



# Gains and Adaptation in Academic Program Planning at the University of California Since the Great Recession

2017 WSCUC Academic Resource Conference

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University of California

## Overview

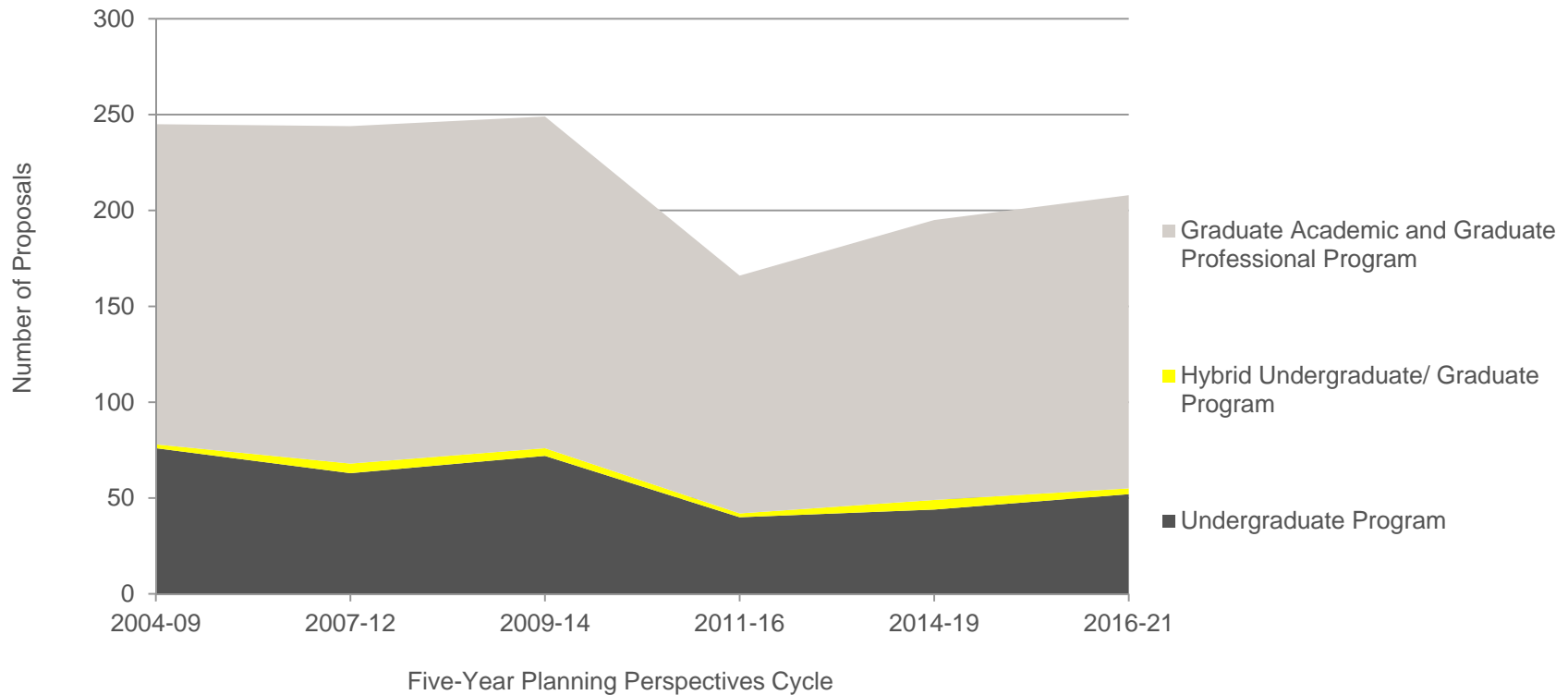
Since early 2000's, roughly every 2-3 years, all UC campuses have submitted *Five-Year Planning Perspectives* to the UC Office of the President.

The *Perspectives* list the anticipated actions to establish, transfer, consolidate, disestablish, or discontinue undergraduate and graduate academic programs, as well as schools and colleges.

Today, discuss trends in (1) planned establishments, (2) disciplinary trends, (3) degree types, and (4) funding strategies in context of Great Recession.

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After similar numbers of proposals for **establishing programs** in 2004, 2007, & 2009 (~245), a sharp decline in 2011 (166) then a rebound in 2014 (195) & 2016 (208).



