the cost of the master's program. Furthermore, terminating this master's program would result in no cost savings for the institution as the coursework offered is also necessary for the corresponding Ph.D. program and must continue to be offered. Instead, terminating this program would deny students the opportunity to earn a credential if they do not complete the Ph.D. program.

Name of the program: Masters, Retailing (521803)

Specific revision request: From Termination to Under Review

Reason for the requested change: We paused the program from 2021 to Fall 2024 to review and revise the program. In April 2024, CHE approved a significant program modification that transformed the program from a Master's in Retailing to a Master's of Retail Innovation that will provide students with the skills necessary to become impactful and transformative retail business leaders through dynamic innovation, data-based decision-making, and effectively using technologies to enhance the consumer experience. This newly re-envisioned degree allows USC to remain competitive among peer institutions. We request that we be given adequate time to see the results of this significant program modification that was implemented in Fall 2024. There are currently 12 students enrolled in the program and the college has added additional recruitment personnel, so we expect the program to meet the productivity standards in the near future. This program was formally placed under review when the Commission approved the FY 2016–2020 Academic Program Productivity Report in November 2025 and we submitted an improvement plan as requested in January 2026, so we request that we be given adequate time to implement this plan to improve the program. This program is also a revenue-generating program; the **program generated \$2,899.70** during the 2020-2024 review period, but we expect a greater net profit for the revised program in the next few years given the recent modification that redesigned the program.

Summary of Request

DEGREE	CIP_CODE	PROGRAM_DESCRIPTION	Initial Institutional Request	CHE Recommendations	Revision Request	Action Plan Submitted?
Bachelors	400801	Physics, General	Exemption	Termination	Under Review	Yes
Doctors-Research/Scholarship	160905	Spanish Language and Literature	Exemption	Termination	Under Review	Yes
Masters	500703	Art History, Criticism and Conservation	Exemption	Termination	Under Review	Yes
Doctors-Research/Scholarship	131312	Music Teacher Education	Exemption	Termination	Under Review	Yes
Bachelors	50201	African-American/Black Studies	Under Review	Termination	Under Review	Yes
Doctors-Research/Scholarship	450601	Economics, General	Under Review	Termination	Under Review	Yes
Masters	400801	Physics, General	Under Review	Termination	Under Review	Yes
Masters	131302	Art Teacher Education	Under Review	Termination	Under Review	Yes
Masters	540101	History, General	Under Review	Termination	Under Review	Yes
Masters	380101	Philosophy	Under Review	Termination	Under Review	Yes
Masters	451101	Sociology, General	Under Review	Termination	Under Review	Yes
Masters	500699	Film/Video and Photographic Arts, Other	Under Review	Termination	Under Review	Yes
Masters	160101	Foreign Languages and Literatures, General	Under Review	Termination	Under Review	Yes
Masters	450201	Anthropology, General	Under Review	Termination	Under Review	Yes
Masters	261102	Biostatistics	Under Review	Termination	Under Review	Yes
Masters	450901	International Relations and Affairs	Under Review	Termination	Under Review	Yes
Masters	512003	Pharmaceutics and Drug Design	Under Review	Termination	Under Review	Yes
Masters	521803	Retailing	Under Review	Termination	Under Review	Yes

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director

COHE Meeting
April 30, 2026
Agenda Item 02.A.



UNIVERSITY OF SOUTH CAROLINA UPSTATE

Updates and Justifications for Institution Requests: USC Upstate

MSN Clinical Nurse Leader:

Change Institutional Request from Under Review to **Termination**.

BA Music:

Change Institutional Request from Under Review to **Termination**.

BA/BS Chemistry:

Change Institutional Request from Exemption to **Under Review** based on the following justification:

Executive Summary: Chemistry Program

The Chemistry program at USC Upstate is an ACS-certified, high-impact program that produces workforce-ready graduates and directly supports South Carolina's economy. While completion rates are still progressing toward CHE thresholds, the program shows strong outcomes, clear improvement trends, and a focused, evidence-based plan to meet standards.

Workforce Impact

- **93% positive outcomes (2019–2024):** employment, graduate/professional school, or service.
- **94% of industry-employed graduates remain in South Carolina**, supporting the state workforce.
- Graduates enter **high-need sectors** including healthcare, manufacturing, and STEM education.

Quality & Outcomes

- **ACS-certified**, ensuring national standards and rigor.
- Strong placement into **graduate and professional programs (M.S., Ph.D., medical, pharmacy)**.
- Supports other STEM offerings (e.g., **Engineering, Biology, Secondary Science Education**)

Improving Completion Rates

- Completions increased from **3.4 → 4.4 → 6.4**, an **88% gain since 2012–2016**.
- Growth occurred despite **institutional enrollment decline**, demonstrating program resilience.
- Trend indicates continued progress toward CHE benchmarks.

Targeted Plan to Increase Graduation

- **Strengthening gateway courses:** embedded math support and improved sequencing.
- **High-impact engagement:**
 - 28% of majors in undergraduate research (well above peers)
 - Active learning in 34% of courses (vs. 9% university-wide)
- **Financial support:** NSF S-STEM (\$750K) and Noyce (\$1.2M) reduce attrition.
- **Industry partnerships** (e.g., BASF) connect degrees to careers, increasing persistence.
- **Proactive advising** and targeted support for known exit points (e.g., pre-pharmacy transfers).

Conclusion

The program is **high-quality, workforce-aligned, and improving in completion outcomes**. With clear, data-driven strategies already in place, USC Upstate Chemistry is positioned to meet CHE standards. Termination would disrupt a **critical STEM pipeline and a program demonstrating measurable progress and strong state impact**.

BA/BS Mathematics:

Change Institutional Request from Exemption to **Under Review** based on the following justification:

Executive Summary: Mathematics Programs

The Mathematics program at USC Upstate is a mission-critical, regionally essential program that serves a distinct student population and supports South Carolina's growing demand for quantitative skills. While current completions (7 graduates/year) are just below CHE thresholds, the program is near compliance and has implemented a clear, data-informed plan to increase productivity.

Regional Need & Workforce Alignment

- **Only public mathematics degree program in the Spartanburg Economic Region**, serving a rapidly growing and industrially significant area.
- Supports **place-bound students** with limited access to alternative programs.
- Strong workforce demand: **computer and mathematical occupations projected to grow ~24% (2022–2032)**.
- Prepares graduates for **high-need fields** including data science, technology, industry, and education.

Strategic Growth & Recruitment

- **New Mathematics B.A. (2025–2026)** provides a flexible pathway to attract students in related fields (engineering, computer science, education).
- Targeted recruitment of **second majors/second degrees** to efficiently grow completions.
- Request for continuation reflects **expected lag time** for new program impact.

Improving Completion & Reducing Barriers

- Proposed policy changes to **streamline second-degree requirements**, improving access and time to degree.
- **Acadeum course-sharing** ensures access to required courses and prevents graduation delays.
- Enhanced advising, early career pathway identification, and **student engagement (Math Club)** support retention and persistence.

Quality & Continuous Improvement

- Completed **internal and external program reviews** with positive evaluations of faculty and program direction.
- Key recommendations (B.A. degree, student engagement initiatives) have been **implemented**.
- Ongoing **assessment and current 2026 review** ensure accountability and continued progress.

Conclusion

The Mathematics program is **regionally necessary, workforce-aligned, and near CHE productivity thresholds**. With targeted strategies already in place and early signs of structural improvement, USC Upstate is well-positioned to meet CHE standards. Termination would reduce access for **place-bound students** and weaken the regional STEM pipeline. Continued operation will allow the program to **translate current momentum into full compliance in the next review cycle**.

BA Art Education:

Change Institutional Request from Exemption to **Under Review** based on the following justification:

Executive Summary: Art Education Program

The Art Education program at USC Upstate is a viable, accredited program that meets enrollment expectations, addresses a documented statewide workforce need, and has a targeted plan to improve completion rates in alignment with CHE standards.

Program Viability & Workforce Need

- **Enrollment exceeds CHE threshold:** Average of 28 students (FY2020–2024), more than double the required 12.5.
- **State-designated critical need area:** Art Education is identified by the South Carolina Department of Education as a shortage field.
- **Essential regional pipeline:** Supplies qualified art teachers to Upstate school districts, directly supporting state workforce priorities.

Student Outcomes & Improvement Plan

- **100% job placement** demonstrates strong workforce alignment and program effectiveness.
- **Focused plan to increase completions** addresses key barriers (course sequencing, Praxis readiness, progression bottlenecks).
- Emphasis on **retention, timely progression, and graduation** through advising, structured pathways, and experiential learning.

Quality, Oversight & Institutional Commitment

- **NASAD-accredited** (reaffirmed 2022), ensuring academic rigor and continuous improvement.

- **Regular Academic Program Reviews** (2022; next 2026) provide accountability and data-driven enhancements.
- **Coordinated institutional support** ensures course availability and accreditation alignment despite limited faculty capacity.

High-Impact Practices Supporting Completion

- Expanded **community-based learning** (MUSE Machine STEAM Institute, FOCUS Gallery, Artisphere) strengthens engagement and persistence.
- **Curriculum optimization and scheduling improvements** reduce delays and support on-time graduation.
- Collaboration with the College of Education strengthens **Praxis success and licensure alignment**.

Conclusion

The program is **meeting enrollment benchmarks, aligned with a critical state workforce need, accredited, and actively improving completion outcomes**. Termination would weaken the regional teacher pipeline in a shortage area. Continued operation will allow USC Upstate to **translate strong enrollment into improved completions through targeted, evidence-based strategies**.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director

COHE Meeting
April 30, 2026
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WINTHROP UNIVERSITY





Office of the Provost

April 10, 2026

South Carolina Commission on Higher Education
Via email

Re: Program Productivity Report Response

Winthrop University appreciates this opportunity to respond to the Commission on Higher Education's program productivity report. Winthrop understands the importance of monitoring program productivity and program outcomes. All the programs identified by the Commission Staff have been on institutional improvement plans for the last year. We do want these programs to be able to implement these plans and have time to show the impact of the changes.

Some of the programs have been lower performers but were hit particularly hard by the enrollment decline after the COVID pandemic. Winthrop's enrollment has made significant improvement in the last couple of years, helping many of our program's enrollments.

We also believe this condensed process that collapsed three cycles into a single report does not fairly allow programs that were identified as non-compliant for the first time during this review to draft and execute an improvement plan.

Attached is our program-by-program request for each of the programs identified as non-compliant and recommended for termination where we do not agree with the recommendation.

We did recommend the termination of 3 programs and will be submitting the appropriate documentation in coming weeks.

If you have any questions, please feel free to contact me or Tim Drueke, Assistant Provost for Academic Operations and Curriculum.

Sincerely,


Sebastian van Delden
Provost

113 Tillman Hall
Rock Hill, SC 29733
803/323-2220

Winthrop University

Request for reconsideration of the termination recommendation for programs noted as non-compliant with the South Carolina Commission on Higher Education Program Productivity review.

April 10, 2026

Winthrop University respectfully requests changes to the recommendations for several of our programs identified on the program productivity report.

1) Bachelor of Science in Physical Education Teacher Education.

The Physical Education Teacher Education (PETE) program meets the productivity standard for enrollment. The completions did not. Winthrop requests the program receive an exemption. This program, while it does not graduate large numbers of students, does graduate several new teachers in Physical Education each year. This helps address the known teacher shortage in South Carolina. Physical Education is listed as a critical needs subject area by the SC Department of Education on their 2025-26 list.

Winthrop does have a Master of Arts in Teaching (MAT) option for PE Teacher Education but completing that program does require at least one more year beyond the completion of the undergraduate degree, incurring additional time and tuition costs for the student.

Winthrop's preference is to keep a 4-year option available to students who plan to be PE teachers and not require the program to be a 5-year (minimum) path for the Bachelor of Science in Educational Studies followed by the MAT.

The BS in Ed Studies/MAT pathway will still require the teaching of the content courses in Physical Education. Discontinuing the BS in PETE will not result in any cost savings or reduction in faculty.

2) Bachelor of Arts in Environmental Studies

3) Bachelor of Science in Environmental Science

Winthrop University requests these two programs remain under review. These programs share common core courses in Environmental Science with the remainder of the courses in the major in social sciences (Env. Studie) or sciences (Env. Science). The programs are not combined because there are distinct differences in the programs and they have different

CIP code classifications. Our preference would be to consider these one program for program productivity purposes. If they were combined, they would meet the productivity standards.

Winthrop is opening a new Center for the Environment. Environmental teaching and research at Winthrop are currently dispersed across departments, limiting coordination, visibility, and growth. A centralized Center will address these challenges by coordinating interdisciplinary teaching, improving visibility and recruitment, expanding experiential learning, and strengthening community partnerships to generate career opportunities for graduates. Officially approved by Winthrop University on January 28, 2026, the Center is slated to officially open its door on April 21, 2026, as part of a ribbon-cutting ceremony celebrating the significant renovations to Winthrop Science buildings. Funding for the Center is being provided by the Harry and Becca Dalton Endowment at the Winthrop Foundation. While the Center brings several advantages to Winthrop, the Admissions Office in particular is excited about being able to showcase this entity in recruiting Environmental Sciences/Studies students.

