

EASTERN ILLINOIS UNIVERSITY

Office of the Provost and Vice President for Academic Affairs

MEMORANDUM

Blair M. Lord
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To: Jill Fahy, Professor, Department of Communications Disorders and Sciences
Jeanne Okrasinski, Interim Chair, Department of Early Childhood,
Elementary and Middle Level Education
Frances Murphy, Professor, School of Family and Consumer Sciences
John (Jake) Emmett, Professor, Department of Kinesiology and Sports
Studies
Richard Jones, Assistant Professor, Department of Communication Studies
Kathleen O'Rourke, Professor, School of Family and Consumer Sciences

Date: January 20, 2017

Subject: Academic Program Elimination/Reorganization Review Committee

After considering recommendations developed by Vitalization Project Workgroup #7, and in accordance with Article 18.3 of the *2012-2016 EIU-UPI Unit A Agreement* (Agreement), I am providing herewith information about the following programs that are being considered for elimination or reorganization. The provisions of this Article only require the Committee to review the Philosophy program because that is the only program the elimination or reorganization of which would result in a reduction of Unit A employees. The possible elimination or reorganization of the remaining three programs would not result in a reduction of Unit A positions, and the Committee is invited to review and provide comments on them at the Committee's discretion. The aforementioned programs are as follows:

1. B.A. Philosophy
2. B.A. Africana Studies
3. B.S. Adult and Community Education
4. B.S. Career and Technical Education

The enclosed information includes data on enrollment, majors, and course offerings as well as data on program costs:

1. Majors, Credit Hours, and FTE by Program
2. Program Profit & Loss Statements
3. Major Assessment Profiles
4. Affected Course Offerings
5. Dean and Program Comments to Workgroup #7 Recommendations

6. Workgroup #7 Worksheets with Annotations

I ask the Academic Program Elimination/Reorganization Review Committee to convene, review relevant information, and report recommendations to me no later than March 15, 2017. Consistent with Article 18.3.b. of the Agreement, the Committee may request additional relevant information, and I ask that those requests be directed to me for routing to the person or office best able to respond.

Thank you.

Enclosures

- cc: President Glassman (with enclosures)
UPI Chapter President Blitz (with enclosures)
Faculty Senate Chair Robertson (with enclosures)
Council on Academic Affairs Chair Ruholl (with enclosures appropriate to CAA)
✓ Council on Teacher Education Chair Okrasinski (with enclosures appropriate to CTE)

Career & Technical Education Bachelors Program		2015	2014	2013	2012	2011	2010	2009	2008	2007
Majors										
Options	Total on and off	12	14	30	44	78	128	143	127	134
Business Education Emph.		2	3	4	10	15	30	29	26	28
FCS Education		9	10	21	30	48	76	89	76	77
Technology Education Emph.		1	1	5	3	13	22	24	23	27
	(total options)	12	14	30	43	76	128	142	125	132
No Option		0	0	0	1	2	0	1	2	2
	Majors - On	12	14	29	44	78	128	142	126	134
	Majors - Off	0	0	1	0	0	0	1	1	0
FT		12	14	29	42	77	121	134	122	130
PT		0	0	1	2	1	7	9	5	4
Minority		0	1	5	6	7	6	8	8	5
International		0	0	0	0	0	0	0	0	0
GPA		3.50	3.34	3.41	3.35	3.28	3.26	3.23	3.25	3.08
ACT		23	22	21	21	21	21	21	21	21
Hours to Degree		144	138	148	142	144	141	143	142	139
Fresh/Soph Retention Rate		100%	100%	100%	83%	79%	92%	92%	92%	88%
Degrees		6	9	11	29	28	39	33	23	36
Option										
Business Education Emph.		2	1	2	4	5	4	14	4	11
Technology Education Emph.		1	1	2	7	7	6	5	5	12
FCS Emphasis		3	7	7	18	16	29	14	12	13
Alumni Survey Results										
Number of Respondents		5 years out	1 year out	9 years out	5 years out	1 year out	9 years out	5 years out	1 year out	9 years out
		n/a	n/a	n/a	9	9	-	2	9	-
Employment Status										
Employed FT		n/a	n/a	n/a	6	7	-	2	7	-
Employed PT		n/a	n/a	n/a	1	2	-	0	0	-
Not Employed		n/a	n/a	n/a	2	0	-	0	2	-
No Response		n/a	n/a	n/a	0	0	-	0	0	-
Average Salary		n/a	n/a	n/a	33,500	32,927	-	42,000	30,897	-
Attitude toward Major										
Strongly Positive		n/a	n/a	n/a	3	5	-	2	3	-
Positive		n/a	n/a	n/a	4	0	-	0	5	-
Somewhat Positive		n/a	n/a	n/a	1	1	-	0	0	-
Somewhat Negative		n/a	n/a	n/a	1	0	-	0	0	-
Negative		n/a	n/a	n/a	0	1	-	0	0	-
Strongly Negative		n/a	n/a	n/a	0	0	-	0	0	-
No Response		n/a	n/a	n/a	0	2	-	0	1	-
Preparation for Current job										
Very Well		n/a	n/a	n/a	2	4	-	2	3	-
Well		n/a	n/a	n/a	6	3	-	0	4	-
Adequate		n/a	n/a	n/a	1	1	-	0	0	-
Inadequate		n/a	n/a	n/a	0	0	-	0	0	-
Poorly		n/a	n/a	n/a	0	1	-	0	0	-