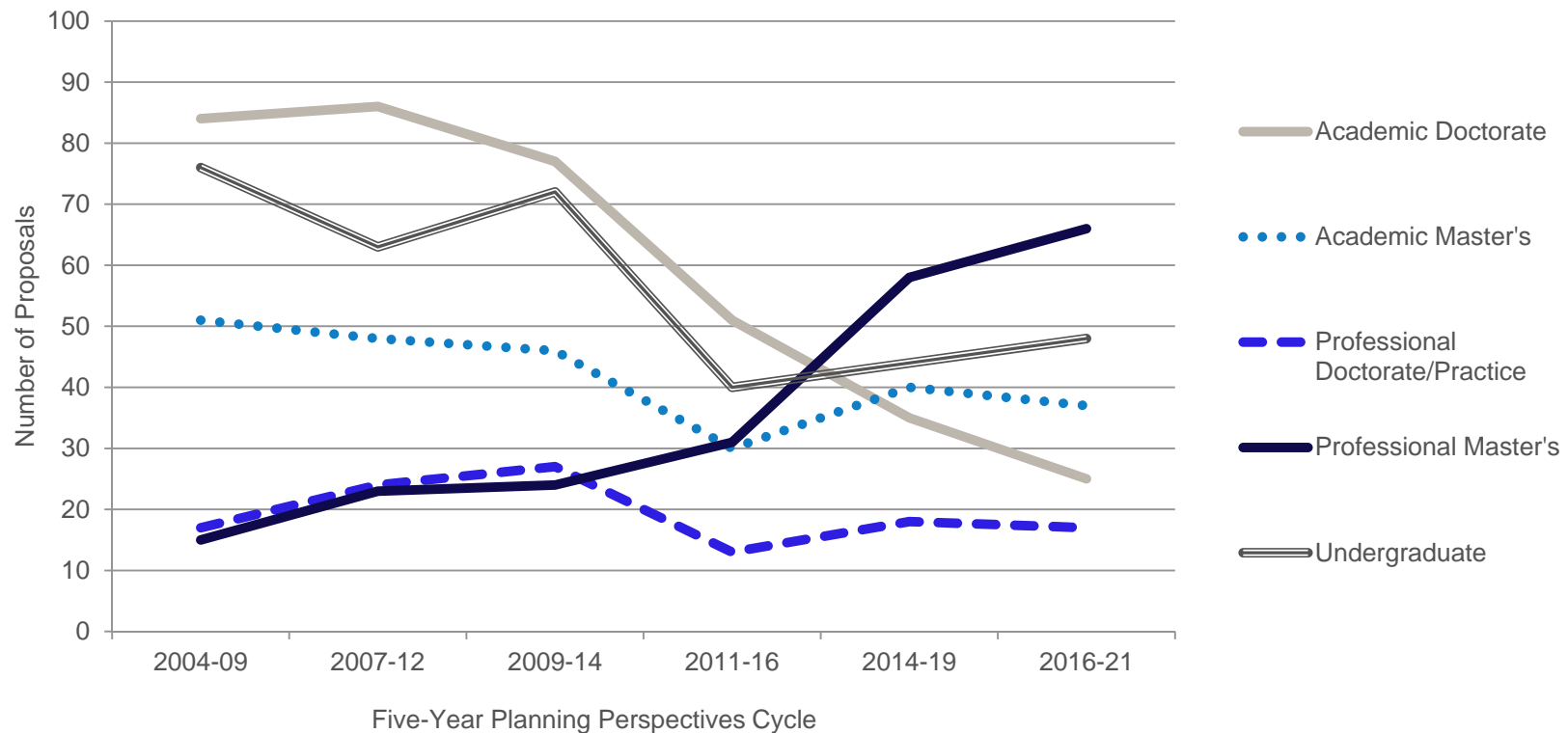
Using **UC's broad disciplinary categories**, Arts & Humanities remains prominent among establishments, with recent increases in *Engineering & Computer Science* and *Interdisciplinary* programs ("Other Academic") and decrease in *Health*.

Disciplinary Category	2004-09		2007-12		2009-14		2011-16		2014-19		2016-21	
Arts & Humanities	72	29%	57	23%	54	22%	36	22%	44	23%	48	23%
Business	11	4%	14	6%	11	4%	8	5%	4	2%	6	3%
Education	8	3%	4	2%	4	2%	3	2%	6	3%	7	3%
Engineering & Computer Science	48	20%	45	18%	37	15%	26	16%	22	11%	41	20%
Law	2	1%	2	1%	0	0%	0	0%	1	1%	0	0%
Life Sciences	25	10%	22	9%	22	9%	17	10%	24	12%	27	13%
Medicine	0	0%	0	0%	2	1%	2	1%	2	1%	1	0%
Other Academic	22	9%	22	9%	33	13%	11	7%	21	11%	30	14%
Other Health	16	7%	31	13%	31	12%	27	16%	40	21%	26	13%
Other Professional	6	2%	5	2%	4	2%	5	3%	7	4%	6	3%
Physical Sciences	11	4%	21	9%	30	12%	21	13%	13	7%	10	5%
Social Sciences	24	10%	21	9%	21	8%	10	6%	11	6%	6	3%
<b>Total</b>	245	100%	244	100%	249	100%	166	100%	195	100%	208	100%

