9-12-2024

New OCIS Notification - Oak Ridge

University of Tennessee, Knoxville

THE UNIVERSITY OF TENNESSEE KNOXVILLE

September 12, 2024

Dr. Kevin Sightler
Substantive Change Office
SACS Commission on Colleges
1866 Southern Lane
Decatur, GA 30033

Re: Off-Campus Instructional Site Approval (by Extensive Review) – Oak Ridge (Glazer Building & Oak Ridge Enhanced Technology and Training Center [ORETTC])

Dear Kevin,

This is a late notification. We have discovered 19 unreported substantive changes; this submission addresses the first.

The University of Tennessee, Knoxville is requesting approval from the Commission on Colleges to offer 50% or more of the Master's of Science in Industrial Engineering at the Glazer Building (1201 Oak Ridge Turnpike #101, Oak Ridge, TN 37830) location. Additionally, as the program recently outgrew the Glazer Building, we need to include a second location, the Oak Ridge Enhanced Technology and Training Center (ORETTC) at 3607 Oak Ridge Turnpike, Oak Ridge, TN 37830.

I have attached a consolidated prospectus to request approval for offering 50% or more of the MS in Industrial Engineering program at the two locations listed above. Should you have any questions or require further information, please do not hesitate to contact me.

Sincerely,

Heather Hartman
SACSCOC Liaison

Cc: Donde Plowman, Chancellor
John Zomchick, Provost and Senior Vice Chancellor
Ozlem Kilic, Interim Vice Provost for Academic Affairs
Matthew Mench, Dean, Tickle College of Engineering

Office of Institutional Effectiveness
5723 Middlebrook Pike, Suite 218, Knoxville, TN 37921
865-974-6964 IEDept@utk.edu ie.utk.edu

If multiple sites are proposed in a consolidated prospectus (see qualifying criteria), address each site separately, viz., the description of the physical resources and a Faculty Roster Form separated by site.

The University of Tennessee, Knoxville is seeking approval for **two** off-campus instructional sites at this time. The original site, the Glazer Building, and the new site, Oak Ridge Enhanced Technology and Training Center, both in Oak Ridge, TN.

Site name (must be unique, i.e., it cannot be the same as an institution's existing site).

The University of Tennessee, Knoxville is seeking approval for an off-campus instructional site known as the Glazer Building. The institution also seeks approval for the Oak Ridge Enhanced Technology and Training Center (ORETTC).

The physical address or location of the site (i.e., no post office box numbers only).

The Glazer Building is located at:

1201 Oak Ridge Turnpike #101
Oak Ridge, TN 37830

The Oak Ridge Enhanced Technology and Training Center is located at:

3607 Oak Ridge Turnpike
Oak Ridge, TN 37830

The intended implementation date.

This is a late notification. The Glazer Building has been utilized to facilitate the MS in Industrial Engineering program since 2011. The same program relocated to the Oak Ridge Enhanced Technology and Training Center in the spring 2024 semester.

Indicate if the site will be a branch campus.

Neither of these two Oak Ridge sites will be a branch campus. The University of Tennessee, Knoxville retains authority over budgetary and hiring matters.

The institution must demonstrate, at an institutional level, the capacity to effectively oversee and provide ongoing support for off-campus instructional sites / additional locations (including branch campuses, as applicable), by the following:

a. Demonstrating how the institution will have administrative oversight of off-campus instructional sites / additional locations that ensures academic control of all offcampus instructional sites.

These sites, the Glazer Building and ORETTC, located approximately 30 minutes from UT Knoxville's main campus, have been in operation since 2011 and 2024, respectively. The program offered, a Master of Science in Industrial Engineering, has been offered at the off-campus instructional site known as the UT Space Institute in Tullahoma, TN for some time. The program in Oak Ridge is staffed by full-time faculty and adjunct faculty with connection to the US Department of Energy Y-12 National Security

Complex (Y-12) and Oak Ridge National Laboratory (ORNL), who are overseen by the Department of Industrial and Systems Engineering (the department). Faculty teaching at this site are supervised and evaluated along with faculty at the main campus and at other sites.

b. Demonstrating how the institution will have academic assessment and evaluation processes that include the regular and robust assessment and evaluation of each of the institution's off-campus instructional sites / additional locations.

