TENNESSEE HIGHER EDUCATION COMMISSION

BACKGROUND INFORMATION

Post-approval monitoring is stipulated in academic polices A1.0 – New Academic Programs: Approval Process and A1.6 – Expedited Academic Programs: Approval Process. The annual review evaluates fidelity of recently approved academic program implementation and monitors progress towards meeting the implementation goals articulated in the program proposal during the approval process.

Post-approval monitoring extends for three years after approval for associate degrees and certificate programs; five years for bachelor's and master's degrees; and seven years for doctoral programs. The post-approval monitoring process can be extended when additional time is needed for approved programs to demonstrate success in meeting program benchmarks. After a program has completed post-approval monitoring, it is evaluated via Quality Assurance Funding (QAF).

Traditionally, institutions submit one of four types of reports while programs are in post-approval monitoring: implementation, standard, productivity, or summative. Implementation reports cover action between Commission approval and the enrollment of the first students, standard reports describe progress from implementation to the final year of the post-approval monitoring cycle, summative reports describe the final year of reporting when programs anticipate leaving post-approval monitoring, and productivity reports provide corrective plans for those programs which fail to meet enrollment or graduation projections. These reports have focused primarily on the attainment of the enrollment and graduation metrics established during the new program approval process and approved by the commission.

As part of a reconceptualization of post-approval monitoring, and in consultation with a taskforce comprised of institutional stakeholders, this year's post-approval monitoring report only required submissions for programs in the final year of monitoring (summative reports) and those in productivity monitoring. Furthermore, institutions were given an option to submit a traditional report based on enrollment and graduation metrics or to pilot the new metrics proposed by the task force. The pilot report and associated metrics contain both qualitative and quantitative measures to present a more holistic evaluation of the viability of the academic programs. The new metrics are grouped into four key areas: programmatic alignment; student success and outcomes; program efficiency; and workforce alignment and demand. For each area, institutions were able to select between several measures, each identified by the taskforce as valuable evaluation metrics. A blank post-approval monitoring pilot metrics template is included in Appendix A.

Table 1 lists the academic programs that submitted post-approval monitoring reports for the 2022-23 reporting cycle along with the type of report submitted. Complete reports are included following the post-approval monitoring pilot metrics template and are organized by pilot reports by institution followed by traditional reports by institution. Please note, not all institutions had programs that required reporting for this reporting cycle.

Table 1 - 2022-23 Post-Approval Monitoring Reports

Institution	Academic Program	Implementation Date	Monitoring Year	2023 Report	Version
PILOT REPORTS					
Austin Peay State University	Aviation Science, BS	2018	5	Summative	Pilot
Middle Tennessee State University	Fermentation Science, BS	2017	6	Productivity	Pilot
Chattanooga State Community College	Nuclear Medicine Technology, AAS	2017	6	Summative	Pilot
Chattanooga State Community College	Paramedic, AAS	2016	7	Productivity	Pilot
Columbia State Community College	Anesthesia Technology, AAS	2017	6	Summative	Pilot
Dyersburg State Community College	Health Sciences, AAS	2017	6	Summative	Pilot
Motlow State Community College	Entrepreneurship, AAS	2020	3	Summative	Traditional
Motlow State Community College	Fine Arts, AFA	2017	6	Summative	Pilot
Nashville State Community College	Fine Arts, AFA	2012	11	Productivity	Pilot
Nashville State Community College	Hospitality Management, AAS	2017	6	Summative	Pilot
Nashville State Community College	Paralegal Studies, Certificate	2020	3	Summative	Pilot
Nashville State Community College	Retail Management, Certificate	2017	6	Summative	Pilot
Roane State Community College	Financial Services, AAS	2014	9	Summative	Pilot
Roane State Community College	Medical Informatics, AAS	2015	8	Productivity	Pilot
Southwest Tennessee Community College	Health Sciences, AAS	2015	8	Productivity	Pilot
Southwest Tennessee Community College	Fine Arts, AFA	2019	4	Productivity	Pilot
Southwest Tennessee Community College	Funeral Services Education, AAS	2019	4	Productivity	Pilot

Institution	Academic Program	Implementation Date	Monitoring Year	2023 Report	Version
TRADITIONAL REPORTS					
Austin Peay State University	Engineering Physics, BS	2017	6	Productivity	Traditional
East Tennessee State University	Rehabilitative Health Sciences, BS	2018	5	Summative	Traditional
Joint Program – Tennessee Technological University and East Tennessee State University	Engineering, BSE	2016	7	Productivity	Traditional
Middle Tennessee State University	Africana Studies, BA/ BS	2017	6	Productivity	Traditional
Middle Tennessee State University	Dance, BS	2017	6	Productivity	Traditional
Middle Tennessee State University	Religious Studies, BA/BS	2017	6	Productivity	Traditional
Tennessee Technological University	Professional Science Masters, PSM	2013	10	Productivity	Traditional
University of Memphis	Commercial Aviation, BS	2018	5	Summative	Traditional
University of Tennessee, Chattanooga	Chronic Disease and Prevention, MPH	2018	5	Summative	Traditional
University of Tennessee, Chattanooga	Mechatronics Engineering, BAS	2018	5	Summative	Traditional
University of Tennessee, Knoxville	Entomology, Plant Pathology, and Nematology, PhD	2015	8	Productivity	Traditional
Cleveland State Community College	Fine Arts, AFA*	2013	10	Productivity	Traditional
Cleveland State Community College	Law Enforcement, AAS	2017	6	Summative	Traditional
Cleveland State Community College	Medical Informatics, AAS*	2014	9	Summative	Traditional
Cleveland State Community College	Fine Arts, AFA*	2013	10	Productivity	Traditional
Cleveland State Community College	Paramedic, AAS	2015	8	Productivity	Traditional
Columbia State Community College	Civil and Construction Engineering Technology, AAS*	2020	3	Summative	Traditional
Columbia State Community College	Fire Science, AAS*	2019	4	Productivity	Traditional
Jackson State Community College	Respiratory Care, AAS	2018	5	Productivity	Traditional