4) Bachelor of Arts in Art History

Winthrop University requests this program remain under review. The Department of Fine Arts has submitted program improvement plan that includes renaming the program to Art History and Museum Professions. This renaming was just approved by Winthrop's faculty and Board of Trustees and the notification is ready to send to the Commission. This renaming and rebranding of the program is intended to help focus the program on preparing students interested in working in museums, art galleries, and similar organizations, as well as prepare students interested in graduate work in Art History. The changes to the program impacted less than 18 hours of reconfigured courses, so it will be submitted as a program notification. Winthrop requests giving this new rebranding time to be implemented, new students be recruited, and then time to allow these new students to progress and complete the program. The impact of a change to the image and branding of the program does take time. The earliest the first students in the re-imaging program will complete will be at least 3 years, if not the full 4 years of the program.

5) Bachelor of Arts in Philosophy and Religious Studies

Winthrop University requests the BA in Philosophy and Religious Studies remain under review. This past year the program added a new concentration in Pre-Law, and was recently moved into a new department with its merger with the Department of Political Science. These changes need time to take effect.

In Fall Semester 2025, the program underwent an external review. The review identified recommendations to increase recruitment, retention, and degree completion. It also identified the establishment of the Pre-Law track as a significant opportunity to improve student persistence and degree completion by aligning the major with clearly articulated career outcomes. The external review concluded that the Philosophy curriculum would benefit from modernization and improved curricular coherence. In response, Winthrop will conduct a comprehensive review of the Philosophy and Religion curriculum to identify bottlenecks, create opportunities for synergy with other programs, and reduce barriers to timely degree completion. The revised curriculum will feature clearer course titles and stronger alignment with the Pre-Law track to highlight and reinforce skills valued by law schools and corporate agencies. The faculty are working on this during the current semester. These changes will need time to be reviewed and approved by our faculty governance process, then presented to the Commission as a program modification in the upcoming academic year.

6) Master of Music in Music

Winthrop University requests continued status as under review. The Department of Music has completed institutional approvals and is finalizing a program modification merging the MM in Music Performance with the MM in Conducting into a single program, the MM in Music, with concentrations in Performance and Conducting. This program merger has been in the works for a couple of years, but due to changes in college and department leadership, the proposal is finally in final edits with the intent of submitting for the April 27, deadline to be on the agenda for the June 11, 2026, ACAP Committee. By continuing this program with the under review status, these changes can be implemented and we would expect the new combined program will meet the productivity standards. These changes also include new recruitment and marketing plans, and structuring the program to be accessible for part-time students who are music professionals or music educators that want to expand their knowledge.

7) Master of Fine Arts in Studio Art

Winthrop University requests continued status as under review. This program was first placed on the under-review status in November 2025 with the improvement plan submitted February 6, 2026. This plan has not even had a chance to be implemented, nor has Winthrop received a response from CHE staff regarding the plan. Since the MFA is considered a terminal degree in the Studio Art field, this is a valued program for preparing students for careers teaching in higher education as well as strengthening the skills of practicing artists. The plan includes a curriculum review, looking to make the program more flexible and customizable to the prospective student. The plan also includes developing part time pathways through the program, building stackable credentials with existing graduate certificates in Arts Administration and Art Education, and increasing the marketing and promotion of the program.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President & Executive Director



CHE Meeting
June 4, 2026
Agenda Item: 5.02.B
Agenda Item: 4.a.

SC State University

**SCSU requested to use their previous Action Plans as justifications
for revisions to the Productivity Report.**

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



**Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)**

Submit by Thursday, February 5, 2026, to academicprograms@che.sc.gov.

Per Policies and Procedures for Academic Degree Program Productivity, *programs placed under review; institutions must provide a plan for meeting the degree program productivity standards. This plan must be sent within 90 calendar days from the date of Commission action on a program under review.*

Institution: South Carolina State
University University
Contact Information: Dr. Frederick Evans, Provost and VP for Academic Affairs
Submission Date: February 5,
2026

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	Agribusiness
CIP Code	10102
Degree Level	Undergraduate / B.S.

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion
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2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If "yes", the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☐?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is 'no,' submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

Action Plan Submitted for the FY2016-20 Finding

Institutional Request: Exemption

Strategies for Enhancing Productivity in the Agribusiness Degree Program

Goal I.	Increase efforts to improve number of students enrolled in Agribusiness Degree Program
Goal II	Increase efforts to improve retention and graduation rate

A. Strategies for Goal 1: Increasing the number of Agribusiness Majors

1. Recruitment and marketing strategies

The official data from SC Commission on Higher Education (SC-CHE) shows the enrollment numbers for the Agribusiness Program has increased from 23 in Fall 2020 to 96 in Fall 2024 for an average 5 year annual enrollment of 41.8. The last 2 years average 92 enrolled. This is significantly above the minimum

standards to be classified as low performing with regards to enrollment. Other strategies include the following:

- a. CAFCS and its faculty have received grant funding to invest in academic programs. Those funds are being used to develop new recruitment material, identifying various recruitment activities, and provide scholarships for students with majors in CAFCS. We are starting to see continue progress that will impact academic success through all levels during the coming years.
- b. Develop brochure that will
 - ❖ highlight the strength of the curriculum recognized by the AACSB International Accreditation body for several years with academically qualified faculty
 - ❖ identify scholarships and other sources of financial aid
- c. Participation in the Open House hosted by the University to create Agribusiness awareness
 - ❖ Prepare a Sign-up sheet for attendees and follow-up information
- d. Participation in High school 4-H and FFA programs. This activity will:
 - ❖ identify High School Counselors
 - ❖ attend High School College Days
 - ❖ prepare schedule for visitation
 - prepare a database for information distribution list: Name, email, phone number, address, school, intended major
 - ❖ prepare a letter to be sent to prospects
 - ❖ prepare a script (narrative) for follow-up calls to prospects.
 - ❖ follow-up by phone by faculty, staff and department students
 - ❖ identify target schools within one-hour drive time radius of the University
- e. Participate and travel with the Admission Counselors to various schools
- f. Identify funds to host on-campus visits of High School Counselors (Summer Programs)

B. Strategies for Goal II: Increase the number of awards.

Improvement in Degrees Awarded by Increasing Retention and Graduation Rates

Degrees awarded increase from 3 (2020) to 6 (2024) for an average of 3.8. The last 2 years of 6 (2024) and 10 (2025) average 8 awards annually. This data reflects a positive growth and indicates we are making strides to reach standards for number of awards. In order to continue this improvement, focus will be to boost retention and graduation rates by implementing following changes and actions.

1. Continue working with First Year Experience (FYE) to improve effective academic advisement and customer service to support our student interest.
2. Continue working with the Office of Enrollment Management to recruit and market our degree programs at college and career fairs as well as other recruitment activities.
3. Consider introducing a 3-credit hour course "Introduction to Agribusiness and Economics (AGBU 110)" during the freshman year to expose our new students to their major early on rather the 3rd year as it is now.
4. Add an elective course, a 3-credit hour Agribusiness Internship course (AGBU 460).
5. Hire new academically qualified faculty to meet the new increase in enrollment. Currently 1 Agribusiness FT faculty responsible for teaching and advising all majors (55 in Fall, 2022 and 96 in Fall, 2024).
6. Enhance the relevance of academics in relation to job opportunities
7. Revise teaching methodology that is pedagogically innovative approach by considering the global changes in Gen Z culture.
8. Encourage faculty to use integrated research since we have moved up to R2 status and engage students to gain lifetime experience..

9. Increase effort toward improvement in teaching, research, and experiential learning through regular monitoring and evaluation of the program.
10. Increase focus on student outcomes and career placements that prepare students for post-graduation success.
11. Increase level of engagement with high school counselors especially with 4-H and FFA programs.
12. Maintain the current accreditation and recognition with AACSB International.
13. Develop network with alumni and alumni association.
14. Encourage students to take advantage of internships and opportunities for international study abroad programs. One of our students is currently enrolled at the University of Ghana.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)

Submit by Thursday, February 5, 2026, to academicprograms@che.sc.gov.

Per Policies and Procedures for Academic Degree Program Productivity, *programs placed under review; institutions must provide a plan for meeting the degree program productivity standards. This plan must be sent within 90 calendar days from the date of Commission action on a program under review.*

Institution: South Carolina State University
Contact Information: Dr. Matthew Guah
Submission Date: 02/05/2026

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	Business Economics
CIP Code	520601
Degree Level	Undegraduate (UG)

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion



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2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☐?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is ‘no,’ submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

Strategies for Enhancing Productivity in the Economic Program

Goal 1.	Increase efforts to improve retention and graduation rate
Goal 2.	Revise the curriculum

The Department of Economics is committed to improving student success and ensuring that our programs remain responsive to student needs. For the upcoming academic cycle, we have identified two priorities: enhancing retention and graduation rates, and revising the curriculum to support timely degree completion. These goals align with institutional expectations and reflect our dedication to creating an environment where students can progress efficiently and thrive academically.

To meet these objectives, we propose two initiatives. First, we will adopt a more proactive advisement model by engaging students earlier in their academic journey. Second, we will streamline the curriculum by reducing the number of required core courses and expanding elective offerings that reflect student interests and emerging areas in the field. Together, these efforts will create a more flexible, supportive, and engaging academic experience.

A. Strategies for Goal 1: Increase efforts to improve retention and graduation rate through Proactive Advisement

From 2020 through 2024, the average number of degree awarded is 2.4. However, the average enrollment rate of students into the program is 117.2 for the same period. This shows a strong interest in the program but there are apparent mitigating factors impacting the graduation rate.

Currently, Economics majors begin formal departmental advisement in their **junior year**. This timeline often results in uneven course sequencing, delayed completion of foundational requirements, and limited early engagement with economics faculty advisors.

To address these challenges, the department will implement a proactive advising beginning at the start of the **sophomore year** for each student in that classification. This earlier intervention will:

1. Strengthen advisor-student relationships, fostering a sense of belonging and increasing student engagement within the major.
2. Improve course scheduling to achieve a more even distribution of the required and elective courses over their program enrollment. Students will be able to take no more than two economics courses per semester. This will ensure that students complete economics courses in a timely and balanced manner.
3. Support earlier academic and career planning, enabling students to make informed decisions about electives, internships, and complementary academic pathways. The faculty will initiative adopt a service model approach to build engagement with local businesses and the government sector to increase internship opportunities for our students. The expected outcome is an increase in the rate of post graduation career placement and thereby strengthening students' motivation to complete the program in a timely manner.

In addition to advising change, the department will also strengthen student engagement via:

4. Establishing an Econ Connection Initiative to build students engagement through increasing opportunities for extracurricular activities such as enrollment in the Econ Club, case competition, industry visits, internship opportunities, and guest speaker series (with alumni and other accomplished professionals across various fields).

By shifting advisement to the sophomore year, we expect to reduce avoidable delays, increase student confidence, and support more consistent progress toward graduation.

To further boost retention, graduation rates and maintain continual enrollment into the program, the faculty will partner directly with Enrollment Management to initiate the use of marketing strategies to emphasize clear degree pathways, promote internships, and highlight alumni success stories. The faculty is, therefore, committed to use social media platforms, direct classroom visits to target potential students.

B. Strategies for Goal 2: Revising the Curriculum to Support Timely Degree Completion

To complement the enhanced advisement model, the department proposes a strategic revision of the Economics curriculum. A comparative program analysis indicates that the current requirement of eight core courses limits flexibility and may contribute to extended time to degree completion.

The proposed revisions include:

1. Reducing the number of core courses from eight to six, maintaining academic rigor while maintaining compliance with SACS and AACSB.
2. Expanding elective offerings, allowing students to pursue specialized topics such as health economics, sports economics, behavioral economics, environmental economics, economic policy, and data analytics. These choices will better equip them for diverse career paths.
3. Increasing curricular flexibility, enabling students to integrate minors, certificates, or interdisciplinary coursework without delaying graduation.
4. Increase faculty development initiatives to learn and adopt pedagogical approaches that are more focused on the learning styles and other behavioral challenges of our students.

These changes will create a more engaging and adaptable academic experience while aligning the program with statewide goals for efficient degree pathways.

The Economics Department plays an essential instructional and scholarly role within the University:

1. Our faculty deliver ECON 255, Survey of Economics, a General Education requirement for all students, as well as the ECON 250, Principles of Macroeconomics and ECON 260, Principles of Macroeconomics courses required for all business majors.
2. Agricultural Business majors are also required to take four economics courses alongside the option of taking economics electives to substitute for agribusiness electives.
3. The Economics faculty also provides instructional support in the Master's of Business Administration (MBA) program and is currently poised to play a central role in development and launch of the proposed DBA program, ensuring its academic rigor and successful launch. The

quality of this support is directly related to the qualifications and research interest of current faculty.

4. The department's research productivity and disciplinary expertise further position it as an integral contributor to the university's pursuit and attainment of the R2 research status, strengthening both the institution's academic profile and its capacity for high-impact scholarship.

The combined initiatives of proactive sophomore-year advisement and targeted curriculum revision, the adoption of innovative pedagogical approaches, active engagement in recruitment, supportive career planning and placement, and the continuous review and improvement of programmatic outcomes represent faculty's commitment to support institutional and statewide priorities by promoting timely degree completion and strengthening the overall student experience at a reduced financial burden.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)

Submit by Thursday, February 5, 2026, to academicprograms@che.sc.gov.