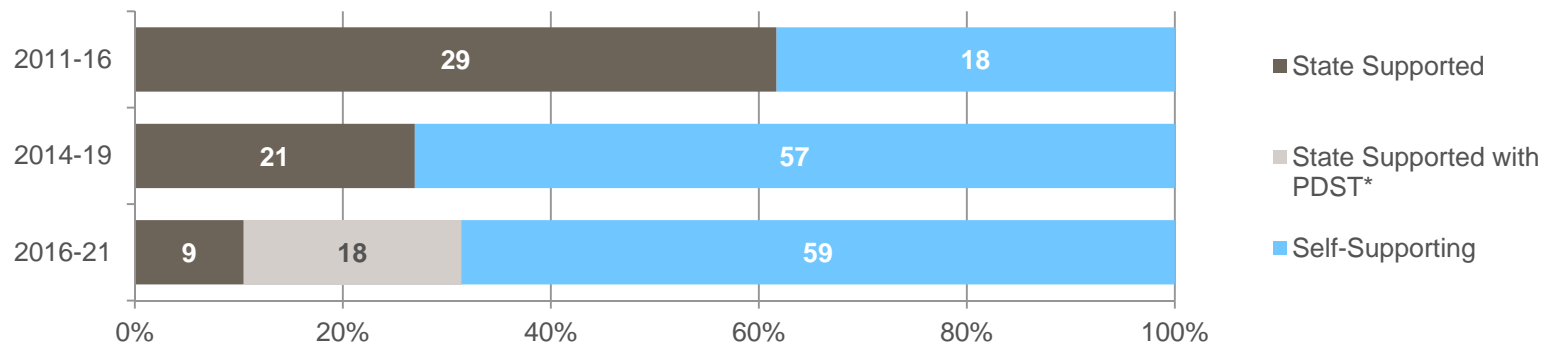
Using **US Dept. of Ed's disciplinary (CIP) codes**, impact of the Arts & Humanities is moderated, making clearer the trends among *Engineering, Health, & Multi/Interdisciplinary* programs.

Disciplinary Category	2011-2016		2014-2019		2016-2021	
Area, Ethnic, Cultural, Gender, and Group Studies	12	7%	15	8%	11	5%
Biological and Biomedical Sciences	14	8%	13	7%	14	7%
Business, Management, Marketing	9	5%	6	3%	12	6%
Communication, Journalism, and Related Programs	1	1%	2	1%	3	1%
Computer and Information Sciences	8	5%	3	2%	4	2%
Education	3	2%	6	3%	6	3%
<b>Engineering</b>	<b>19</b>	<b>11%</b>	<b>16</b>	<b>8%</b>	<b>30</b>	<b>14%</b>
English Language and Literature/Letters	2	1%	3	2%	6	3%
Foreign Languages, Literatures, and Linguistics	5	3%	5	3%	7	3%
<b>Health Professions and Related Programs</b>	<b>25</b>	<b>15%</b>	<b>42</b>	<b>22%</b>	<b>27</b>	<b>13%</b>
Liberal Arts & Sciences, General Studies & Humanities	1	1%	2	1%	4	2%
Mathematics and Statistics	4	2%	2	1%	1	0%
<b>Multi/Interdisciplinary Studies</b>	<b>14</b>	<b>8%</b>	<b>30</b>	<b>15%</b>	<b>33</b>	<b>16%</b>
Natural Resources and Conservation	3	2%	8	4%	11	5%
Philosophy and Religious Studies	3	2%	4	2%	5	2%
Physical Sciences	14	8%	6	3%	7	3%
Psychology	1	1%	2	1%	1	0%
Public Administration and Social Service Professions	2	1%	5	3%	4	2%
Social Sciences	7	4%	7	4%	4	2%
Visual and Performing Arts	10	6%	11	6%	12	6%
<b>Total</b>	<b>166</b>	<b>100%</b>	<b>195</b>	<b>100%</b>	<b>208</b>	<b>100%</b>

Since Recession, some **degree types** have grown while others have declined: Rapid growth in professional master's proposals; decline in academic doctorate proposals.