Very Poorly	n/a	n/a	n/a	n/a	0	0	-	0	0	-	0	-
No Response	n/a	n/a	n/a	n/a	0	0	-	0	0	-	0	-
Cost												
Credit Hour Production (fiscal year)												
Lower (freshman/sophomore)	60	59	60	44	47	40	60	106	217			
Upper (junior/senior)	700	872	1,295	1,359	1,630	1,268	1,190	592	484			
Grad (graduate)	0	0	24	22	15	62	42	37	110			
Total	760	931	1,379	1,425	1,692	1,370	1,292	735	811			
Discipline Unit Cost Study (fiscal year)												
Lower (freshman/sophomore)	282.19	286.93	233.35	225.22	207.27	234.45	246.46	234.17				
Upper (junior/senior)	376.89	361.80	320.50	301.42	268.67	272.63	259.56	255.26				
Grad (graduate)	789.09	860.80	607.14	483.90	537.82	477.74	473.90	401.36				
Total	395.65	387.19	328.57	335.25	277.76	281.43	275.09	267.30				
Discipline Course Enrollment (Fall)												
Gen. Ed												
Lower (courses 0000-2999)	0	0	0	0	0	0	0	0	-	-	-	-
Upper (courses 3000-4749)	24	24	42	120	116	121	122	122	-	-	-	-
Grad (courses 4750 and above)	0	0	0	0	0	0	0	0	-	-	-	-
Total	24	24	42	120	116	121	122	122	-	-	-	-
Non. Gen. Ed												
Lower (courses 0000-2999)	5	20	41	49	37	46	43	35	53			
Upper (courses 3000-4749)	21	22	36	37	56	67	72	64	92			
Grad (courses 4750 and above)	0	0	7	9	11	14	19	17	13			
Total	26	42	84	95	104	127	134	116	158			
*Departmental Expenditures												
**Departmental Expenditures/Credit Hour	2,245,221	2,104,647	2,062,843	1,933,707	1,880,746	1,938,685	1,931,496	1,695,151	1,652,333			
FACULTY (All SOTEC Faculty)	236.36	232.97	220.65	192.95	184.48	218.20	194.87	194.97	198.96			
Headcount	23	24	23	23	23	21	23	24	18			
FTE	22.25	23.25	21.63	21.00	20.75	18.75	21.80	21.00	18.00			
PT	22	23	21	21	20	18	21	20	18			
Faculty on Leave	1	1	2	2	3	3	2	4	0			
Tenured/Tenure Track	0	1	1	0	1	0	0	1	0			
Professors	16	16	14	14	14	15	17	15	12			
Associates	5	3	2	2	2	2	3	4	4			
Assistants	7	9	10	7	5	5	2	2	1			
Instructors	4	4	2	5	7	8	12	9	0			
Terminal Degrees	7	8	9	9	9	6	6	6	13			
ACFs	17	17	15	15	15	16	18	15	14			
Non-Negotiated Part-Time	6	7	7	7	6	3	4	4	3			
Male	1	1	2	2	3	3	2	3	0			
Female	19	20	19	19	18	16	17	17	14			
Minority	4	4	4	4	5	5	6	7	4			
	8	7	6	6	5	8	8	8	5			
*Departmental Expenditures for School of Technology												
**Departmental Expenditures/Credit Hour for School of Technology												

**Lumpkin College of Business and Applied Sciences
Dean's Response to**

Vitalization Project Workgroup #7 Preliminary Recommendations

After a careful review of preliminary recommendations of Workgroup #7 and review of the Schools' responses to these recommendations, I am offering you my thoughts. The workgroup #7 reviewed 16 programs from LCBAS. Only one program, BS in Career and Technical Education (CTE) received a Majority Recommendation for Program Deletion or Outsourcing (Consolidation). Four other programs, BSB in Business Administration, BSB in Management Information Systems, MA in Aging Studies, and MS in Sustainable Energy received Minority Recommendation for Program Deletion or Outsourcing (Consolidation). I will limit my comments to these five programs.