Per Policies and Procedures for Academic Degree Program Productivity, *programs placed under review; institutions must provide a plan for meeting the degree program productivity standards. This plan must be sent within 90 calendar days from the date of Commission action on a program under review.*

Institution: South Carolina State University
Contact Information: Stanley Ihekweazu
Submission Date: February 05, 2026

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	Chemistry, General
CIP Code	400501
Degree Level	BS

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion



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2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☒?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is ‘no,’ submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

Chemistry, General

The continued maintenance and strategic growth of Chemistry is essential to meeting South Carolina’s workforce, infrastructure, technological, and economic development needs. This program is strongly aligned with statewide priorities, regional labor market demand, and the institution’s mission to provide high-quality, accessible education while supporting economic mobility and innovation.

This discipline forms an integrated academic portfolio that supports critical industries, public infrastructure, advanced manufacturing, logistics, and emerging technologies throughout the state and region.

Workforce Demand and Statewide Need: South Carolina continues to experience sustained demand for professionals trained in engineering. The program directly supports high-growth and high-impact sectors, including construction, advanced manufacturing, transportation logistics, utilities, aerospace, automotive manufacturing, and information and communications technologies. In addition, Chemistry supports

statewide needs related to aging infrastructure, transportation systems, flood mitigation, and environmental resilience.

Alignment with State and Regional Economic Development: South Carolina has made significant investments in infrastructure modernization, manufacturing expansion, and logistics capacity. Chemistry supports economic development initiatives by ensuring the availability of technically skilled professionals who can design, maintain, improve, and manage complex systems essential to economic growth. Also, chemistry. focused disciplines contribute directly to public-sector capacity and private infrastructure projects. The program strengthens partnerships with industry, government agencies, and community stakeholders, enabling experiential learning, internships, and applied research that benefits students and regional employers alike.

Institutional Mission and Student Access: The chemistry program is central to the institution’s mission to provide high-quality STEM education, particularly for students from historically underserved and rural areas.

communities. By maintaining and growing the program, the institution promotes equitable access to careers with strong earning potential and long-term stability.

Based upon the table below, the chemistry program meets the enrollment requirement; however, it did not meet the required degree award.

Program	Enrollment (2021–2025)	Avg Majors	Degrees Awarded (2020–2021 → 2024– 2025)	Avg Degrees	Meets 5-yr Avg Benchmarks? *
Chemistry, General	180		13		Enrollment meets; Degrees below

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



**Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)**

Submit by Thursday, February 5, 2026, to academicprograms@che.sc.gov.

Per Policies and Procedures for Academic Degree Program Productivity, programs placed under review; institutions must provide a plan for meeting the degree program productivity standards. This plan must be sent within 90 calendar days from the date of Commission action on a program under review.

Institution: **South Carolina State University**
Contact Information: _____
Submission Date: _____

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	BA Dramatic Arts
CIP Code	500501
Degree Level	Undergraduate

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-25 Average Enrollment	FY2020-25 Average Completion

2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☐



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(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is 'no,' submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

Purpose of Improvement Plan - BA in Dramatic Arts (CIP 50.0501)

This Program Improvement Plan outlines actions South Carolina State University will continue to implement to strengthen the productivity, effectiveness, and sustainability of the Bachelor of Arts in Dramatic Arts. The plan reflects discipline-appropriate expectations, ongoing assessment practices, and alignment with the University's mission as a public, land-grant Historically Black College and University (HBCU).

1. Curriculum Review and Distinctiveness

SCSU will maintain a curriculum that emphasizes areas of distinction, including African American theatre traditions, culturally responsive performance, applied production, and community-based theatre. Curriculum review will occur on a regular cycle to ensure relevance to industry trends and graduate preparation while maintaining alignment with national theatre education standards.

Action Items

- A. Periodic review of course offerings and sequencing
- B. Continued emphasis on applied and experiential learning
- C. Alignment of curriculum with professional and graduate study pathways

2. Faculty Engagement and Instructional Effectiveness

Faculty assigned to the program possess specialized expertise in theatre practice, creative production, and arts leadership. Faculty will continue to integrate professional experience, creative scholarship, and service into instruction and student mentoring.

Action Items

- A. Documentation of faculty creative activity and professional engagement
- B. Continued use of guest artists and industry professionals
- C. Alignment of faculty activity with program learning outcomes

3. Teaching and Pedagogical Practices

The program will continue utilizing studio-based and experiential teaching methods consistent with discipline standards. Instruction integrates performance, production, and collaborative learning to develop transferable workforce skills.

Action Items

- A. Continued use of production-embedded coursework
- B. Expansion of experiential learning opportunities where feasible
- C. Regular review of instructional effectiveness through assessment processes

4. Enrollment Development and Recruitment

SCSU will implement targeted recruitment strategies focused on students with interest in theatre, performance, and creative industries, particularly those seeking culturally responsive arts education.

Action Items

- A. Outreach to K–12 schools, arts programs, and community organizations
- B. Coordination with Admissions to highlight program distinctiveness
- C. Use of performances and outreach activities as recruitment tool

5. Collaboration and Partnerships

The Drama Program will continue to develop and sustain partnerships that enhance student learning, applied experiences, and community engagement.

Action Items

- A. Maintenance of partnerships with school districts, nonprofit organizations, and arts entities
- B. Collaboration with other academic programs and campus units
- C. Utilization of partnerships to support internships and service learning

6. Continuous Assessment and Monitoring

The Drama Program will continue systematic monitoring of productivity and effectiveness using established University assessment practices.

Metrics Reviewed

- A. Enrollment trends and course demand
- B. Student credit hour production
- C. Student learning outcomes
- D. Community engagement and service activities

Assessment results will inform incremental program improvements and resource planning.

7. Target Population and Access

The BA in Dramatic Arts serves a specific and underserved population, including first-generation college students and students seeking culturally relevant arts education. This focus aligns with the University's mission to promote access and social mobility. The Drama Program will increase contact and marketing with this demographic.

8. Interdisciplinary and General Education Contributions

The program will continue supporting General Education and interdisciplinary learning across the University through service courses and electives that contribute to student credit hour production beyond declared majors. The Drama Program will do internal recruitment to increase campus connections and interdisciplinary efforts.

9. Student Outcomes and Career Preparation

The Drama Program prepares students for careers in theatre, media, communications, arts administration, education through alternative certification, and graduate study.

Action Items

- A. Continued tracking of internships and post-graduation outcomes

- B. Emphasis on transferable skills development
- C. Documentation of graduate and professional placement where available

10. Community Engagement and Service Function

The program will maintain its role as a cultural and educational resource for the University and surrounding community through public performances, K–12 outreach, and service-based initiatives.

Action Items

- A. Continue contact with targeted audiences and public schools to create interest for potential majors
- B. Create varied forms of contact with this target group through social media and non traditional forms of performance

This Improvement Plan demonstrates South Carolina State University's commitment to maintaining the quality, effectiveness, and mission alignment of the Bachelor of Arts in Dramatic Arts. Through continued assessment, targeted recruitment, instructional refinement, and strategic partnerships, the program will remain a sustainable, high-impact academic offering consistent with CHE expectations and discipline norms.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)

Submit by Thursday, February 5, 2026, to academicprograms@che.sc.gov.

Per Policies and Procedures for Academic Degree Program Productivity, *programs placed under review; institutions must provide a plan for meeting the degree program productivity standards. This plan must be sent within 90 calendar days from the date of Commission action on a program under review.*

Institution: SOUTH CAROLINA STATE UNIVERSITY
Contact Information: GEORGE LEE JOHNSON, JR. PHD CHAIR OF DEPT. OF EDUCATION
Submission Date: 5 February 2026

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	Early Childhood Education and Teaching
CIP Code	131210
Degree Level	Bachelors

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion



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2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☐?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is ‘no,’ submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

I. Program Context, Statewide Impact, and CHE Productivity Considerations

The Early Childhood Education and Teaching program at South Carolina State University was placed on “under review” status due to not meeting degree productivity standards during the FY2016–2020 review cycle. During this period, the program reported an average enrollment of 119 students and an average of 3.8 program completers per year.

South Carolina State University produces more teachers of color than any other institution in the state of South Carolina and serves as a critical pipeline for diversifying the P–12 educator workforce. The Early Childhood Education and Teaching program plays a strategic role as a high-enrollment gateway program aligned to early literacy initiatives, particularly serving high-need and underserved school districts across the state.

II. CHE Productivity Improvement Targets

The University has established the following forward-looking improvement targets for the next review cycle:

- Increase average annual enrollment through targeted recruitment and internal pipelines.
- Increase average annual program completers through structured retention and progression supports.
- Reduce time-to-degree by addressing licensure and course-sequencing bottlenecks.

III. Program-Specific Productivity Strategies

Curriculum Distinctiveness and Structure

The program aligns coursework with state licensure requirements, national professional standards, and district workforce needs. Planned refinements will streamline progression and strengthen alignment between coursework and clinical experiences.

Faculty Expertise and Instructional Capacity

Faculty with discipline-specific expertise support curriculum coherence, assessment-driven instruction, and academic monitoring to improve candidate success.

Recruitment, Retention, and Progression Supports

Targeted recruitment focuses on feeder programs, articulation pathways, and district partnerships. Retention strategies include early alert systems, mandatory advising checkpoints, and cohort-based support. Where applicable, structured Praxis and licensure support addresses known barriers to completion.

IV. Workforce Alignment and Public Value

Graduates are prepared to serve in high-need, rural, and underserved P–12 settings. As the

state's leading producer of teachers of color, sustaining and strengthening the Early Childhood Education and Teaching program supports South Carolina's workforce priorities and aligns with CHE's public interest framework.

V. Continuous Improvement and Accountability

Enrollment, retention, and completion data are reviewed annually by departmental leadership. Corrective actions are implemented based on data trends to ensure measurable improvement toward CHE productivity thresholds.

Conclusion

Through intentional recruitment, curriculum refinement, strengthened academic and licensure support structures, and alignment with documented workforce demand, South Carolina State University anticipates measurable gains in program productivity for Early Childhood Education and Teaching. Specifically, the University projects an increase in average annual program completers from **3.8 to approximately 6–7** during the next review cycle as progression and retention initiatives take effect.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)

Submit by Thursday, February 5, 2026, to academicprograms@che.sc.gov.

Per Policies and Procedures for Academic Degree Program Productivity, *programs placed under review; institutions must provide a plan for meeting the degree program productivity standards. This plan must be sent within 90 calendar days from the date of Commission action on a program under review.*

Institution: South Carolina State University
Contact Information: Stanley Ihekweazu
Submission Date: February 05, 2026

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	Electrical, Electronic, and Communications Engineering Technology/Technician
CIP Code	150303
Degree Level	Bachelors

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion



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2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☒?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is ‘no,’ submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

Electrical, Electronic, and Communications Engineering Technology/Technician

The continued maintenance and strategic growth of the Electrical, Electronic, and Communications Engineering Technology/Technician is essential to meet South Carolina’s workforce, infrastructure, technological and economic development needs. This program is strongly aligned with statewide priorities, regional labor market demand, and the institution’s mission to provide high-quality, accessible education while supporting economic mobility and innovation.

This discipline forms an integrated academic portfolio that supports critical industries, public infrastructure, advanced manufacturing, logistics, and emerging technologies throughout the state and region.

Workforce Demand and Statewide Need: South Carolina continues to experience sustained demand for professionals trained in engineering-directly supports high-growth and high-impact sectors, including construction, advanced manufacturing, transportation logistics, utilities, aerospace, automotive

manufacturing, and information and communications technologies. In addition, Electrical, Electronic, and Communications Engineering Technology/Technician supports statewide needs related to aging infrastructure, transportation systems, flood mitigation, and environmental resilience.

Alignment with State and Regional Economic Development: South Carolina has made significant investments in infrastructure modernization, manufacturing expansion, and logistics capacity. Civil Engineering supports economic development initiatives by ensuring the availability of technically skilled professionals who can design, maintain, improve, and manage complex systems essential to economics growth. Also, Electrical, Electronic, and Communications Engineering Technology/Technician focused disciplines contribute directly to public-sector capacity and private infrastructure projects. The program strengthens partnerships with industry, government agencies, and community stakeholders, enabling experiential learning, internships, and applied research that benefits students and regional employers alike.

Institutional Mission and Student Access: The civil engineering program is central to the institution's mission to provide high-quality STEM education, particularly for students from historically underserved and rural communities. By maintaining and growing the program, the institution promotes equitable access to careers with strong earning potential and long-term stability.

Based upon the table below, the **Electrical, Electronic, and Communications Engineering Technology/Technician** program meet the enrollment requirement; however, it did not meet the required degree award.

Program	Enrollment (2021–2025)	Avg Majors	Degrees Awarded (2020–2021 → 2024–2025)	Avg Degrees	Meets 5-yr Avg Benchmarks? *
Electrical, Electronic, and Communications Engineering Technology/Technician program	217		16		Enrollment meets; Degrees below

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)

Submit by Thursday, February 5, 2026, to academicprograms@che.sc.gov.

Per Policies and Procedures for Academic Degree Program Productivity, *programs placed under review; institutions must provide a plan for meeting the degree program productivity standards. This plan must be sent within 90 calendar days from the date of Commission action on a program under review.*

Institution: SOUTH CAROLINA STATE UNIVERSITY
Contact Information: GEORGE LEE JOHNSON, JR. PHD CHAIR OF DEPT. OF EDUCATION
Submission Date: 5 February 2026

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	: Elementary Education and Teaching
CIP Code	131202
Degree Level	Bachelors

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion



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2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☐?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is ‘no,’ submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

I. Program Context, Statewide Impact, and CHE Productivity Considerations

The Elementary Education and Teaching program at South Carolina State University was placed on “under review” status due to not meeting degree productivity standards during the FY2016–2020 review cycle. During this period, the program reported an average enrollment of 61.4 students and an average of 3.2 program completers per year.