The institution's annual program assessment of student learning outcomes is coordinated through the Department of Institutional Effectiveness, which works with program faculty to develop appropriate outcomes, measures, and to interpret results for continued program improvement. The department conducts an annual meta-assessment review and prepares a report, which is shared with faculty and administration. Student assessment of all academic courses and instructors is accomplished through the use of end of course evaluations.

Learning outcomes for students enrolled in the MS in Industrial Engineering program Oak Ridge cohort are the same as for the institution's campus-based and online classes. All results are included in the annual assessment report for the degree program. Course evaluations address topics such as quality of instruction, adequacy of facilities, adequacy of library resources, technology, and faculty availability (outside of class time). The instrument used for these evaluations is the same for all locations and methods of delivery.

c. Demonstrating how the institution will engage in ongoing and thorough long-range planning processes for expansion of instructional and other services to off-campus instructional sites / additional locations.

The Glazer Building in Oak Ridge, Tennessee, is a UT System-owned multipurpose property. The Oak Ridge cohort may continue to use the facility in some capacity. The program offering serves two cohorts per year. As the space at Glazer is limited, it is unlikely more programming will be planned for that site. This facility is included in the institution's Master Plan planning process. The adequacy of the space in the Glazer Building is handled in the same manner as other University buildings. The Glazer building was included in the institution's Bureau Veritas facility condition assessment review and is in included in maintenance prioritization. The overall square footage was included in the Oak Ridge space analysis.

The ORETTC training and research facility, which opened in January 2023, is 43,000 square feet and will be ideal for future program expansion. Owned by Roane County and leased by Consolidated Nuclear Security, the ORETTC in Oak Ridge, Tennessee features a 40,000 square foot Emergency Response Training Facility (ERTF). The ERTF is a state-funded facility that trains first responders for high-consequence alarm response scenarios. A 35,000 square foot Simulated Nuclear & Radiation Activities Facility (SNRAF) is also being built next to the ERTF. The SNRAF will allow for practical application of the training received at the ERTF.

d. Demonstrating financial resources and financial stability by submitting for review the institution's two most recent financial statement audits.

The 2023 financial statement audit can be found in Appendix A. The 2022 financial statement audit can be found in Appendix B.

> Note: As part of the extensive review, the SACSCOC Board of Trustees will review the institution's audits and SACSCOC financial responsibility score based on financial data submitted by the institution as part of its annual financial profile. If it is not satisfied with the institution's financial stability, the SACSCOC Board of Trustee may deny approval.

Provide Common Content A – Background and Context, relative to the proposed change.

A list of programs offered by the institution (excerpt from the catalog or a printout of a webpage is acceptable).

The catalog information for programs in the Tickle College of Engineering can be found in Appendix C.

Abstract (one page maximum)

a. Briefly describe the proposed change to include the intended implementation date.

These two sites, which are not branch campuses, host classes on Fridays as employees of ORNL and Y-12 are able to work 4-10 schedules that give them Fridays off. The institution's online resources are sufficient to support the sites, and faculty from the main campus and some currently (or previously) working for the government organizations, teach the courses. The students have access to all library and research materials at our main campus (30 minutes away) and online.

When location codes were updated, we discovered the off-campus instructional site at the Glazer Building in Oak Ridge, which began as a workforce development site for the US Department of Energy employees in fall 2011. Most students who attend classes in Oak Ridge are Y-12 employees and ORNL employees, with some US Department of Energy Pantex plant (Pantex) employees and others from the Oak Ridge area enrolling, as well. The program grew and was relocated in spring 2024 to the new ORETTC facility also located on the Oak Ridge Turnpike in Oak Ridge, TN.

The Y-12 National Security Complex is a premier manufacturing facility dedicated to making our nation and the world a safer place and plays a vital role in the Department of Energy's Nuclear Security Enterprise. Y-12 retrieves and stores nuclear materials, fuels US naval reactors, and performs complementary work for other government and private-sector entities. Since 1943, Y-12 has played a key role in strengthening our country's national security and reducing the global threat from weapons of mass destruction. Y-12 has evolved to develop innovative solutions in manufacturing technologies, prototyping, safeguards and security, technical computing and environmental stewardship.