**Funding strategies** are evolving: Of plans for graduate professional degree programs, increase in both self-supporting programs and those charging Professional Degree Supplemental Tuition (PDST).



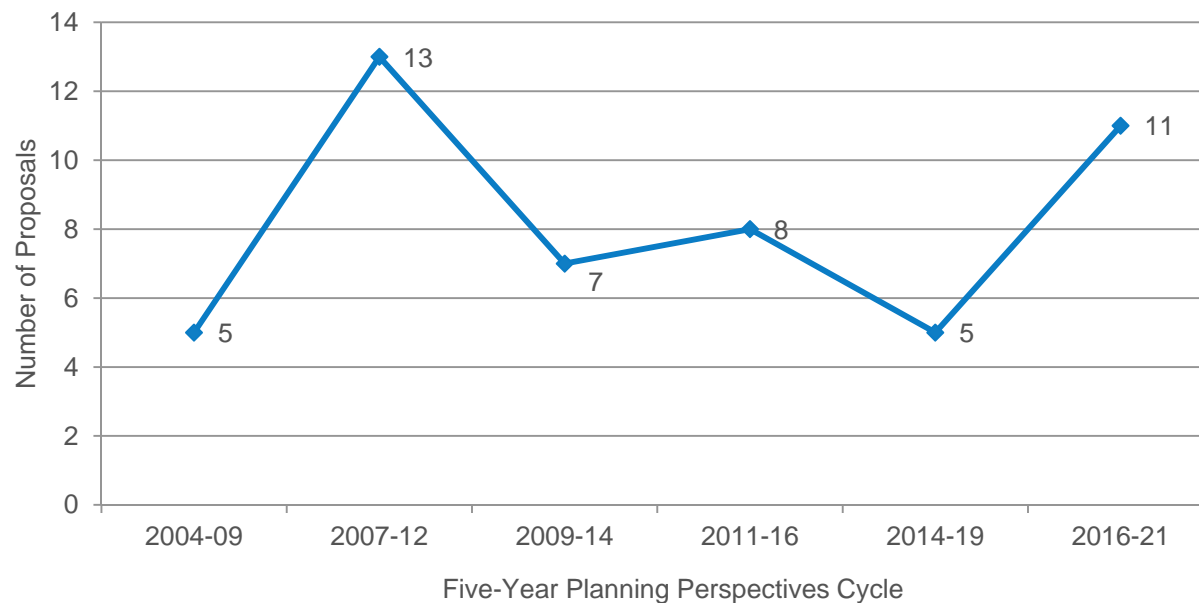
\* PDST data collection began in 2016-21.

After a sharp increase in proposed **self-supporting programs** since 2011, the number of proposals to establish such programs is leveling out.

- In 2011-16 *Perspectives*:
  - **18** proposed self-supporting graduate professional degree programs,
  - 38% of graduate professional degree program proposals in that cycle.
- In 2014-19:
  - That number jumped to **57** proposed self-supporting programs,
  - 73% of graduate professional degree program proposals.
- In 2016-21:
  - **59** proposals to establish a self-supporting program,
  - 69% of graduate professional degree program proposals.



Plans to **establish new schools or colleges** have more than doubled since the 2014-19 *Perspectives* cycle.





Established just over 50 years ago  
to advance an audacious goal...