South Carolina State University produces more teachers of color than any other institution in the state of South Carolina and serves as a critical pipeline for diversifying the P–12 educator workforce. The Elementary Education and Teaching program plays a strategic role as a largest undergraduate teacher pipeline; feeder to multiple licensure areas, particularly serving high-need and underserved school districts across the state.

II. CHE Productivity Improvement Targets

The University has established the following forward-looking improvement targets for the next review cycle:

- Increase average annual enrollment through targeted recruitment and internal pipelines.
- Increase average annual program completers through structured retention and progression supports.
- Reduce time-to-degree by addressing licensure and course-sequencing bottlenecks.

III. Program-Specific Productivity Strategies

Curriculum Distinctiveness and Structure

The program aligns coursework with state licensure requirements, national professional standards, and district workforce needs. Planned refinements will streamline progression and strengthen alignment between coursework and clinical experiences.

Faculty Expertise and Instructional Capacity

Faculty with discipline-specific expertise support curriculum coherence, assessment-driven instruction, and academic monitoring to improve candidate success.

Recruitment, Retention, and Progression Supports

Targeted recruitment focuses on feeder programs, articulation pathways, and district partnerships. Retention strategies include early alert systems, mandatory advising checkpoints, and cohort-based support. Where applicable, structured Praxis and licensure support addresses known barriers to completion.

IV. Workforce Alignment and Public Value

Graduates are prepared to serve in high-need, rural, and underserved P–12 settings. As the state’s

leading producer of teachers of color, sustaining and strengthening the Elementary Education and Teaching program supports South Carolina's workforce priorities and aligns with CHE's public interest framework.

V. Continuous Improvement and Accountability

Enrollment, retention, and completion data are reviewed annually by departmental leadership. Corrective actions are implemented based on data trends to ensure measurable improvement toward CHE productivity thresholds.

Conclusion

Through intentional recruitment, curriculum refinement, academic support structures, and workforce alignment, South Carolina State University anticipates measurable gains in enrollment and completions for the Elementary Education and Teaching program in the next review cycle.

Conclusion

Through targeted recruitment, streamlined curriculum pathways, enhanced academic and licensure supports, and alignment with documented workforce demand, South Carolina State University anticipates measurable improvement in both enrollment and degree completions for the Elementary Education and Teaching program during the next review cycle. Specifically, the University projects an increase in average annual program completers from **3.2 to 5-6** through focused retention and licensure support strategies.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



**Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)**

Submit by Thursday, February 5, 2026, to academicprograms@che.sc.gov.

Per Policies and Procedures for Academic Degree Program Productivity, *programs placed under review; institutions must provide a plan for meeting the degree program productivity standards. This plan must be sent within 90 calendar days from the date of Commission action on a program under review.*

Institution: South Carolina State University
Contact Information: Janice Hawes jhawes@scsu.edu
Submission Date: February 5, 2026

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	English Language and Literature
CIP Code	230101
Degree Level	undergraduate

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion



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2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☐?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is ‘no,’ submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

English Language and Literature Justification and Improvement Plan CIP 230101

The English undergraduate program plays a critical role in fulfilling South Carolina State University’s mission, meeting workforce needs, and providing essential instructional service to the institution. The English program, which includes English Education and General English, is deeply aligned with South Carolina State University’s mission and strategic goals emphasizing student success, workforce preparation, social awareness, and community engagement. Through its curriculum, the program develops highly skilled, competent communicators capable of adapting to a dynamic, global society. Coursework in literature, writing, rhetoric, and cultural studies fosters analytical reasoning, ethical reflection, and cultural literacy, reinforcing the University’s historic role as a public HBCU committed to access, equity, and civic responsibility.

The English Program’s Role in Workforce and Career Development

English Education serves as a pipeline into English Language Arts teaching, a state-designated critical shortage area in South Carolina. Documented teacher vacancies and the designation of

English and English Language Arts as critical-need subjects by the South Carolina Department of Education, demonstrates sustained demand for qualified educators in English.

The general English track prepares students for writing- and communication-intensive careers in professional writing, technical communication, public relations, media, nonprofit and government service, law, and graduate study. National labor data from the U.S. Bureau of Labor Statistics project a promising landscape for English major graduates in a variety of fields. Employer surveys conducted by the National Association of Colleges and Employers consistently rank written communication and critical thinking among the most valued competencies sought in college graduates. South Carolina-specific labor market indicators further demonstrate demand for graduates with advanced writing and communication skills. Current job postings on platforms such as Indeed.com show hundreds of active openings statewide for writers, editors, copywriters, content developers, technical writers, communication specialists, and media professionals.

The Service Role of the English Program

The English program performs a service function for the University through its contributions to the General Education Curriculum (GEC) and to numerous other degree programs. E 150 Composition I and E 151 Composition II are required GEC courses for all undergraduates and are central to student progression across the institution. E 250 World Literature I and E 251 World Literature II fulfill the Humanities and Arts requirement for the GEC, while E 315 Black American Writers, E 319 Contemporary African American Literature, and E 320 The Harlem Renaissance fulfill the Cultural Awareness requirement. These courses also serve students in Political Science, Political Science Pre-Law, Drama, Communications, Sociology, Middle-Level Education, and Psychology. Additional courses such as E 318 American Literature II and E 302 Advanced Grammar and Composition are embedded in multiple non-English curricula, demonstrating that the productivity and instructional reach of the English program.

Implemented and Current Improvement Initiatives

As part of its improvement plan, the English program has implemented targeted strategies to enhance recruitment, retention, and post-graduation outcomes. In 2024, the program received a \$10,000 Modern Language Association Pathways Grant (PI: Dr. Janice Hawes) to strengthen and professionalize its internship program. In September 2024, the program launched its revised internship through a working lunch with keynote speaker Sharon Brooks, writer and producer at Disney, for local and regional employers to assess internship outcomes and explore expansion

opportunities. Since the revised internship, English majors have been placed in internships with local radio stations, law offices, schools, and professional writers, and several supervisors have retained students in paid summer positions.

Student engagement and retention are further supported through expanded co-curricular programming. The Sigma Tau Delta English Honor Society has broadened its membership eligibility to include students from all majors who have completed three college-level English courses and earned a 3.0 GPA or higher. This change has increased membership and visibility, enabling the organization to sponsor academic, cultural, and recruitment-focused events such as literary programming and themed cultural evenings. These activities foster a sense of belonging, encourage academic excellence, and serve as a public-facing showcase of the English program's intellectual and cultural vitality.

The program has also strengthened advising structures, particularly for English Education majors. Faculty members holding K–12 English credentials have been formally designated as advisors for students pursuing teacher certification. These advisors provide targeted guidance on certification requirements, field placements, licensure examinations, and timely progression through the program, improving retention and placement outcomes in a high-need workforce area.

Additional current improvement initiatives include development of a writing concentration to increase recruitment, expanded collaboration with the Career Center to support career readiness, targeted high-school recruitment emphasizing career pathways, and flexible course delivery through face-to-face, hybrid, and online formats. The program also sponsors the annual ISC , a fully remote international conference that draws over 100 participants world-wide and includes undergraduate research panels. The program will be strengthening its recruitment of English major participants by incorporation conference paper drafting into its courses to provide high-impact global learning experiences.

Because the English undergraduate program is workforce-relevant, mission-central, and service-intensive. With documented contributions to teacher preparation, transferable workforce skills, general education delivery, interdisciplinary curricula, and institutional mission, we request exemption as we fulfill our improvement plans.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



**Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)**

Submit by Thursday, February 5, 2026, to academicprograms@che.sc.gov.

Per Policies and Procedures for Academic Degree Program Productivity, *programs placed under review; institutions must provide a plan for meeting the degree program productivity standards. This plan must be sent within 90 calendar days from the date of Commission action on a program under review.*

Institution: South Carolina State University

Contact Information: _____

Submission Date: _____

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	BA Studio Arts
CIP Code	500702
Degree Level	undergraduate

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion



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2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☐?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is ‘no,’ submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

Improvement Plan – BA Studio Arts (500702) Strategies for Enhancing Program Productivity

Curriculum Distinctiveness and Mission Alignment

In keeping with the mission of South Carolina State University, the Studio Arts degree contributes to producing graduates with specialized skill sets, particularly in critical thinking, lifelong learning, and interdisciplinary engagement. As a liberal arts institution, the program emphasizes self-discovery, creative exploration, and intellectual growth through humanities- and arts-based coursework. Students are encouraged to expand their cultural, community, and global awareness through interdisciplinary study and collaboration with peers from other Studio Art concentrations, as well as from Fashion Merchandising and other related majors.

The program also supports enrollment from non-majors, thereby fostering campus-wide engagement with the arts and increasing course productivity. As a Historically Black College and University (HBCU), South Carolina State University is uniquely positioned to prepare graduates for professional fields in which minority representation has historically been limited, particularly within the visual and creative arts.

Faculty Credentials and Professional Expertise

The Visual Arts Program is strengthened by faculty with exceptional academic and professional credentials. One faculty member teaching Art History holds degrees from Yale University and the City University of New York (Hunter College), completed additional study in contemporary art at New York University's Institute of Fine Arts, and earned a Ph.D. in Philosophy with a specialization in the history of aesthetics from the University of South Carolina. This faculty member previously served for twelve years as Associate Manager of Education Services at the Metropolitan Museum of Art's Uris Center and later as Curator of Exhibitions and Collections at South Carolina State University's I. P. Stanback Museum & Planetarium.

Trained as an art historian, theorist, philosopher, and cultural critic, this faculty member has served as an academic advisor for PBS documentaries *Shared History* and *Arriving: Leo Twiggs and His Art*, and has contributed art criticism to *The Charleston Post and Courier*. His scholarly distinctions include appointments as a Carolina Diversity Professors' Doctoral Scholar and a Grace Jordan McFadden Doctoral Scholar, as well as membership in AICA (International Association of Art Critics, Paris). His published work includes contributions to the *African American Biography*, organized by Harvard University and Oxford University Press. In collaboration with the Gibbes Museum of Art in Charleston, the program has also presented a retrospective exhibition honoring the legacy of program founder Dr. Leo F. Twiggs.

Another faculty member is a Fulbright Awardee whose professional experiences include extensive international travel and cultural exchange. Additionally, the program's sculpture and art education professor has exhibited nationally and internationally and has made a lasting contribution to the campus through the creation of a monument commemorating the Orangeburg Massacre.

Innovative Teaching and Experiential Learning

The Visual Arts Program employs innovative pedagogical approaches that extend beyond traditional classroom instruction. In Art Appreciation and Art History courses, experiential learning is emphasized through applied projects that require students to create artwork connected to the historical and theoretical subjects being studied. Sculpture and ceramics courses incorporate field experiences, including visits to sister institutions and working artists' studios, allowing students to engage in comparative and professional learning environments.

Recruitment, Advising, and Enrollment Growth

To enhance recruitment and productivity, the Visual Arts Program will collaborate with the Office of Admissions to identify prospective freshmen with interests in art and provide early information about the Studio Art program. Faculty will assign art advisors earlier in the recruitment process and develop a comprehensive recruitment package for high school counselors and advisors, positioning them as advocates for the program.

Faculty are committed to promoting the value of visual arts education across the university and within the broader community. Emphasis will be placed on how art courses support critical reasoning, careful observation, and innovative problem-solving—skills applicable across all career fields. The program will also develop printed promotional materials and campus-wide notices to encourage enrollment in studio and art history courses.

Visibility, Branding, and Community Engagement

Faculty have already secured venues across campus to display student artwork, increasing visibility and celebrating student achievement. The program will continue efforts to strengthen its social media presence and establish consistent branding for Visual Arts students, courses, and activities.

The program will expand public advocacy for the fine arts by educating students and the broader community about the relevance of art education in contemporary society. Increased emphasis will be placed on emerging areas such as digital media, animation, graphic design, digital photography, visual effects, and multimedia production for games, film, advertising, and web-based platforms.

Student Support, Assessment, and Professional Development

The Program Coordinator has developed a comprehensive handbook for art majors that includes information on curriculum requirements, registration, portfolio development, and career pathways. An Art Portfolio Review process has been initiated to monitor student progress and provide structured feedback. The program will also engage alumni and professional artists to conduct workshops, seminars, exhibitions, and career advising sessions. Additional strategies will be implemented to ensure that students regularly attend exhibitions, museum programs, and artist talks both on and off campus.

Events, Partnerships, and Funding

The Visual Arts Program will continue to host Arts Day and annual festivals, including the successful Twiggs/Rose Festival of the Arts. These events will actively involve local high school students to support recruitment and outreach. In collaboration with the School of Business, and through grant funding, the program has hosted exhibitions for high school students at the Orangeburg County Fine Arts Center. Faculty will continue to pursue external funding opportunities and strengthen relationships with program alumni to support scholarships for incoming art majors.

Curriculum Access and General Education Contributions

Studio Arts curricula encourage enrollment from non-majors in disciplines such as communications, marketing, education, and fashion merchandising. Any 200-level studio art course may be taken without prerequisites. ART 250, *Art Appreciation*, is a three-credit course that fulfills a General Education Curriculum (GEC) requirement, further supporting enrollment growth and program productivity.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



**Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)**

Submit by Thursday, February 5, 2026, to academicprograms@che.sc.gov.