Oak Ridge National Laboratory is the world's premier research institution, empowering leaders and teams to pursue breakthroughs in an environment marked by operational excellence and engagement with the communities where we live and work. ORNL delivers scientific discoveries and technical breakthroughs needed to realize solutions in energy and national security and provide economic benefit to the nation. ORNL advances the science behind national security by applying unique expertise,

capabilities, resources, and facilities to solve critical scientific challenges in cybersecurity, nuclear security, and human security.

Pantex is one of six production facilities in the National Nuclear Security Administration's Nuclear Security Enterprise. As the cornerstone of the nation's Nuclear Security Enterprise, Pantex applies unique capabilities to ensure the effectiveness of the U.S. nuclear stockpile in support of the Nation's nuclear deterrent. Pantex executes nuclear explosive assembly and disassembly, special nuclear material testing and evaluations, and manufactures and assesses high explosives at the Amarillo, Texas site. Consolidated Nuclear Security, LLC (CNS) manages and operates the facility along with the Y-12 National Security Complex in Tennessee under a single contract from the U.S. Department of Energy/NNSA.

b. Provide projected number of students, if applicable.

The existing 33-credit hour (30 hours of course work and 3 hours of project) Master of Science degree in Industrial Engineering has been offered to two cohorts per year since 2011. To date, the program has completed 11 cohorts with 181 graduates. When the Glazer Building site was discovered in spring 2024, there were two cohorts in progress with 52 total students. Currently, there are 66 students enrolled in the program at ORETTC.

c. Indicate the projected life of the change, as applicable: one-time/limited duration or ongoing).

The sites are ongoing; a new cohort starts every fall so that two are active at any time. It is unclear whether the MS in Industrial Engineering program will utilize the Glazer Building in the future.

d. Describe the primary target audience or market.

Most students who attend classes in Oak Ridge are Y-12 employees and ORNL employees, with some US Department of Energy Pantex plant (Pantex) employees and others from the Oak Ridge area enrolling, as well. CNS reimburses its employees directly for tuition and fees. The department holds information sessions on-site at ORNL and Y-12 to recruit students.

e. Describe the strengths of the institution to undertake the change.

The University of Tennessee, Knoxville currently operates off-campus instructional sites in two locations. The UT Space Institute, located at 411 B. H. Goethert Parkway, Tullahoma, Tennessee 37388, has been in operation since 1964, offering various engineering programs including the MS in Industrial Engineering. The College of Social Work has operated in Nashville, Tennessee at 193 Holt Avenue, offering several programs since 1951. The institution's ability to support off-campus sites is well documented.

Describe how the need for the change was determined and how the change was approved by the institution.

This program grew out of a workforce development need for US Department of Energy employees. This is an ongoing program that began in 2011. The program is offered in Oak Ridge due to the presence of participating organizations in that area. The rise in demands for an advanced degree not based on want but need to stay competitive in a tough job market has also created a need for on-site extended degreed programs. CNS identified a need to develop its future workforce locally, rather than hiring employees from out of state.

The cohort program began in 2011 in response to the unique needs of the non-traditional student. The program is structured to serve the non-traditional student while creating value for their organization. The organization benefits almost immediately because the project based learning structure has a direct value cost saving metric attached to it.

Describe how the change is consistent with the mission and goals of the institution.

The mission of UT Knoxville is "We are a diverse community with a shared commitment to discovery, creativity, learning, and engagement. At UT Knoxville we:

- **Empower** learners of all ages and backgrounds to achieve their dreams through accessible and affordable education and state-of-the-art research training opportunities.
- **Advance** the prosperity, well-being, and vitality of communities across Tennessee and around the world through our research, teaching, service, and engagement.
- **Commit** to excellence, equity, and inclusion within the university, across the state, and in all our global activities."

These off-campus instructional sites allow UT Knoxville to work toward advancing the prosperity, well-being, and vitality of communities across Tennessee and around the world through our research, teaching, service, and engagement. Further, these off-campus industrial sites provides UT Knoxville the opportunity to embody the modern R1 land-grant university and engage in conducting research that makes life and lives better, addressing two goals of the institution's strategic vision.

Provide documentation of faculty involvement in the planning and approval of the change.

While we have no documentation of planning and approval at this time, the department staffs the classes from full-time faculty and adjunct faculty with connections to the US Department of Energy contractors. The courses are included in all assessment efforts.

Provide evidence of legal authority for the change if approval is required by the governing board or the state.