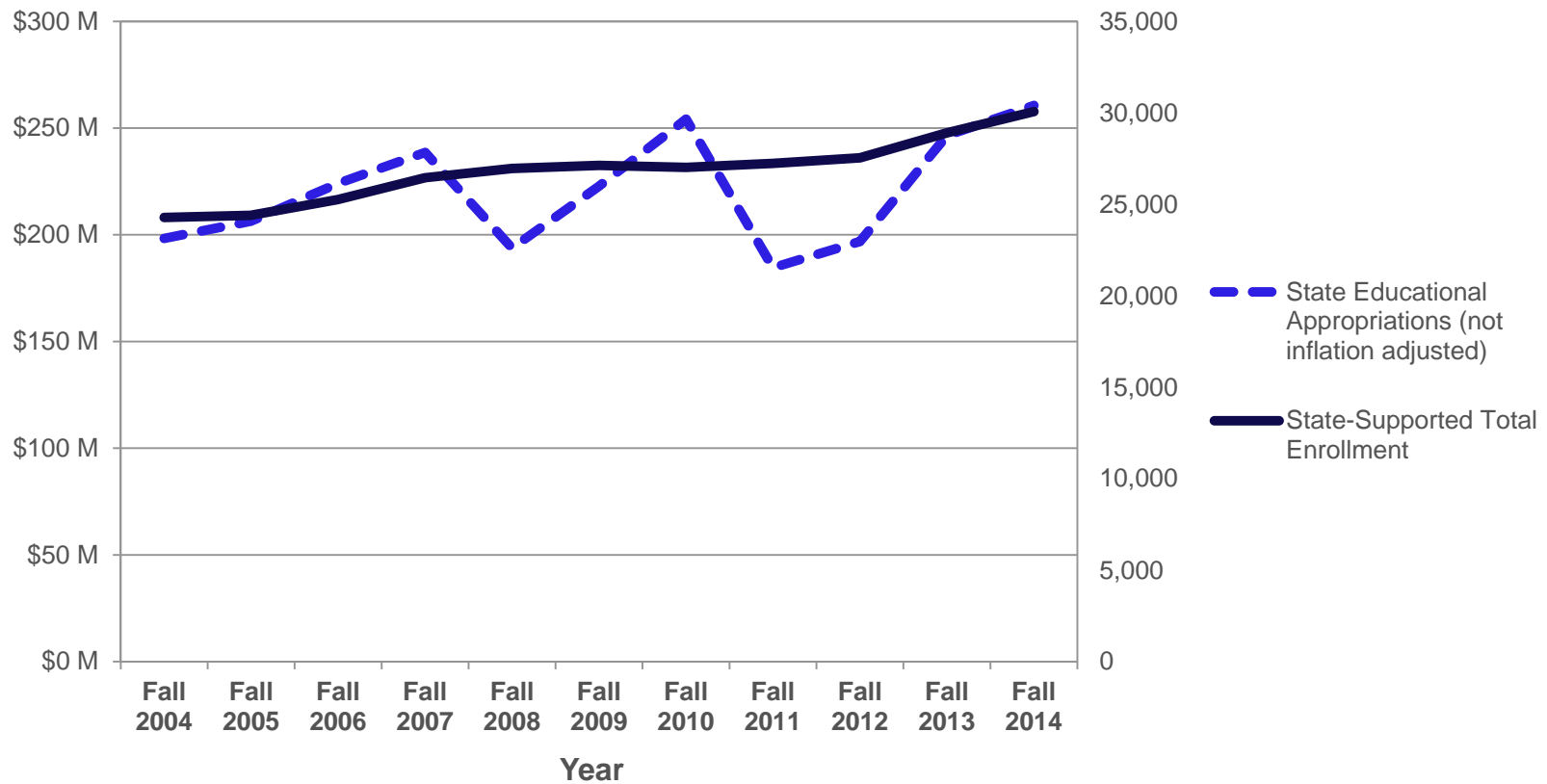
... to improve  
society through  
globally preeminent  
research, life-  
enhancing  
discoveries, and a  
world-class  
education for the  
most talented  
people regardless  
of background.

**UCI**

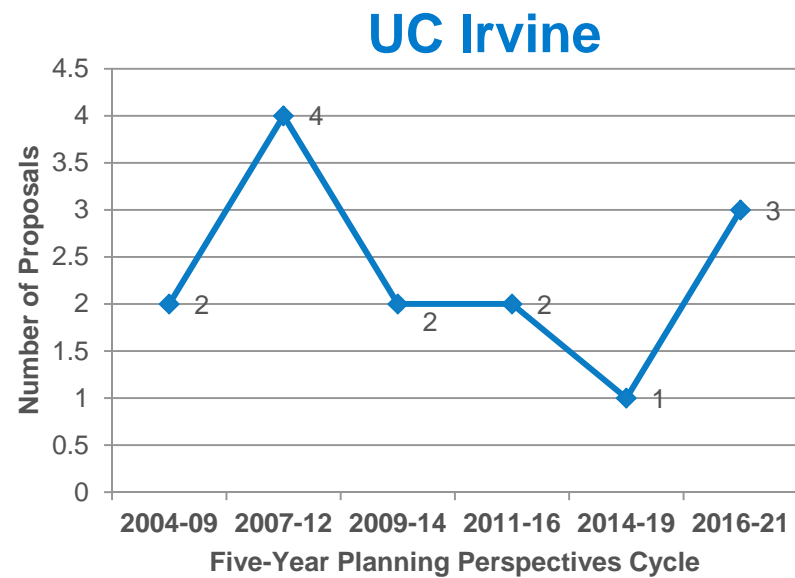
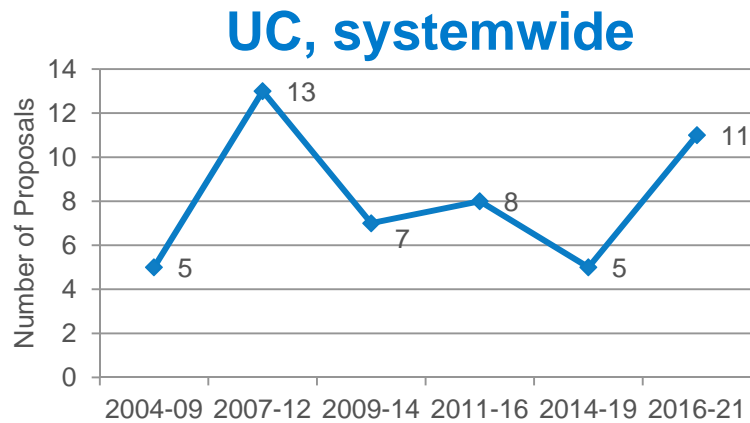
# UC Irvine relies on the Five Year Planning Perspectives for multiple purposes.