Per Policies and Procedures for Academic Degree Program Productivity, *programs placed under review; institutions must provide a plan for meeting the degree program productivity standards. This plan must be sent within 90 calendar days from the date of Commission action on a program under review.*

Institution: South Carolina State University

Contact Information: Dr. Frederick Evans, Provost and VP for Academic Affairs

Submission Date: February 5, 2026

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	Nutrition and Food Management
CIP Code	190501
Degree Level	Undergraduate / B.S.

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion



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2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☐?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is ‘no,’ submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

The CAFCS was recently established with the first permanent dean hired in 2023. Dr. Ralph Noble, the new dean, has set as a priority and provided leadership to improve student success across all degree programs in CAFCS.

Action Plan Submitted for the FY2016-20 Finding

Institutional Request: Exempt

Strategies for Enhancing Productivity in the Nutrition and Food Management Degree Program

Goal I.	Increase efforts to improve number of students enrolled in Nutrition and Food Management Degree Program
Goal II	Increase efforts to improve retention and graduation rate

A. Strategies for Goal 1: Increasing number of Nutrition and Food Management Majors Recruitment and marketing strategies

During the 5 year reporting period (FY2020-24) enrollment has increased from 19 (2020) to 30 (2024), to yield a 5 year average of 24.8. The average the last 2 years (2024 & 2025) is 30.5. Significantly above the minimum standards for low performing programs of 12.5
The data suggest we have positive enrollment growth and need to sustain this effort.

- a. CAFCS and its faculty have received grant funding to support academic programs. Those funds are being used to develop new recruitment material, identify various recruitment activities, and provide scholarships for students with majors in CAFCS. We anticipate continue progress in enrollment that will impact academic success through all levels during the coming years.
- b. Develop brochure that will
 - ❖ highlight the strength of the curriculum recognized by the ASCEND
 - ❖ identify scholarships and other sources of financial aid
- c. Participation in the Open House hosted by the University to improve program awareness.
 - ❖ Prepare a Sign-up sheet for attendees and follow-up information
- d. Participation in High school 4-H and FFA programs. This activity will:
 - ❖ identify High School Counselors
 - ❖ attend High School College Fairs
 - ❖ prepare schedule for on campus visitation
 - ❖ prepare a database for information distribution list: name, email, phone number, address, school, intended major.
 - ❖ prepare a letter to be sent to prospects
 - ❖ prepare a script (narrative) for follow-up calls to prospects.
 - ❖ follow-up by phone from faculty, staff and department students
 - ❖ identify target schools within one-hour drive time radius of the University
- e. Participate and travel with the Admission Counselors to various schools
- f. Identify funds to host on-campus visits of High School Counselors (Summer Programs)

B. Strategies for Goal II: Increase the number of awards.

Improvement in Degrees Awarded by Increasing Retention and Graduation Rates

The number of awards during the last 5 years fluctuated from 4 (2020) to 6 (2024) to average 4 annually. The last 2 years have average 3.5 awards annually. Suggesting we need to review our strategy to improve number of awards by focusing on increase retention and graduation rates. New strategies include the following:

- a. Continue working with First Year Experience (FYE) to improve effective academic advisement and customer service to support our student interest.
- b. Continue working with the Office of Enromment Management to recruit and market our degree programs at college and career fairs as well as other recruitment activities.
- c. Enhance the relevance of acadamics in relation to job opportunities
- d. Revise teaching methodology that is pedagogically innovative approach by considering the global changes in Gen Z culture.
- e. Encourage faculty to use integrated research since we have moved up to R2 status and engage students to gain lifetime experience..
- f. Increase effort toward improvement in teaching, research, and experiential learning through regular monitoring and evaluation of the program.
- g. Increase focus on student outcomes and career placements that prepare students for post-graduation success.
- h. Increase engagement with high school counselors especially those with food related majors.
- i. Maintain the current accreditation and recognition with ASCEND.

- j. Develop network with alumni and alumni association for advisors, guest lecturer and mentors.
- k. Encourage students to take advantage of internships and opportunities for study abroad programs.



R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



**Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)**

Submit by Thursday, February 5, 2026, to academicprograms@che.sc.gov.

Per Policies and Procedures for Academic Degree Program Productivity, programs placed under review; institutions must provide a plan for meeting the degree program productivity standards. This plan must be sent within 90 calendar days from the date of Commission action on a program under review.

Institution: South Carolina State University
Contact Information: Dr. Frederick Evans, Provost and VP for Academic Affairs
Submission Date: February 5,
2026

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	Nutritional Science
CIP Code	190501
Degree Level	Graduate / M.S.

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion



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1122 Lady St, Ste 400
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2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☐?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is ‘no,’ submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

The CAFCS was recently established with the first permanent dean hired in 2023. Dr. Ralph Noble, the new dean, has set as a priority and provided leadership to improve student success across all degrees.

Action Plan Submitted for the FY2016-20 Finding

Institutional Request: Not listed

Strategies for Enhancing Productivity in the Nutrition Graduate Degree Program

Goal I.	Increase efforts to improve number of students enrolled in Nutritional Science Degree Program
Goal II	Increase efforts to improve number of awards

A. Strategies for Goal 1: Increasing number of Nutritional Science Majors

Recruitment and marketing strategies

During the 5 year reporting period (FY2020-24) enrollment has increased from 5 (2020) to 11 (2024), to yield a 5 year average of 6.8. The average the last 2 years (2024-11 & 2025-19) is 15. Above the minimum standards for enrollment of low performing graduate programs at 6. The data suggest we have positive enrollment growth and need to sustain this effort.

- a. South Carolina State University has the only HBCU in South Carolina that offers a master's in Nutritional Sciences program.
- b. Obtaining a master's degree in Nutritional Sciences can serve as a prerequisite for students who want to become registered dietitians. There is a growing shortage of registered dietitians in S.C and the US.
- c. The graduate program is an online M.S. in Nutritional Science.
- d. Grant funding acquired to support academic programs. Used to develop new recruitment material and participate in various recruitment activities.
- e. Develop brochure that will
 - ❖ highlight the strength of the curriculum recognized by the AAFCS.
 - ❖ identify scholarships and other sources of financial aid.
- f. Participation in Open House and career fairs hosted by the University to create Nutritional Science awareness
 - ❖ Prepare a Sign-up sheet for attendees and follow-up information
- g. Continue to recruit students who graduate in Nutrition and Food Management from South Carolina State University and are working towards certification to become a dietitian.
- h. Continue participating in SCSU's Open House and other recruitment activities.
- i. Update current recruitment information to include videos.
- j. Distribute brochures and videos to superintendents of public schools in South Carolina to recruit teachers.
- k. Distribute brochures and videos to health care and public health directors in SC to recruit.
- l. Make frequent contact with superintendents of schools, health care and public health directors to get feedback on potential recruits and to provide further information.
- m. Participate in college and career fairs at community and technical colleges programs in SC.
Activity will:
 - ❖ identify Community and Technical college counselors, mentors and advisors
 - ❖ participate and travel with Graduate Admission counselors to various College Fairs
 - ❖ prepare a database for information distribution list: Name, email, phone number, address, school, intended major
 - ❖ prepare a letter to be sent to prospects
 - ❖ prepare a script (narrative) for follow-up calls to prospects.
 - ❖ follow-up by phone by faculty, staff and department students
- n. Identify funds to host on-campus visits of College Counselors (Summer Programs)

B. Strategies for Goal II: Increase the number of awards.

Improvement in Degrees Awarded by Increasing Retention and Graduation Rates

The number of awards during the last 5 years fluctuated from 1 (2020) to 2 (2024) to average 1.8 annually. The last 2 years have average 2.5 awards annually. Suggesting we need to review our strategy to improve number of awards by focusing on increase retention and graduation rates. New strategies include the following:

- a. Improve collaboration with Graduate Program support services to improve effective academic advisement and customer service to support our graduate student interest.
- b. Enhance the relevance of academics in relation to job opportunities
- c. Encourage faculty to use integrated research since we have moved up to R2 status.
- d. Increase effort toward improvement in teaching, research, and experiential learning through regular monitoring and evaluation of the program.

- e. Increase focus on student outcomes and career placements that prepare for post-graduation success.
- f. Maintain the current accreditation and recognition with AAFCS.
- g. Develop network with alumni and allumni association for advisors, guest lecturer and mentors.
- h. Continue to offer students excellent customer service by promptly answering messages.
- i. Meeting and advising students in person, by Zoom or Teams conferencing, or by telephone.
- j. Maintain flexibility with reference to assignments due dates.
- k. Providing information through blackboard, email and text messages.
- l. Continue to keep students engaged in course work by incorporating students working experiences and everyday activities into classroom discussion projects
- m. Teams platform enabled non-traditional students to attend classes at homes rather on campus.
- n. At least 90 percent of students registered in this graduate program over the last 9 years presently live one or more hours away from South Carolina's campus in Orangeburg.
- o. Classes starts at 5:30pm and finishes at 8pm. When come on campus for classes, some got back home after 10pm in the night which was dishearten for those who were parents.
- p. New students being recruited by graduates because of the individualized and personal attention.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)

Submit by Thursday, February 5, 2026, to academicprograms@che.sc.gov.

Per Policies and Procedures for Academic Degree Program Productivity, *programs placed under review; institutions must provide a plan for meeting the degree program productivity standards. This plan must be sent within 90 calendar days from the date of Commission action on a program under review.*

Institution: South Carolina State University
Contact Information: Dr. Fredrick Evans
Submission Date: February 5, 2026

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	History
CIP Code	540101
Degree Level	B.A.

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion



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2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☐?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is ‘no,’ submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

South Carolina State University requests exemption from the CHE program productivity standards for the BA History program. The justification for the exemption relates to the program’s role and its centrality to the University’s mission, the program’s economic viability, the program’s ability to meet workforce needs, its performance of a service function, and the value of the program to the University as an HBCU. A case is made for each of these factors below.

The Role of the Program and Its Centrality to the Institution’s Mission

The role of the History Program is to provide students with quality and relevant educational experience through a resourceful program of instruction, research and advisement. The program attempts to increase significantly students’ understanding of the historical forces at work in the world in an effort to prepare them for a wide variety of options for advanced training and careers. The program also aims to:

1. Prepare students for competitive job placement in the domestic and international arenas;
2. Prepare students for graduate and professional schools;
3. Prepare students who are competent teachers of history and social studies;

4. Prepare students for life in an increasingly complex world by acquainting them with the human past and present conditions so that they can better shape the future.

5. Many states, including South Carolina, have already recognized the crisis and have acted to strengthen the teaching of American history and government. Here, in the Palmetto State, the Reinforcing College Education on America's Constitutional Heritage (**REACH**) Act of 2021 made mandatory the inclusion of critical historical documents in college humanities courses. The United State Constitution, the Declaration of Independence, the Emancipation Proclamation, one or more documents that are foundational to the African American freedom struggle, and a minimum of five essays from the Federalist Papers are now required reading.

The goals of the BA History program are consistent with the mission of the University to “prepare highly skilled, competent and socially aware graduates to enable them to work and live productively in a dynamic, global society. Through technology and traditional methods of teaching and learning, research and service, the University enhances the quality of life of citizens and contributes to the economic development of the state and nation.”

As an HBCU, SC State treasures, not only its own history as an institution, but the history of the U.S. and particularly of African Americans in the state and in the nation. Thus, preparing history/social studies teachers for the K-12 arena, as well as professional historians for the tertiary educational system and other professional careers, is critical to the University. These teachers and professors need to be steeped in the values and contributions of people of African descent, not only in the US but around the world. Many students come to SC State from the public schools and lament about the paucity of African American history they received in the K-12 system. As an HBCU, SC State has an obligation to maintain its History program to ensure that minority perspectives are not lost in the state and nation. The History program at SC State, ground zero for the Orangeburg Massacre and other civil rights events, is central to the University's core values, particularly, since it serves such a large proportion of African American students.

The Program's Economic Viability

The BA History program generated a total of 16,065 student credit hours for the period 2012- 2016. This produced \$5,974,233 in tuition revenue. The total expenditure for the program over that period was \$2,757,373 producing a net revenue of \$3,216,860. Therefore, despite its low enrollment and graduation rates, the program is financially sound. Its production continued to increase between 2020 and 2024. In Fall 2024 alone, it produced 2175 student credit hours.

The Program's Performance of a Service Function

As a liberal arts institution, most programs at South Carolina State University require their majors to take History. Students fulfill their General Education Curriculum requirements by taking courses in History of World Civilizations (H250 & H251) and the African American Experience (HHU 250).CHE identified HHU 250 as one of the courses that could be used to satisfy the REACH Act mandate. Historically, these courses are always at capacity or near capacity, as the chart from Fall 2025 below shows.

History GEC Courses FALL 2025 Enrollment	Class Capacity	Enrollment
H 250: History of World Civilization from Earliest Times to 1750		
H 250-01	30	30
H 250-02	30	30
H 250-03	30	24
H 250-04	25	27
H 250-46	25	29
H 250-48	25	31
H 251: History of World Civilization from Earliest Times Since 1750		
H 251-01	30	29
H 251-02	30	24
H 251- 04	30	27
H 251- 2	30	27
H 251 - 45	25	25
H 251 - 46	25	20
HHU 250: The African American Experience		
HHU 250-1	30	28
HHU 250-3	30	30
HHU 250 -4	30	28
HHU 250 - 45	25	28
HHU 250 -46	25	27
HHU 250 - 47	25	25
HHU 250 - 48	25	23
HHU 250 - 49	25	23
HHU 250 - 50	25	24

Similarly, for Spring 2026, of the 260 seats offered in World History, 310 students are actually enrolled in those course sections. The *HHU 250 African American History* courses offered in Fall 2025 shows a high

demand attributable, arguably to the enforcement of the REACH Act mandate. 264 seats out of the available 265 seats were filled before the close of the Add/Drop period.