The US Department of Energy works in cooperation with UT Knoxville to allow student recruitment on-site at ORNL and Y-12 locations. The ORETTC facility was constructed outside of the secured US Department of Energy sites in Oak Ridge as an integrated security campus so that the community can access the facility. These sites will be submitted for UT Board of Trustees and THEC approval immediately.

Note for review subject to approval by the full Board of Trustees: Evidence of all required approvals must be included with the original submission.

Describe the educational program(s) to be offered at the site. If a program to be offered at the site is a new program requiring approval, also provide the prospectus information for New Program – Approval.

The Master of Science degree in Industrial Engineering is a 33-credit hour program with a thesis option and a capstone project option. An MS student who chooses the thesis option must be registered for IE 500 each semester, during the time work on the thesis is in progress, with a minimum of 3 hours the semester in which the thesis is accepted by the Graduate School. A total of six hours of IE 500 is required for the thesis option. After receiving the master's degree, a student is no longer permitted to register for IE 500.

The capstone project is a 3-credit hour project that emphasizes the integration of theory, concepts, and procedures in several areas of industrial engineering, including, but not limited to, engineering economy, inventory and production control, operations research, and manufacturing processes. The student's creativity and ability to apply this material will be of fundamental importance to succeed in this course.

Provide documentation of approval to operate in the state where the site is located if the site is outside of the state of the institution's main campus (in addition to the state approval evidence in Common Content A).

The Glazer Building and ORETTC are located within the state of Tennessee.

Provide the course schedule and course descriptions to be taught during the first year of operation; do not provide syllabi.

As the MS in Industrial Engineering program is already in progress, we have included the course schedule for the last two long semesters.

Semester	Courses	Location
Spring 2024	IE 501 Capstone Project IE 518 Engineering Economy IE 536 Project Management IE 542 Design of Experiment	Oak Ridge Enhanced Technology and Training Center
Fall 2023	IE 516 Statistics IE 531 Systems Thinking IE 532 Requirements Eng IE 542 Design of Experiment	Glazer Building

IE 501 - Design Project (Capstone Project)
1-3 Credit Hours

Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated. Maximum 6 hours.

Comment(s): Enrollment limited to industrial engineering students in non-thesis option.
Credit Level Restriction: Graduate credit only.
Registration Restriction(s): Minimum student level – graduate.

IE 516 - Statistical Methods in Industrial Engineering
3 Credit Hours

Application of classical statistical techniques to industrial engineering problems. Statistics and statistical thinking in managerial context of organizational improvement; descriptive statistics and distribution theory; relationship between statistical process control techniques and classical statistical tools; parameter estimation and hypothesis testing; goodness-of-fit testing; linear regression and correlation; analysis of variance; single and multiple factor experimental design.
Recommended Background: Statistics 251 or equivalent.

IE 518 - Advanced Engineering Economic Analysis
3 Credit Hours

Application of engineering economic analysis in complex decision situations. Inflation and price changes; uncertainty evaluation using non-probabilistic techniques; capital financing and project allocation; evaluations involving equipment replacement, investor-owned utilities, and public works projects; probabilistic risk analysis including computer simulation and decision trees; multi-attribute decision analysis; and other advanced topics.
(RE) Prerequisite(s): 405.
Recommended Background: Statistics 251.

IE 531 - Systems Thinking and Modeling
3 Credit Hours

Introduces students to a systems thinking approach to problem-solving. It provides students with the key concepts of systems thinking and theory. The students learn the importance of the identification of the elements of a system, their interconnectivity, stocks, feedback and balancing loops. Students also learn to model through an introduction to systems dynamics using causal loop diagrams, stock and flow diagrams, and simulation. Concepts studied include systems environment, boundaries, and the emergence of their hierarchical structure.

IE 532 - Systems Based Requirements Engineering
3 Credit Hours

Focus of this course is to help students develop a conceptual understanding of the systems engineering life-cycle process and familiarity with analysis techniques used in that process. We will discuss systematically establishing, defining and managing the requirements for complex and changing systems from a technical and administrative perspective. We address the techniques used to capture, validate and understand all requirement specifications at all stages of a systems life cycle. Introduction to process design, with an emphasis in the requirements stage.
(RE) Prerequisite(s): 531.