Institution	Academic Program	Implementation Date	Monitoring Year	2023 Report	Version
Motlow State Community College	Medical Laboratory Technology, AAS	2017	6	Summative	Traditional
Motlow State Community College	Paramedic, AAS	2014	9	Summative	Traditional
Pellissippi State Community College	Architectural Design Technology, AAS	2020	3	Summative	Traditional
Pellissippi State Community College	Water Quality Technology, AAS	2019	4	Productivity	Traditional

Planned for termination or phase-out

THEC

2023 Post-Approval Monitoring
Pilot Metrics Template

Instructions: Respond to each of the four categories below (programmatic alignment; student success and outcomes; program efficiency; and workforce alignment and demand) according to the directions outlined in each section. Responses can use a variety of metrics, both quantitative and qualitative. For any data provided, please provide the source. Also, for each section there is an option to select "other". Please provide a clear explanation of why you chose "other" as an option and provide the appropriate justification.

Institution:		Implementation Date:
Academic Program:		**CIP Code:**
Type of Report (Summative or Productivity):		

Programmatic Alignment				
Metric	**Possible Ways to Measure**	**Type of Measure**	**Parameters**	**Mark with an "x" the metrics you are reporting on.**
Alignment with state master plan for higher education	Alignment Statement	qualitative	Campuses should provide information demonstrating how the program aligns with institutional mission and strategy, but also with state, national, and global priorities. At least two (2) metrics must be addressed and both metrics in **bold** must be addressed.	
Alignment with institutional mission and strategic plan	Alignment Statement	qualitative		
Program is central to the identity of the university	Alignment Statement	qualitative		
Program is needed to support another program	Alignment Statement	qualitative		
Other				
Provide responses to selected metrics in the box below. Make sure to address every metric selected above and provide an explanation of any data referenced.				

Student Success and Outcomes				
Metric	Possible Ways to Measure	Type of Measure	Parameters	Mark with an "x" the metrics you are reporting on.
Job placement or enrollment in the next academic program	employment data	quantitative	Campuses must present quantitative and/or qualitative data from three (3) metrics, including at least two (2) from the metrics in **bold.**	
Assessment and program evaluation measures	dependent on institutional assessment plan; likely major field test, CCTST, etc.	both		
Student/graduate satisfaction	NSSE, surveying, etc.	both		
Licensure/certification pass rate	passage rates: certifications, licensures, major field tests	quantitative		
Foundational skills	programmatic assessment of general education and/or major	both		
Transfer outcomes	Transfer rate; grad rate/time to completion after transfer	both		
Other				
Provide responses to selected metrics in the box below. Make sure to address every metric selected above and provide an explanation of any data referenced.				

Program Efficiency				
Metric	**Possible Ways to Measure**	**Type of Measure**	**Parameters**	**Mark with an "x" the metrics you are reporting on.**
Cost per degree		quantitative	Campuses should present data sets representing at least four (4) areas, including at least two (2) of the metrics in **bold**.	
Costs/revenue		quantitative		
Enrollment		quantitative		
Retention rates		quantitative		
Graduates		quantitative		
Student credit hour production		quantitative		
Student credits to faculty FTE ratio		quantitative		
Amount of external funding produced		both		
Faculty productivity		both		
Other				

Provide responses to selected metrics in the box below. Make sure to address every metric selected above and provide an explanation of any data referenced.

	Workforce Alignment and Demand			
Metric	**Possible Ways to Measure**	**Type of Measure**	**Parameters**	**Mark with an "x" the metrics you are reporting on.**
Student demand	student surveying, other metrics	both	Campuses should include data from three (3) categories, including two (2) of the metrics in **bold**.	
Employer demand		both		
Future career prospects	skills mapping/CIP to SOC alignment and outcomes	qualitative		
Percentage of graduates working in the field		quantitative		
Community outreach	partnerships, etc.	both		
Employment rate upon graduation		quantitative		
Other				
Provide responses to selected metrics in the box below. Make sure to address every metric selected above and provide an explanation of any data referenced.				

Are there other considerations not outlined above?

Optional: Provide a narrative concerning the health of the program.