The Program's Efficiency in the Department/College

Over the past several years, the University has moved to create administrative economies of scale in academic departments by amalgamating various academic programs. To that end, the History, Political Science, Psychology and Sociology programs were merged together, from two previous departments into one department called the Department of Social Sciences. Further, the efficiency of the History program in the College of Education, Humanities and Social Sciences is that the program provides instruction for 41% of the BS Social Studies Education curriculum with the Department of Education providing an equal amount of instruction. Social Studies Education students are co-advised by faculty in both departments. The students in the other three majors in the Social Sciences department can also take history courses as electives to complete graduation requirements.

Program Modification

Previously, the Commission on Higher Education had approved a degree program in Social Sciences (SSE), (CIP 450101), domiciled in the Department of Education at South Carolina State University (SCSU). The goals of the degree were “to prepare social studies teachers who know their subject matter, as delineated in State and National Standards for the Social Studies, such that teachers will demonstrate understanding of the basic facts, concepts, generalization, and tools of inquiry in the teaching of Social Studies” and “to prepare Social Studies teachers who possess the skills required to effectively plan, implement, and assess instruction according to learner needs, using a repertoire of appropriate strategies, based upon the principle of human growth, best practices, as well as related state and national standards.” These goals remain a holy grail. However, in a quest for synergy and efficiency, SCSU is now requesting that SSE become a concentration in the History program which had also been previously approved by CHE (CIP 540101). Parenthetically, this is the approach taken by several tertiary institutions in South Carolina. The History/Social Studies Education program which prepares “students to teach History and Social Studies at the secondary level in education” is central to the realization of these twin goals as those who major in Social Studies are required to complete thirty-three semester hours in History. A symbiotic relationship exists between these two programs, one teaching method and the other content. Whereas students enrolled in SSE will be taught methods in the Department of Education, all the content required for this program is in History which is the Department of Social Sciences.

The Program's Ability to Meet State Workforce Needs

A search of the employment website Indeed.com for the term “history” revealed 3,629 jobs in South Carolina. While many people share the erroneous view that history majors mostly teach, because of their research and writing skills, History majors can fill many public and private sector jobs in the state.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)

Submit by Thursday, February 5, 2026, to academicprograms@che.sc.gov.

Per Policies and Procedures for Academic Degree Program Productivity, *programs placed under review; institutions must provide a plan for meeting the degree program productivity standards. This plan must be sent within 90 calendar days from the date of Commission action on a program under review.*

Institution: South Carolina State University
Contact Information: Dr. Frederick Evans
Submission Date: February 5, 2026

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	Political Science
CIP Code	451001
Degree Level	B.A.

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion



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2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☒?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is ‘no,’ submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

The Political Science program was neither on the 2014-2018 SCCHE nor on the SCCHE Action of December 3, 2020 review cycle. However, CHE noted the this program satisfied only one standard: enrollment and not degree completion. The average five-year productivity for enrollment and graduation for a B.A. degree in Political Science was 12.5 and 8 respectively.

REALITY: Average enrollment in the program for 2016 to 2020 = 36.4
Average of degrees awarded from 2016 to 2020 = 5.80
GRADE: Compliant in only one standard, the Program fails the CHE compliance litmus test.
CHALLENGE: satisfy both CHE standards by 2027(baseline) or earlier
Align growth in the program with the overall growth of SC State growth which is projected at -
- % by 2027
OUTCOME: Expected positive correlation between an increase in enrollment and graduation.

The Role of the Program and its Centrality to the Institution’s Mission

Political Science: Political science is the study of government and politics. The major is divided into four areas: American politics, international politics, comparative politics, and political theory.

The following objectives of the Political Science Program are in conformity with and seek to further the goals of the College of Education, Humanities and Social Sciences:

- Cognitive goal: To endow students with the requisite disciplinary knowledge base needed for enhancing their competitive advantage in a knowledge based and multicultural environment.
- Developmental goals: Program should contribute to the development of the graduates' analytical skills and critical thinking.
- Behavioral goals: Program graduates will demonstrate professional and academic ethics needed for their insertion in public or nonprofit service, locally, regionally, nationally and internationally. Students are prepared for an array of career options in the public and private sectors

Its overall goal is to help foster civic citizenship and engagement. Many states, including South Carolina, have already recognized the decline in informed citizenship and have acted to strengthen the teaching of American history and government. Here, in the Palmetto State, the Reinforcing College Education on America's Constitutional Heritage (**REACH**) Act of 2021 made mandatory the inclusion of critical historical documents in college humanities courses. The United States Constitution, the Declaration of Independence, the Emancipation Proclamation, one or more documents that are foundational to the African American freedom struggle, and a minimum of five essays from the Federalist Papers are now required reading.

Economic Viability of the Program

Student Credit Hour Production by Program

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
451001-Political Science & Government	423.00	858.00	969.00	987.00	843.00

Student credit hour production has increased since the Fall of 2021. To a certain extent, this can be chalked up to the fact that American Government as well as Black Politics were identified as mission critical for South Carolina State University, i.e., courses to be used by students in satisfying the REACH Act mandate. The Program has also witnessed a growth in admission.

The Program's Performance of a Service Function

As a liberal arts institution, most programs at South Carolina State University require their majors to take a course in Political Science. Students fulfill their General Education Curriculum requirements by taking courses a course in Introduction to Political Science (PS 201) or American Government (PS 252). CHE identified PS 252 and PS 206 as courses that could be used to satisfy the REACH Act mandate. Historically, these courses are always at capacity or near capacity, as the chart from Spring 2026 below shows. Preliminary data shows that 123 students enrolled in five sections of PS 252. Admittedly, this was a decrease from the 189 students that enrolled in these courses in Fall 2025. But it is not anomalous to the overall enrollment trends in the University.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



**Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)**

Submit by Thursday, February 5, 2026, to academicprograms@che.sc.gov.

Per Policies and Procedures for Academic Degree Program Productivity, *programs placed under review; institutions must provide a plan for meeting the degree program productivity standards. This plan must be sent within 90 calendar days from the date of Commission action on a program under review.*

Institution: SOUTH CAROLINA STATE UNIVERSITY
Contact Information: GEORGE LEE JOHNSON, JR. PHD CHAIR OF DEPT. OF EDUCATION
Submission Date: 5 February 2026

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	Secondary Education and Teaching
CIP Code	131205
Degree Level	Masters

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion



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2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☐?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is ‘no,’ submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

1. I. Program Context, Statewide Impact, and CHE Productivity Considerations

The Music Teacher Education program at South Carolina State University was placed on “under review” status due to not meeting degree productivity standards during the FY2016–2020 review cycle. During this period, the program reported an average enrollment of 32.6 students and an average of 0.8 program completers per year.

South Carolina State University produces more teachers of color than any other institution in the state of South Carolina and serves as a critical pipeline for diversifying the P–12 educator workforce. The Music Teacher Education program plays a strategic role as a statewide need for certified music educators, particularly serving high-need and underserved school districts across the state.

II. CHE Productivity Improvement Targets

The University has established the following forward-looking improvement targets for the next review cycle:

- Increase average annual enrollment through targeted recruitment and internal pipelines.
- Increase average annual program completers through structured retention and progression supports.
- Reduce time-to-degree by addressing licensure and course-sequencing bottlenecks.

III. Program-Specific Productivity Strategies

Curriculum Distinctiveness and Structure

The program aligns coursework with state licensure requirements, national professional standards, and district workforce needs. Planned refinements will streamline progression and strengthen alignment between coursework and clinical experiences.

Faculty Expertise and Instructional Capacity

Faculty with discipline-specific expertise support curriculum coherence, assessment-driven instruction, and academic monitoring to improve candidate success.

Recruitment, Retention, and Progression Supports

Targeted recruitment focuses on feeder programs, articulation pathways, and district partnerships. Retention strategies include early alert systems, mandatory advising checkpoints, and cohort-based support. Where applicable, structured Praxis and licensure support addresses known barriers to completion.

IV. Workforce Alignment and Public Value

Graduates are prepared to serve in high-need, rural, and underserved P–12 settings. As the state’s leading producer of teachers of color, sustaining and strengthening the Music Teacher Education program supports South Carolina’s workforce priorities and aligns with CHE’s public interest framework.

V. Continuous Improvement and Accountability

Enrollment, retention, and completion data are reviewed annually by departmental leadership. Corrective actions are implemented based on data trends to ensure measurable improvement toward CHE productivity thresholds.

Conclusion

Through intentional recruitment, curriculum refinement, strengthened academic and licensure support structures, and alignment with statewide workforce needs, South Carolina State University anticipates measurable improvement in program productivity for Music Teacher Education. With projected average enrollment increasing modestly to approximately **35–38 students**, the University expects to increase annual program completers to **2–3**, corresponding to an estimated graduation rate of **approximately 6–9 percent** during the next review cycle.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)

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Per Policies and Procedures for Academic Degree Program Productivity, *programs placed under review; institutions must provide a plan for meeting the degree program productivity standards. This plan must be sent within 90 calendar days from the date of Commission action on a program under review.*

Institution: South Carolina State University
Contact Information: Dr. Fredrick Evans
Submission Date: February 5, 2026

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	Sociology
CIP Code	451101
Degree Level	B.A.

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion



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2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☐?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is ‘no,’ submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

South Carolina State University requests exemption from the CHE program productivity standards for the BA Sociology program. The justification for the exemption relates to the program’s role and its centrality to the University’s mission, the program’s economic viability, the program’s ability to meet workforce needs, and its performance of a service function. A case is made for each of these factors below.

The Role of the Program and Its Centrality to The Institution’s Mission

The role of the Sociology program is to prepare students to meet the challenges of the workplace by providing them with the theoretical, empirical, and practical skills needed to work effectively with others in society.

The objectives of the programs are as follows:

1. To provide quality instruction in a broad range of courses relevant to the fundamental knowledge base of the discipline of Sociology;

2. To provide opportunities for students to develop analytical and reasoning skills;
3. To acquaint students with scientific analysis and research pertinent to behavioral and social science issues.

The goals of the Sociology program are consistent with the mission of the University to “prepare highly skilled, competent and socially aware graduates to enable them to work and live productively in a dynamic, global society. Through technology and traditional methods of teaching and learning, research and service, the University enhances the quality of life of citizens and contributes to the economic development of the state and nation.”

The Program’s Economic Viability

The BA Sociology program generated a total of 6,105 student credit hours for the period 2012-2016. This produced \$2,247,263 in tuition revenue. The total expenditure for the program over that period was \$879,758, producing a net revenue of \$1,367,505. The program is economically sound and its enrollment has steadily increased from 19 in Fall 2013 to 26 in Fall 2017. It is notable only to faculty members account for this production!.

The Programs Ability to Meet State Workforce Needs

A search of the employment website Indeed.com for “sociology” reveals that there are 228 jobs in South Carolina in that field. Some of the positions available include, directors of resource foster care programs, case managers, instructors, and compliance administrators. **In the United States**, employment for sociologists is expected to [grow 7% between 2023 and 2033](#), a faster than average rate of growth. As society continues to evolve, those with a background in sociology will be well-positioned to shape the future, whether through academia, public service, or private-sector innovation.

The Program Performs a Service Function

The Sociology program offers SOC 250 Introduction to Sociology, one of the courses in the General Education Curriculum, which all undergraduate students must take. Many other majors are required to take other Sociology courses, including Social Studies Education majors who must take SOC310 Cultural Anthropology. Other majors such as Communications, History, and Criminal Justice, can take Sociology electives for their programs of study. The two sociology courses listed above generated 4,119 student credit hours in the period 2012-2016. Given the above, South Carolina State University requests exemption of the BA Sociology program from the CHE program productivity standards for the next three review cycles.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)

Submit by Thursday, February 5, 2026, to academicprograms@che.sc.gov.

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Institution: SOUTH CAROLINA STATE UNIVERSITY
Contact Information: GEORGE LEE JOHNSON, JR. PHD CHAIR OF DEPT. OF EDUCATION
Submission Date: 5 February 2026

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	Special Education and Teaching, General
CIP Code	131001
Degree Level	Bachelors

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion



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2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☐?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is ‘no,’ submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

I. Program Context, Statewide Impact, and CHE Productivity Considerations

The Special Education and Teaching, General program at South Carolina State University was placed on “under review” status due to not meeting degree productivity standards during the FY2016–2020 review cycle. During this period, the program reported an average enrollment of 14 students and an average of 1.8 program completers per year.

South Carolina State University produces more teachers of color than any other institution in the state of South Carolina and serves as a critical pipeline for diversifying the P–12 educator workforce. The Special Education and Teaching, General program plays a strategic role as a high-need special education licensure pipeline, particularly serving high-need and underserved school districts across the state.