IE 536 - Project Management
3 Credit Hours

Development and management of engineering and technology projects. Project proposal preparation; resource and cost estimating; and project planning, organizing, and controlling: network diagrams and other techniques. Role of project manager: team building, conflict resolution, and contract negotiations. Discussion of typical problems and alternative solutions. Case studies and student projects.
Recommended Background: Graduate standing in Engineering or Business.

IE 542 - Design of Experiments for Engineering Managers
3 Credit Hours

Methodology for experiments in product, service, and process improvements. Factorial experiments, screening designs, variance reduction, and other selected topics for engineering managers. Taguchi philosophy and concepts. Optimization and response surface methods. Case studies.
(RE) Prerequisite(s): Industrial Engineering 516.

Provide Common Content B – Faculty Qualifications, relative to the proposed change. All courses to be taught during the first year of operation must be assigned to at least one faculty member on the Faculty Roster.

Provide a completed Faculty Roster Form to include faculty members scheduled to teach in the proposed substantive change (program, site, arrangement, etc.). Follow the Faculty Roster Form Instructions which require the institution to demonstrate the qualifications of each faculty member to teach the courses assigned (refer to Standard 6.2a (faculty qualifications) of the Principles of Accreditation). Use the standard Faculty Roster Form and instructions; do not create a new form or format.

Include on the Faculty Roster Form all faculty members for the courses to be taught; do not include historical teaching assignments unless they are also to be taught in the proposed change.

a. For a program: list the faculty members for all courses in the curriculum; exclude general education courses, if applicable, unless the general education curriculum is the substantive change being submitted for review.

b. For an off-campus instructional site: list the faculty members for all courses to be taught at the site for the first 12 months of operation.

Do not submit faculty curricula vitae or transcripts.

Referring to Standard 6.2a (faculty qualifications):

a. For a program: demonstrate the institution has at least one faculty member qualified in the discipline to develop the curriculum and/or teach in the program.

b. For a site: demonstrate the institution has at least one faculty member qualified in the discipline to teach at the site.

The Faculty Roster Form for the MS in Industrial Engineering program in Oak Ridge can be found in Appendix D. The Faculty Roster Form provided includes faculty who taught in the last two long semesters. Two full-time faculty members teaching in Oak Ridge hold terminal degrees in Industrial Engineering. One faculty member who teaches part time holds a terminal degree in Industrial Engineering.

Provide narrative with supporting evidence to demonstrate the number of full-time faculty members will be adequate to support the proposed change. In addition to at least one faculty member qualified in the discipline, include any to-be-hired faculty members, if applicable, on the Faculty Roster Form (e.g., "To-be-hired #1," "To-be-hired #2," etc.) with the expected qualifications for teaching the courses assigned. Describe the impact on faculty workload of the proposed change.

For a graduate program,

a. demonstrate scholarship and research capability of faculty members teaching in the program and

b. if applicable, document faculty experience in directing student research or creative work (always applicable for doctoral programs).

There are four faculty members teaching in Oak Ridge for the MS in Industrial Engineering program, resulting in a 1:17 instructor-to-student ratio. Two faculty members are employed by the institution in a full-time capacity; two faculty members are employed by the institution in a part-time capacity. The two full-time faculty members engage in scholarship and research contributing to the field of Industrial Engineering. Three of the four faculty members teaching in Oak Ridge hold terminal degrees in Industrial Engineering, and one faculty member holds an MS in Electrical Engineering and a MBA, and has extensive professional experience qualifying him to teach for the program.

Provide Common Content C – Resources, relative to the proposed change.

Library and Learning/Information Resources

1. List and describe discipline-specific learning resources to support a new program. Do not list all library resources; include only those related to the proposed change. If electronic databases are listed, describe the discipline-specific suites of resources rather than the name only of the database or the consortium through which it is accessed (Such as Galileo, Louis, TexShare, Viva, etc.).

No new library resources will be needed to serve the Oak Ridge locations. UT Libraries has a dedicated subject librarian for Engineering. Discipline-specific suites of resources listed in the Engineering LibGuide (see Appendix E) include AccessEngineering, APA PsycINFO, Business Source Complete, Engineering Village: Compendex, Knovel, PubMed, Scopus, SpringerLink, and Web of Science.

2. Document discipline-specific refereed journals and primary source materials. This is particularly important for graduate programs and especially important for doctoral programs.