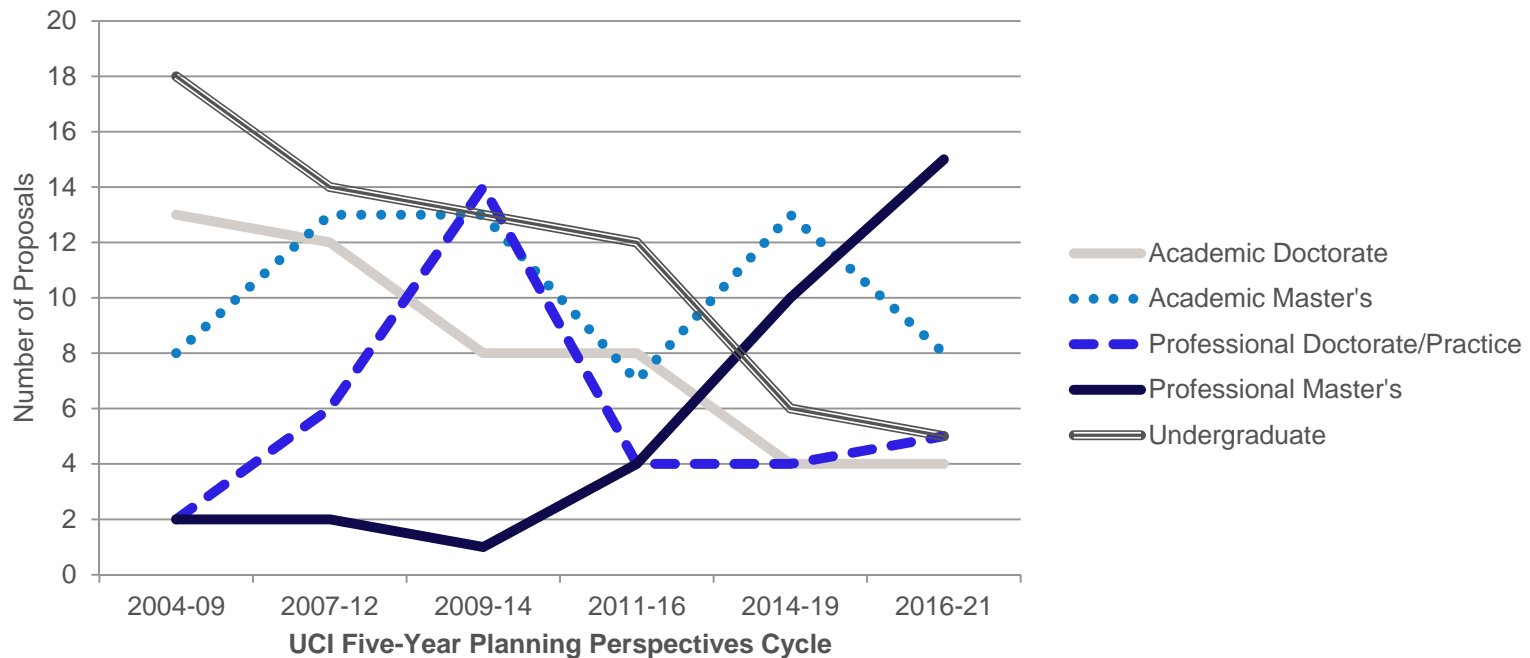
While enrollments have increased steadily at UC Irvine, state appropriations have not always done the same.