II. CHE Productivity Improvement Targets

The University has established the following forward-looking improvement targets for the next review cycle:

- Increase average annual enrollment through targeted recruitment and internal pipelines.
- Increase average annual program completers through structured retention and progression supports.
- Reduce time-to-degree by addressing licensure and course-sequencing bottlenecks.

III. Program-Specific Productivity Strategies

Curriculum Distinctiveness and Structure

The program aligns coursework with state licensure requirements, national professional standards, and district workforce needs. Planned refinements will streamline progression and strengthen alignment between coursework and clinical experiences.

Faculty Expertise and Instructional Capacity

Faculty with discipline-specific expertise support curriculum coherence, assessment-driven instruction, and academic monitoring to improve candidate success.

Recruitment, Retention, and Progression Supports

Targeted recruitment focuses on feeder programs, articulation pathways, and district partnerships. Retention strategies include early alert systems, mandatory advising checkpoints, and cohort-based support. Where applicable, structured Praxis and licensure support addresses known barriers to completion.

IV. Workforce Alignment and Public Value

Graduates are prepared to serve in high-need, rural, and underserved P–12 settings. As the state’s leading producer of teachers of color, sustaining and strengthening the Special Education and Teaching, General program supports South Carolina’s workforce priorities and aligns with CHE’s public interest framework.

V. Continuous Improvement and Accountability



Enrollment, retention, and completion data are reviewed annually by departmental leadership. Corrective actions are implemented based on data trends to ensure measurable improvement toward CHE productivity thresholds.

Conclusion

Through targeted recruitment, streamlined curriculum pathways, enhanced academic and licensure supports, and alignment with documented workforce demand, South Carolina State University anticipates measurable improvement in both enrollment and degree completions for the Special Education and Teaching, General program during the next review cycle. Specifically, the University projects an increase in average annual program completers from **1.8 to 3** through focused retention and licensure support strategies.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



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Institution: SOUTH CAROLINA STATE UNIVERSITY
Contact Information: GEORGE LEE JOHNSON, JR. PHD CHAIR OF DEPT. OF EDUCATION
Submission Date: 5 February 2026

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	Elementary Education and Teaching
CIP Code	131202 (as listed in CHE inventory)
Degree Level	Masters

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion



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Columbia, SC 29201

www.che.sc.gov



2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☐?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is ‘no,’ submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

I. Program Context, Statewide Impact, and CHE Productivity Considerations

The Elementary Education and Teaching program at South Carolina State University was placed on “under review” status due to not meeting degree productivity standards during the FY2016–2020 review cycle. While the program is listed under CIP Code 13.1202, the program under review operates as a master’s-level degree pathway serving post-baccalaureate and in-service educators seeking advanced preparation and licensure in elementary education.

During the review period, the program reported an average enrollment of 9.2 graduate students and an average of 2.4 program completers per year. These figures reflect the structure and pacing typical of graduate-level professional programs serving working educators, many of whom enroll part-time while maintaining full-time teaching responsibilities.

South Carolina State University produces more teachers of color than any other institution in the state of South Carolina and serves as a critical pipeline for diversifying the P–12 educator workforce. The master’s-level Elementary Education program plays a strategic role in strengthening instructional quality and teacher retention in high-need elementary schools, particularly in rural and underserved districts across the state.

II. CHE Productivity Improvement Targets

The University has established the following forward-looking improvement targets for the next review cycle:

- Increase average annual enrollment through targeted recruitment of in-service educators, career-transition teachers, and post-baccalaureate candidates.
- Increase average annual program completers through structured academic advising, cohort-based scheduling, and enhanced licensure alignment.
- Reduce time-to-degree by addressing course sequencing, clinical coordination, and licensure-related bottlenecks common to working graduate students.

III. Program-Specific Productivity Strategies

Curriculum Distinctiveness and Structure

The master’s-level Elementary Education program aligns graduate coursework with South Carolina licensure requirements, national professional standards, and district workforce priorities. Planned refinements focus on streamlining course pathways, strengthening integration between coursework and applied practice, and supporting efficient progression for part-time and full-time graduate students.

Faculty Expertise and Instructional Capacity

The program is supported by faculty with advanced expertise in elementary education, curriculum and instruction, and teacher development. Faculty engagement emphasizes assessment-driven instruction, academic mentoring, and proactive monitoring of graduate student progress.

Recruitment, Retention, and Progression Supports

Targeted recruitment emphasizes partnerships with school districts, alumni networks, and alternative certification pipelines. Retention strategies include mandatory advising checkpoints, cohort-based course sequencing, early academic monitoring, and structured licensure support to address barriers faced by in-service educators.

IV. Workforce Alignment and Public Value

Graduates of the master's-level Elementary Education program advance into instructional and classroom roles in elementary schools, particularly in high-need, rural, and underserved communities. As an advanced professional preparation program, Elementary Education directly supports teacher retention, instructional effectiveness, and licensure stability. As the state's leading producer of teachers of color, South Carolina State University plays a vital role in strengthening the diversity, quality, and effectiveness of South Carolina's elementary teaching workforce.

V. Continuous Improvement and Accountability

Enrollment, retention, and completion data for the master's-level Elementary Education program are reviewed annually by departmental leadership. Data-informed adjustments to recruitment strategies, curriculum sequencing, and academic supports are implemented to ensure measurable improvement toward CHE productivity expectations in subsequent review cycles.

Conclusion

Through targeted recruitment of in-service and post-baccalaureate educators, curriculum refinement, strengthened academic and licensure support structures, and alignment with documented elementary-level workforce needs, South Carolina State University anticipates measurable improvement in program productivity for the master's-level Elementary Education and Teaching program. These efforts are projected to increase average annual program completers from **2.4** to approximately **3–4** during the next review cycle, consistent with expectations for graduate professional preparation programs and aligned with the Secondary Education master's improvement framework.

R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)

Submit by Thursday, February 5, 2026, to academicprograms@che.sc.gov.

Per Policies and Procedures for Academic Degree Program Productivity, *programs placed under review; institutions must provide a plan for meeting the degree program productivity standards. This plan must be sent within 90 calendar days from the date of Commission action on a program under review.*

Institution: SC State University
Contact Information: Dr. Frederick Evans
Submission Date: February 5, 2026

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	Sports, Kinesiology, and Physical Education/Fitness
CIP Code	310501
Degree Level	Undergraduate

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion



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Columbia, SC 29201

www.che.sc.gov



2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☒

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☐?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is ‘no,’ submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

Purpose and Mission Alignment

The undergraduate Physical Education (P.E.) program is designed to prepare highly qualified, effective, and culturally responsive physical educators who promote lifelong physical activity, wellness, and health education in P–12 school and community settings. This Improvement Plan aligns with the institutional mission and the principles of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) by emphasizing academic quality, student learning outcomes, licensure preparation, faculty qualifications, and continuous improvement.

Curriculum Distinctiveness and Coherence

Consistent with SACSCOC Comprehensive Standard 3.4, the Physical Education curriculum is coherent, rigorous, and aligned with program-level student learning outcomes and state teacher certification requirements. The program offers distinctive coursework in motor learning, kinesiology, adapted physical education, fitness assessment, sport pedagogy, and health-related fitness, which differentiates it from comparable programs.

The curriculum integrates pedagogical theory with extensive applied practice through laboratory experiences, clinical observations, and supervised teaching. Curriculum mapping ensures appropriate sequencing and alignment across content knowledge, pedagogy, assessment, and professional dispositions.

Faculty Expertise and Qualifications

In compliance with SACSCOC Standard 3.7.1, the Physical Education program is supported by qualified faculty with specialized credentials in physical education, exercise science, kinesiology, sport pedagogy, coaching, and health promotion. Faculty maintain expertise through scholarship, professional practice, certification, and engagement in professional organizations related to physical education and teacher education.

Faculty expertise enhances instructional quality, supports student mentoring, and strengthens preparation for licensure and workforce readiness.

Teaching Methodology and Pedagogical Innovation

Aligned with SACSCOC Standard 3.4.3, the program utilizes evidence-based and innovative instructional practices designed to improve student learning and retention. Teaching methodologies include skill-based instruction, peer teaching, microteaching, movement analysis, fitness assessments, and technology-enhanced instruction such as video analysis and digital assessment tools.

These methods reflect best practices in physical education teacher preparation and promote active learning, reflective practice, and instructional effectiveness.

Recruitment and Marketing Strategies

Targeted recruitment efforts focus on attracting students interested in education, coaching, fitness, and health-related careers. Recruitment strategies include partnerships with high schools, athletic programs, community recreation agencies, and dual enrollment initiatives. Marketing materials highlight licensure pathways, hands-on teaching experiences, flexible course scheduling, and strong employment outcomes.

Recruitment and enrollment data are reviewed annually as part of institutional effectiveness processes.

Collaboration and Clinical Partnerships

The program maintains strong partnerships with local school districts, recreation agencies, and community organizations to support clinical experiences, student teaching, and service-learning opportunities. These partnerships provide authentic teaching environments and contribute to program productivity and workforce alignment.

Clinical experiences are sequenced and assessed to ensure candidates demonstrate professional competence prior to program completion.

Continuous Improvement and Assessment

In accordance with SACSCOC Core Requirement 4.1 and Standard 8.1, the program engages in systematic assessment of student learning outcomes, licensure exam performance, clinical evaluations, retention, and graduation rates. Data are analyzed and used to improve curriculum, instruction, advising, and clinical placements.

This continuous improvement process supports accountability, compliance, and educational effectiveness.

Target Audience and Student Support

The undergraduate Physical Education program serves traditional and nontraditional students, including first-generation college students and aspiring educators from diverse backgrounds. Advising, academic support, and early field experiences are designed to promote retention, persistence, and timely degree completion.

Student support services align with SACSCOC Standard 3.4.10 to ensure access and equity.

Interdisciplinary Integration

The program integrates coursework from education, health, biology, psychology, and exercise science to provide an interdisciplinary foundation. This approach prepares candidates to address diverse learner needs, promote inclusive physical activity, and support whole-child development in school settings.

Student Outcomes and Licensure Preparation

The program demonstrates strong student outcomes through high rates of licensure eligibility, successful student teaching placements, and employment in P–12 schools and related fields.

Career readiness is embedded throughout the program via field experiences, professional dispositions assessment, and faculty mentoring.

Graduate placement and licensure data are reviewed annually to inform program improvement.

Community Engagement and Service Learning

Community engagement is embedded through service-learning projects, fitness programming, youth sports initiatives, and health promotion activities. These experiences strengthen candidate skills, reinforce civic responsibility, and support community wellness goals.

Program Structure and Flexible Delivery

The Physical Education program offers structured course sequencing with select hybrid and online options to support student access and retention. All delivery modalities comply with SACSCOC distance education standards and ensure instructional quality, faculty preparedness, and adequate student support.

Accreditation and Professional Recognition

The program aligns with state teacher licensure requirements and national standards for physical education teacher education. Where applicable, specialized accreditation expectations inform curriculum design, assessment practices, and continuous improvement efforts, supporting both licensure and SACSCOC compliance.

Alumni Engagement and Workforce Impact

An engaged alumni network contributes to recruitment, mentoring, and placement efforts. Alumni feedback and employment outcomes are incorporated into assessment and strategic planning to strengthen program effectiveness.

Global and Cultural Perspectives

The program integrates global and cultural perspectives related to physical activity, health, and sport. Coursework and experiential learning emphasize culturally responsive teaching and inclusive practices to prepare candidates for diverse learning environments.

Conclusion

This Improvement Plan demonstrates the undergraduate Physical Education program's commitment to academic quality, licensure preparation, student success, and continuous improvement in alignment with SACSCOC standards. Through qualified faculty, distinctive curriculum, strong clinical partnerships, and data-informed decision-making, the program is positioned for sustained effectiveness, compliance, and impact.



R. Wes Hayes, Jr.
Chairman

L. Jeffrey Perez, Ph.D.
President and Executive Director



Academic Program Improvement Action Plan
(Reporting Period: FY2016-2020)

Submit by Thursday, February 5, 2026, to academicprograms@che.sc.gov.

Per Policies and Procedures for Academic Degree Program Productivity, *programs placed under review; institutions must provide a plan for meeting the degree program productivity standards. This plan must be sent within 90 calendar days from the date of Commission action on a program under review.*

Institution: SC State University
Contact Information: Dr. M. Evelyn Fields
Submission Date: _____

Complete the following table for the non-compliant programs placed on “under review” status during the FY2016-2020 Review Cycle:

Program Name	BA Music Merchandising
CIP Code	501003
Degree Level	

Part I

If you answer “no” to any of the following questions, proceed to part II.

1. The above-referenced non-compliant program has met the degree standards during FY2020-24. Yes ☐ No ☒

If “yes”, provide the required data listed in the table:

FY2020-24 Average Enrollment	FY2020-2024 Average Completion



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2. The above-referenced non-compliant program has been terminated. Yes ☐ No ☐

If “yes”, the termination date is _____, and date of the data file closing is _____

Is the terminated program listed on the CHE academic program inventory Yes ☐ No ☐?
(Attach a copy of the CHE Termination Acknowledgment Letter).

3. The program will be terminated? Yes ☐ No ☒

The proposed termination date is [Click or tap here to enter text.](#)

Part II

If any response in Part I is ‘no,’ submit a two-page (single-spaced, font size 11) Improvement Plan to include retention and recruitment plans as necessary.