Students are able to utilize OneSearch to search journals by catergory on the UT Libraries website. There are 559 journals readily available in the "Industrial & Management Engineering" category. Further, OneSearch provides students with access to 74 e-journals in Industrial Engineering available through BrowZine. Students may also utilize Resource Sharing to borrow materials not available at UT Libraries.

3. Describe how students enrolled in a new program, at an off-campus instructional site, or in a distance education program can access discipline-specific library and learning/information resources.

The institution's online resources are sufficient to support the site. The students have access to all library and research materials at our main campus (30 minutes away) and online.

4. Describe how students are made aware of library and learning/information resources available to them, how they can learn how to access the resources and are instructed in the use of online resources, as well as on-site library resources.

Students are made aware of library and learning/information resources available to them during several orientation sessions (in presentation and distributed digital information), course syllabi, and individual course orientation.

5. Describe resources to support students in access to and use of library and learning/information resources.

Students have access to UT Libraries digital databases and AskUsNow, where they can chat with a librarian or get information on how to otherwise connect with a librarian. They can also request materials through Resource Sharing.

Student Support Services

1. Describe specific programs, services, and activities which will support students enrolled in the new program and / or enrolled at a new off-campus site /additional location and / or enrolled in distance education programs. Do not list student support services which are not relevant to the specific change.

No new student support services will be needed to serve these new locations. The students have access to all student support services at our main campus (30 minutes away) and online, including academic tutoring, disability services, Center for Career Development, and personal counseling.

Physical Resources

Image: Glazer Building, Oak Ridge, Tennessee

1. Describe the adequacy of physical facilities which will support the change.

Glazer Building: From fall 2011 through fall 2023, the Glazer Building had adequate physical resources to accommodate enrollments. The space utilized by the MS in Industrial Engineering program consists of 3,528 square feet, including common spaces such as the lobby, restrooms, and a kitchenette with sink and refridgerator. Three office spaces and one storage room are also available, with one of the office spaces being an open office that can be used for small meetings or office space for students and/or faculty. The room utilized for implementing classes has a divider that allows the space to be split into two rooms.

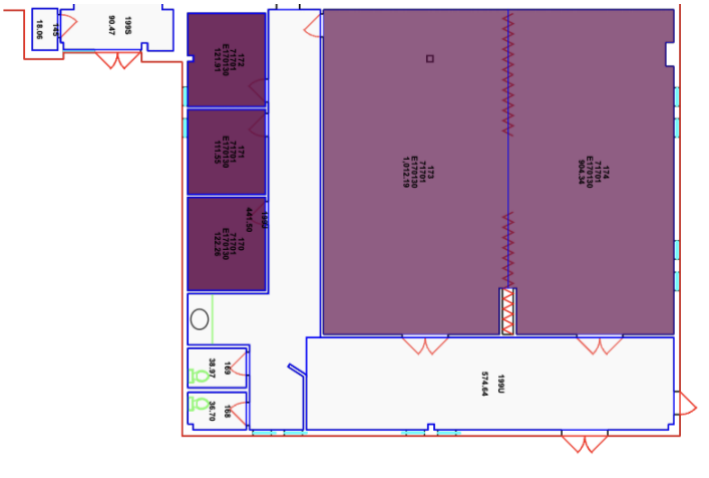

Image: Floor plan for the Glazer Building, Oak Ridge, Tennessee

ORETTC: The new Oak Ridge Enhanced Technology and Training Center is 43,000 square feet, with ample space available for classes. Four 25 x 25-foot classrooms are utilized by the program (room numbers 163, 164, 167, and 168). Each classroom has a capacity of 100 people.

Image: Oak Ridge Enhanced Technology and Training Center (ORETTC), Oak Ridge, Tennessee

2. Describe equipment which will be available for a new program or available at a new site.

The Glazer Building space utilized by the MS in Industrial Engineering program contains two cameras, two dropdown projectors, two screens, and two computers used to control the audio/visual system and cameras.

In the ORETTC facility, each classroom has computer connectivity via HDMI to a series of 90-inch TV screens (one on each wall). Classrooms are also equipped with teleconferencing equipment including visual print positioning (VPP) camera, room microphone, and other expected presentation A/V.

3. Describe the impact that the proposed change will have on physical facilities and equipment for existing programs and services.

Neither the Glazer Building nor the ORETTC will have a substantive impact on existing programs and services.