# UC Irvine's pattern to establish new schools almost mirrors that of the system as a whole.

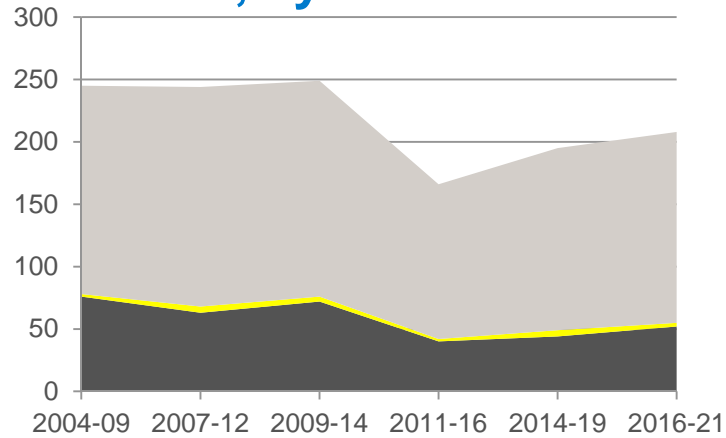


# Professional programs at UC Irvine are on the rise again.

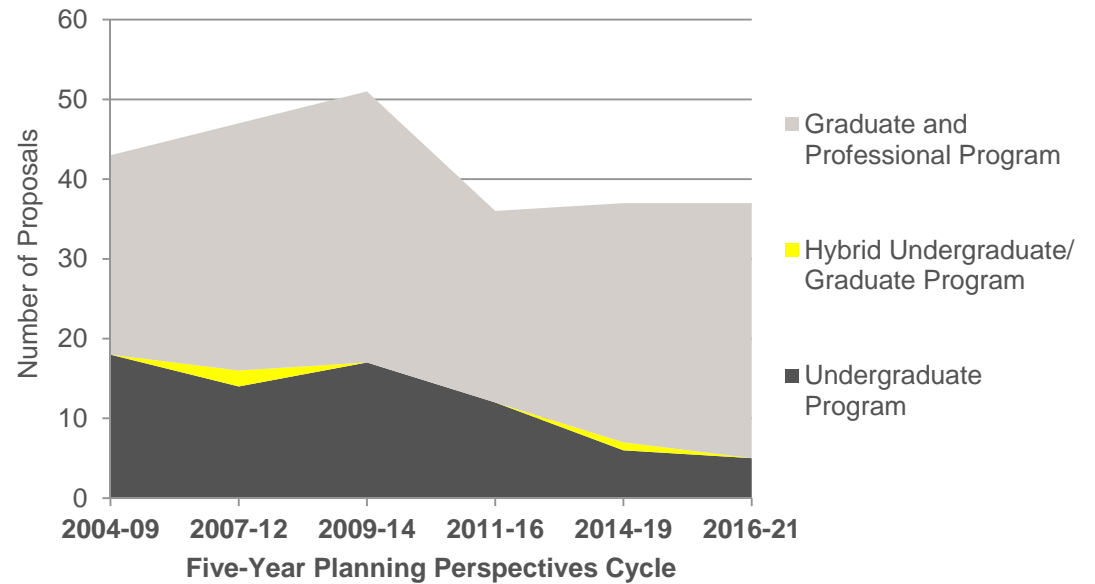


# Our focus on graduate education is apparent.

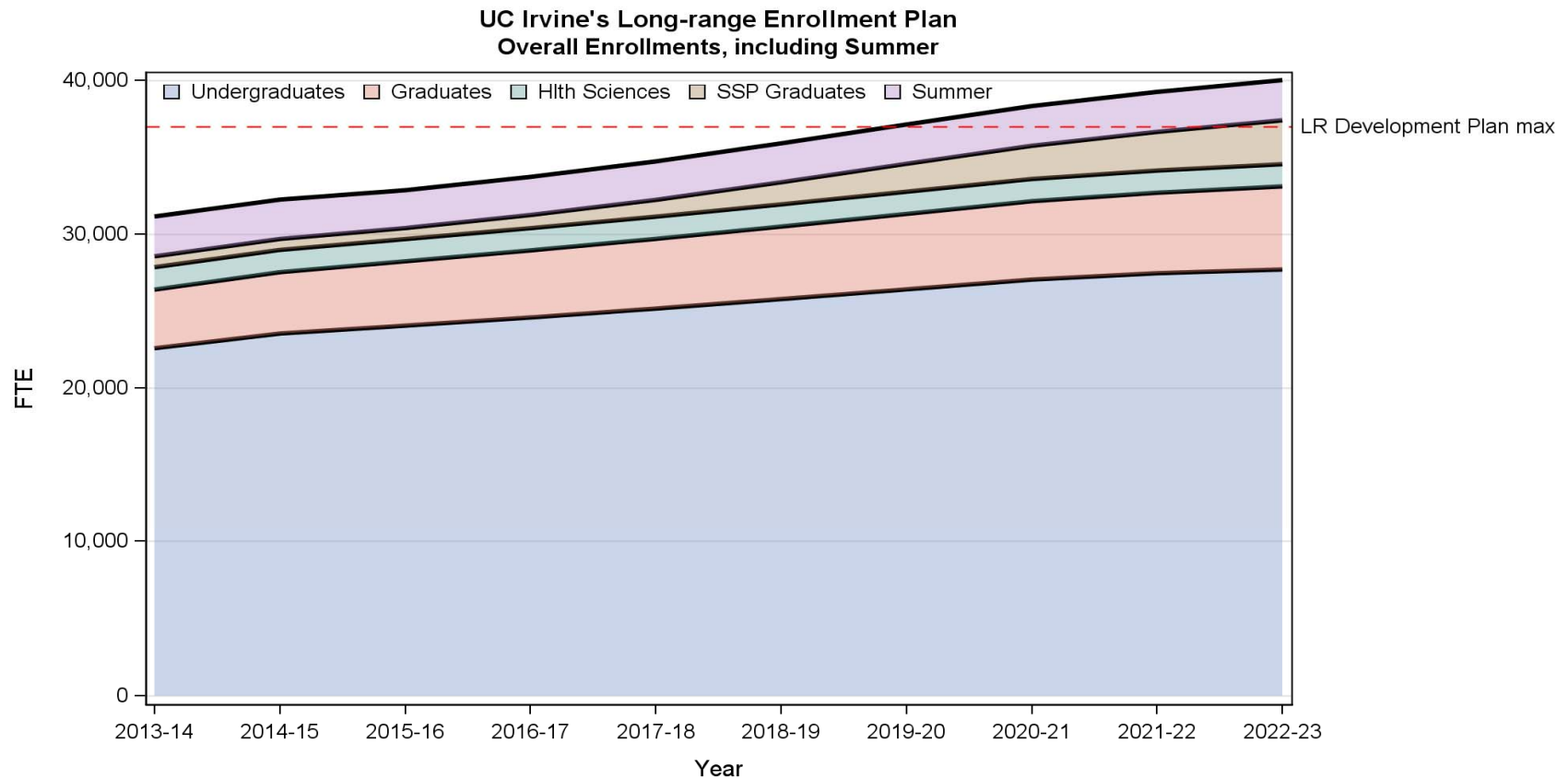
## UC, systemwide



## UC Irvine



# UC Irvine's program planning aligns with our long-range enrollment plan and our ambitions to elevate other key R1 performance indicators.





# New UC Irvine Program Activity 2016-17

## 13 New Programs Approved Since Summer 2016

- 12 graduate degrees, including 11 self-supporting master's programs

## 7 Proposals Complete and under Review as of April 1

- 4 graduate degrees, including 1 Ph.D., 3 self-supporting master's programs
- First doctoral level self-supporting program – DNP

... PLUS ...

## 11 New Proposals in Progress

- Another professional doctorate
- 8 self-supporting master's degree programs

**22 more**  
*on the*  
*radar*



# IRVINE

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**Discussion Questions for “Gains and Adaptation in Academic Program Planning at University of California since the Great Recession”**

WASC Senior College and University Committee ARC 2017

- Have declines in funding streams led to diversification of funding strategies for degree-granting programs at your campus? If so, in what ways has diversity in funding structures impacted academic planning?
- If funding structures are changing at the program level, how is the organization managing these changes? What have been the areas of cooperation, collaboration, disagreement, tension, etc. among stakeholders? What strategies have academic and faculty leadership taken?
- Are there growth/decline trends among disciplinary areas in planned/discontinued programs? How have these trends (e.g., struggling humanities programs) shaped the discussion on planning and the mission of the university? Has the status of interdisciplinary programs increased, and has that impacted questions about mission?
- How pronounced has the increase in professional master’s programs been at your campus? How pronounced has the decline in academic doctoral programs been? Again, how have these trends shaped the discussion on planning and the mission of the university?
- Beyond the program level, how has planning around the establishment of large units, such as satellite campuses (or perhaps entirely new campuses), schools, and large academic centers, shifted as a result of the changing budgetary landscape?
- If there has been a recent budgetary rebound at your campus, what has it looked like in terms of academic planning and are there fundamental differences between it and the state of affairs before the Great Recession?

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One of the central papers for this presentation, the *Overview of 2016-21 Five-Year Planning Perspectives Submissions*, can be found at <http://www.ucop.edu/institutional-research-academic-planning/content-analysis/academic-planning/five-year-planning-perspectives.html>