Improvement Plan - BA Music Merchandising (501003)

Music Merchandising Program: Strategies for Enhancing Productivity

1. Curriculum Distinctiveness

The Music Merchandising Program offers a specialized curriculum that blends music business, retail management, digital distribution, branding, and entrepreneurship. Courses such as *Music Product Development*, *Digital Streaming Economics*, and *Artist Branding & Promotion* distinguish the program from traditional music or business degrees by focusing specifically on the commercial ecosystem of the music industry.

2. Faculty Expertise

Faculty bring a combination of academic credentials and industry experience, including backgrounds in music production, entertainment law, retail merchandising, and digital marketing. Their professional engagement with record labels, distribution platforms, and artist management contributes to a curriculum that reflects current industry practices and emerging trends.

3. Teaching Methodology

The program employs experiential and project-based learning, including:

- Simulated record label and merchandising operations
- Live event planning and execution
- Case studies using current industry data
- Internship integration as a required component

These approaches ensure students gain hands-on, career-ready skills.

4. Recruitment and Marketing Strategies

Targeted recruitment strategies include:

- Outreach to high school music and arts programs
- Partnerships with community colleges and technical institutions
- Digital marketing campaigns highlighting career pathways in the music industry
- Engagement through music festivals, competitions, and industry events

Marketing emphasizes career outcomes in a rapidly growing digital music economy.

5. Collaboration and Research Partnerships

The program seeks to expand partnerships with:

- Independent record labels and music distributors
- Streaming platforms and digital marketing firms
- Local and regional entertainment businesses

These collaborations provide internships, applied research opportunities, and real-world exposure not commonly available in comparable programs.

6. Continuous Improvement

The program undergoes regular assessment through:

- Annual program reviews aligned with CHE productivity standards
- Advisory board input from industry professionals
- Student learning outcome evaluations
- Graduate placement tracking

Findings are used to revise curriculum, improve delivery, and ensure relevance.

7. Target Audience

The program serves a diverse student population, including:

- Students from underrepresented backgrounds in the music industry
- First-generation college students
- Students seeking careers in non-performance music fields

It fills a gap for students interested in the business side of music rather than performance or education.

8. Interdisciplinary Approach

The program integrates coursework from:

- Business administration (marketing, management, entrepreneurship)
- Music (theory, production, history)
- Communications and digital media

This interdisciplinary model prepares students for multifaceted roles within the music and entertainment industries.

9. Student Outcomes



Graduates are prepared for careers in:

- Music merchandising and retail
- Artist management and promotion
- Digital distribution and streaming services
- Event and tour management

The program is strengthening its career tracking systems to document placement rates and employer partnerships.

10. Community Engagement

The program actively engages with the community through:

- Student-led music events and showcases
- Partnerships with local artists and venues
- Service-learning projects supporting community arts initiatives

These efforts enhance experiential learning while contributing to regional cultural development.

11. Program Structure

To increase accessibility and enrollment, the program is expanding:

- Hybrid and online course offerings
- Flexible scheduling for non-traditional students
- Internship-for-credit models integrated into degree completion

This structure supports working students and those seeking flexible pathways.

12. Accreditation and Recognition

While not subject to specialized accreditation specific to merchandising, the program aligns with industry standards and best practices in music business education. Efforts are underway to pursue affiliations and recognitions that enhance credibility and visibility.

\

13. Alumni Network

The program is actively developing its alumni network by:

- Tracking graduates in music and entertainment careers
- Engaging alumni in mentorship and guest lectures

- Showcasing alumni success stories in marketing efforts

This network will serve as a pipeline for internships and employment opportunities.

14. Global Perspective

The program is working to expand its global footprint through:

- Exploration of study abroad opportunities focused on international music markets
- Incorporation of global music industry trends into coursework
- Potential partnerships with international institutions and organizations

This prepares students for participation in a globalized music economy.

The Music Merchandising Program is committed to strengthening productivity through strategic enhancements in curriculum, partnerships, delivery methods, and student outcomes. These efforts are designed to ensure alignment with CHE expectations while positioning the program as a competitive and innovative offering within the institution and the broader higher education landscape.



Longitudinal Program Compliance Summary (FY2018–FY2026)

Clemson University

NC=noncompliant; **C**=compliant

Degree	Program	Revision Request	FY26	FY24	FY22	FY20	FY18
Bachelor's	Mathematics Teaching	Under Review	NC	NC	NC	NC	NC
Bachelor's	Science Teaching	Under Review	NC	NC	NC	C	C
Bachelor's	Preprofessional Studies (Pre-Pharmacy Studies)	Exemption	NC	NC	NC	NC	C
Bachelor's	Turfgrass (Applies Horticulture)	Under Review	NC	NC	NC	C	C
Master's	Sports Business and Analytics (Operations Management and Supervision)	Under Review	NC	NC	NC	NC	C
Doctoral	Biosystems Engineering (Agricultural Engineering)	Under Review	NC	NC	NC	NC	NC
Doctoral	Photonic Science and Technology (Optics/Optical Science)	Under Review	NC	NC	NC	C	C
Master's	Microbiology	Under Review	NC	C	NC	NC	NC
Master's	Toxicology	Under Review	NC	NC	NC	NC	NC
Master's	Biosystems Engineering (Agricultural Engineering)	Under Review	NC	NC	NC	C	C
Master's	Photonic Science and Technology (Optics/Optical Sciences)	Under Review	NC	NC	NC	C	C
Master's	*Construction Science and Management	Continuing Approval	NC	n/a	n/a	n/a	n/a

*Note: The Construction Science and Management Program at Clemson (CIP 522001) has been noncompliant for only one cycle (FY26). The program submitted a justification requesting a revision from “under review” to “continuing approval.” **It is not on the list of programs identified for termination.** However, a justification for revision to the productivity report was provided by the institution.

Coastal Carolina University

NC=noncompliant; **C**=compliant

Degree	Program	Revision Request	FY26	FY24	FY22	FY20	FY18
Bachelor's	Physical Education Teacher Education	Under Review	NC	NC	NC	C	C
Bachelor's	Chemistry	Exemption	NC	NC	NC	NC	NC
Bachelor's	Philosophy	Exemption	NC	NC	NC	NC	NC
Bachelor's	Applied Physics	Exemption	NC	NC	NC	NC	NC

College of Charleston

NC=noncompliant; **C**=compliant

Degree	Program	Revision Request	FY26	FY24	FY22	FY20	FY18
Bachelor's	African American Studies	Exemption	NC	NC	NC	C	C
Bachelor's	Dance	Under Review	NC	NC	NC	NC	C
Bachelor's	German Studies	Continuing Approval	NC	NC	NC	NC	NC
Bachelor's	Jewish Studies	Exemption	NC	NC	NC	NC	C

Bachelor's	Meteorology	Under Review	NC	NC	NC	C	C
Bachelor's	Teacher Ed.	Under Review	NC	NC	NC	NC	C

Francis Marion University

NC=noncompliant; **C**=compliant

Degree	Program	Revision Request	FY26	FY24	FY22	FY20	FY18
Bachelor's	Modern Languages	Exemption	NC	NC	NC	NC	NC
Bachelor's	Engineering Technology	Exemption	NC	NC	NC	NC	NC

Lander University

NC=noncompliant; **C**=compliant

Degree	Program	Revision Request	FY26	FY24	FY22	FY20	FY18
Bachelor's	Music	Exemption	NC	NC	NC	NC	NC
Bachelor's	Mathematics	Exemption	NC	NC	NC	NC	NC

SC State University

NC=noncompliant; **C**=compliant

Degree	Program	Revision Request	FY26	FY24	FY22	FY20	FY18
Bachelor's	Agribusiness/Agricultural Business	Under Review	NC	NC	NC	NC	NC
Bachelor's	Special Education and Teaching	Under Review	NC	NC	NC	NC	NC
Bachelor's	Elementary Education and Teaching	Under Review	NC	NC	NC	NC	C
Bachelor's	Early Childhood Education and Teaching	Under Review	NC	NC	NC	NC	NC
Bachelor's	Electrical, Electronic, and Communications Engineering Technology/Technician	Under Review	NC	NC	NC	C	C
Bachelor's	Foods, Nutrition, and Wellness Studies	Under Review	NC	NC	NC	NC	NC
Bachelor's	English Language and Literature	Under Review	NC	NC	NC	NC	C
Bachelor's	Sports, Kinesiology, and Physical Education/Fitness	Under Review	NC	NC	NC	NC	C
Bachelor's	Chemistry	Under Review	NC	NC	NC	NC	NC
Bachelor's	Political Science and Government	Under Review	NC	NC	NC	C	C
Bachelor's	Sociology	Under Review	NC	NC	NC	NC	C
Bachelor's	Drama	Under Review	NC	NC	NC	NC	NC
Bachelor's	Fine/Studio Arts	Under Review	NC	NC	NC	NC	NC

Bachelor's	Music Management (Music Merchandise)	Under Review	NC	NC	NC	NC	NC
Bachelor's	Business/Managerial Economics	Under Review	NC	NC	NC	NC	NC
Bachelor's	History	Under Review	NC	NC	NC	NC	NC
Master's	Elementary Education and Teaching	Under Review	NC	NC	NC	C	C
Master's	Secondary Education and Teaching	Under Review	NC	NC	NC	NC	C
Master's	Foods, Nutrition, and Wellness Studies	Under Review	NC	NC	NC	C	C

The Citadel

NC=noncompliant; **C**=compliant

Degree	Program	Revision Request	FY26	FY24	FY22	FY20	FY18
Master's	Junior High/Intermediate/Middle School Education and Teaching	Exemption	NC	NC	NC	NC	C
Bachelor's	Physical Education Teaching and Coaching	Exemption	NC	NC	NC	C	C
Bachelor's	Secondary Education and Teaching	Exemption	NC	NC	NC	NC	NC
Bachelor's	English Language and Literature	Exemption	NC	NC	NC	C	C
Bachelor's	Mathematics	Exemption	NC	NC	NC	NC	NC
Bachelor's	Physics	Exemption	NC	NC	NC	NC	NC

USC-Aiken

NC=noncompliant; **C**=compliant

Degree	Program	Revision Request	FY26	FY24	FY22	FY20	FY18
Bachelor's	History	Under Review	NC	NC	NC	NC	NC
Bachelor's	Chemistry	Under Review	NC	C	NC	C	C
Bachelor's	Secondary Education	Under Review	NC	NC	NC	NC	NC
Bachelor's	Special Education	Under Review	NC	NC	NC	NC	NC
Bachelor's	Middle Level (Junior High/Intermediate)	Under Review	NC	NC	NC	NC	C

USC-Beaufort

NC=noncompliant; **C**=compliant

Degree	Program	Revision Request	FY26	FY24	FY22	FY20	FY18
Bachelor's	History	Under Review	NC	NC	NC	C	C
Bachelor's	Sociology	Under Review	NC	NC	NC	C	C

USC-Columbia

NC=noncompliant; **C**=compliant

Degree	Program	Revision Request	FY26	FY24	FY22	FY20	FY18
Bachelor's	Physics, General	Under Review	NC	NC	NC	C	C
Doctors-Research/Scholarship	Spanish Language and Literature	Under Review	NC	C	NC	NC	C
Master's	Art History, Criticism and Conservation	Under Review	NC	NC	NC	NC	NC
Doctors-Research/Scholarship	Music Teacher Education	Under Review	NC	NC	NC	NC	NC
Bachelor's	African-American/Black Studies	Under Review	NC	NC	NC	NC	NC
Doctors-Research/Scholarship	Economics, General	Under Review	NC	C	NC	NC	NC
Master's	Physics, General	Under Review	NC	NC	NC	NC	NC
Master's	Art Teacher Education	Master's	NC	NC	NC	NC	NC
Master's	History, General	Under Review	NC	NC	NC	NC	NC
Master's	Philosophy	Under Review	NC	NC	NC	NC	NC
Master's	Sociology, General	Under Review	NC	NC	NC	NC	NC
Master's	Film/Video and Photographic Arts, Other	Under Review	NC	NC	NC	NC	C

Master's	Foreign Languages and Literatures, General	Under Review	NC	NC	NC	NC	C
Master's	Anthropology, General	Under Review	NC	NC	NC	C	C
Master's	Biostatistics	Under Review	NC	NC	NC	C	C
Master's	International Relations and Affairs	Under Review	NC	NC	NC	C	C
Master's	Pharmaceutics and Drug Design	Under Review	NC	NC	NC	C	C
Master's	Retailing	Under Review	NC	NC	NC	C	C

USC-Upstate

NC=noncompliant; **C**=compliant

Degree	Program	Revision Request	FY26	FY24	FY22	FY20	FY18
Bachelor's	Chemistry	Under Review	NC	NC	NC	NC	NC
Bachelor's	Mathematics	Under Review	NC	NC	NC	NC	C
Bachelor's	Art Education	Under Review	NC	NC	NC	NC	NC

Winthrop University
NC=noncompliant; C=compliant

Degree	Program	Revision Request	FY26	FY24	FY22	FY20	FY18
Bachelor's	Physical Education Teaching	Exemption	NC	NC	NC	NC	NC
Bachelor's	Environmental Studies	Under Review	NC	NC	NC	NC	NC
Bachelor's	Environmental Science	Under Review	NC	NC	NC	NC	NC
Bachelor's	Art History	Under Review	NC	NC	NC	NC	NC
Bachelor's	Philosophy and Religious Studies	Under Review	NC	NC	NC	NC	NC
Master's	Music	Under Review	NC	NC	NC	NC	NC
Master's	Studio Art	Under Review	NC	NC	NC	C	C