Financial Resources

1. Describe in narrative the financial resources needed to initiate and provide on-going support of the proposed change.

The financial sources for this program are provided for directly from tuition funding. Tuition revenues are expected to increase as more students take advantage of the opportunity to complete more than 50% of the program in Oak Ridge. Revenues could potentially reach over $1.1M with program administration, faculty, and staff salary expenditures totaling as much as $613,793. There are not any budget resources directed to institutions or organizations for contractual or support services for either location.

2. Provide a budget for the first year of the proposed change. For a branch campus, provide a three-year budget. Do not provide an institutional budget.

The program has been operating in Oak Ridge since 2011. Below, please find a budget for FY 2025-26.

	FY25 Total Projected revenue; 66 students @ $9,000			
	Fall semester	Spring Semester	Summer	Total
Tuition	378,444.00	378,444.00	-	756,888.00
Differential Tuition	69,498.00	69,498.00	-	138,996.00
Program fee	146,058.00	146,058.00	-	292,116.00
Total	594,000.00	594,000.00	-	1,188,000.00
	FY25 ISE Projected revenue; 66 students @ $9,000			
	Fall semester	Spring Semester	Summer	Total
Tuition (42.5%)	160,838.70	160,838.70	-	321,677.40
Differential Tuition	-	-	-	-
Program fee	146,058.00	146,058.00	-	292,116.00
Total	306,896.70	306,896.70	-	613,793.40
	FY25 ISE Projected expenditures			
	Fall semester	Spring Semester	Summer	Total
Program Management	66,667.00	53,333.00	40,000.00	160,000.00
Instructors/GRAs	84,250.00	84,250.00	-	168,500.00
Books, supplies, etc.	20,000.00	20,000.00	-	40,000.00
Other	15,000.00	15,000.00	5,000.00	35,000.00
Contribution to dept	100,979.00	109,314.00	-	210,293.00
Total	286,896.00	281,897.00	45,000.00	613,793.00

3. Include in the budget resources to be directed to institutions or organizations for contractual or support services for the proposed change.

UT Knoxville does not pay to utilize either building, and no contractual or support services are in place for consideration. CNS/Y-12 leases the building and manages all building services.

4. Include projected revenues and expenditures and cash flow for the proposed change.

This is a fee-based program, with a cost of $36,000 per student, or $9,000 per semester over four semesters. CNS reimburses its employees directly for tuition and fees. Four instructors are utilized to support the program in Oak Ridge each year. Faculty who teach in Oak Ridge are compensated $7,000 per course by the University of Tennessee, Knoxville to facilitate coursework.

Current and future students may include US Department of Energy Y-12 National Security Complex currently employs approximately 4,700 individuals. 1,500 additional personnel on-site at Y-12 include employees of UT-Battelle, Science Applications International Corporation, UCOR, and WSI Oak Ridge. The US Department of Energy Pantex plant in Amarillo, Texas also employs approximately 4,200 individuals.

5. Include a contingency plan should expected revenue does not materialize or should costs exceed estimates.

The majority of the resources for MS in Industrial Engineering program at these sites are already in place. Enrollment projections are very conservative based on anticipated demand. The institution does not need to hire new faculty to support this location. Existing faculty will be able to support the needs of the site. Therefore, in the event that enrollment numbers decline, the institution has the ability to scale back the number of sections offered in Oak Ridge.

Provide Common Content D - Institutional Evaluation and Assessment Processes, relative to the proposed change.

1. Provide a brief description of institutional assessment processes.

The institution's annual program assessment of student learning outcomes is coordinated through the Department of Institutional Effectiveness, which works with program faculty to develop appropriate outcomes, measures, and to interpret results for continued program improvement. The department conducts an annual meta-assessment review and prepares a report, which is shared with faculty and administration. Student assessment of all academic courses and instructors is accomplished through the use of end of course evaluations.

2. Describe how the institution will incorporate the proposed change into the institution-wide assessment infrastructure and processes.

Learning outcomes for students enrolled in the MS in Industrial Engineering program Oak Ridge cohort are the same as for the institution's campus-based and online classes. All results are included in the annual assessment report for the degree program. Course evaluations address topics such as quality of instruction, adequacy of facilities, adequacy of library resources, technology, and faculty availability (outside of class time). The instrument used for these evaluations is the same for all locations and methods of delivery.