Majority Recommendation:

BS in Career and Technical Education

This program was developed in 2001, as a result of consolidation of three separate BS programs (Business Education, Family and Consumer Sciences Education, and Technology Education) into one. Design of the program was based on meeting the ongoing demand and lowering the cost to offer such program. The demand for CTE teachers is nationwide and increasing. At the beginning of AY 2016-17, there were over 50 CTE positions that went unfilled in Illinois. Fall 2016 enrollment of this program is 14 students. CTE teacher education enrollment is cyclical, and we are at the bottom of this cycle. I personally have witnessed three such cycles during my employment at EIU. Based on design, the cost of this program is lower than the average cost of any other BS program at EIU. The program only requires four major courses in CTE and the rest of the courses are taken from other departments. The two full-time tenured faculty assigned to this program have full teaching loads in School of Technology. Elimination of this program will not save many resources for EIU and will have adverse effects on our relations with school districts and superintendents. Therefore, I do not recommend elimination of this program.

Response for the School of Technology

Career and Technical Education (CTE-BS)

In response to the majority recommendation "for program deletion or outsourcing (consolidation)," it is no secret that K-12 teacher education programs have taken a huge hit during the past 5-10 years. However, there is a cyclical nature to these events, and it is expected that education programs will rebound as demand grows and the State of Illinois pension plan becomes more solvent. Several additional, specific points below highlight some of the main factors to consider with regard to the above Vitalization Workgroup recommendation:

- 1) **Low cost program** - The CTE program is lower cost than most bachelor's programs on campus, as there are only four required classes unique to the major (CTE 2000, CTE 3100, CTE 3400, and a methods class specific to the student's selected teaching area). Students help fill middle and high school education classes as well as classes in their particular concentration (Business, FCS, or Technology). In addition, SOT has been managing these few low-enrolled classes by either offering them as tutorial or independent study, and through unique approaches, like creating an online 1 credit CTE

module to supplement SED 2000, so it can be taken in place of CTE 2000 (further reducing CTE specific credit hour requirements).

- 2) **In-demand profession** - There is consistent demand for CTE teachers. The CTE program is contacted nearly every week by a school seeking to fill a teaching position in one of the three CTE teaching areas offered at EIU. A survey (http://iarss.org/wp-content/uploads/2016/01/IllinoisTeacherShortage_12-10-15_kd-2.pdf) conducted by the Illinois Association of Regional Superintendents of Schools during fall 2015 revealed the following:
 - a. 60% of respondents (school administrators) had difficulties staffing positions for the 2015-16 school year with educators that are Illinois licensed and endorsed for their assigned subject areas
 - b. 76% reported fewer qualified candidates are applying for positions
 - c. CTE was ranked 8th for the number of educators in districts who are not properly licensed or endorsed with 164 teachers (129 in rural districts, 27 in suburban, and 8 in urban)
- 3) **Strategic planning** - In November, 2015, Doug Bower (Associate Dean of CEPS), Jeanne Lord (Associate Dean of LCBAS), Austin Cheney (SOT Chair), Jerry Cloward (CTE Coordinator), and Julie Chadd (CTE Faculty) developed a plan to address the declining enrollment in CTE. The steps in that plan are just beginning to go into effect, and there have already been solid results. One example, resulting from a February visit to District 214, is that a student who had not applied to EIU and was committed to ISU, applied and is now a freshman at EIU - he is a strong advocate for our CTE program and has already helped with campus visits from students at his former high school. We expect that effort of making visits to high schools to continue to pay dividends. We have also reached out to our alumni who are in the CTE classroom for assistance in promoting the program, posting fliers, and encouraging students to visit EIU and the CTE program. Due to planning and action by faculty and staff, the 6-year trend of decreasing enrollments was reversed this year, with 14 students now in the program. The word is beginning to spread in the Chicago area; a significant fall, 2017 enrollment bump is expected.
- 4) **Unique, differentiating approach to program design** - The program at Eastern is unique in Illinois because the three areas are consolidated so students learn about the other areas - what they have in common, how they are different - so they are better prepared to work with their colleagues in the high schools to further develop and market CTE programs and classes.
- 5) **Increased national emphasis on CTE education** - The *Pathways to Prosperity* report ([http://www.gse.harvard.edu/sites/default/files/documents/Pathways to Prosperity Feb2011-1.pdf](http://www.gse.harvard.edu/sites/default/files/documents/Pathways_to_Prosperty_Feb2011-1.pdf)), published in 2011, and spearheaded by researchers at Harvard University, cites the preparation of students for technical and trades careers as a critical need. The State of Illinois is one of several states who have led the way in receiving federal funding related to efforts sprouting from this report (<https://www.illinoisworknet.com/ilpathways/Pages/default.aspx>), which presents an excellent opportunity to become involved in developing a more robust system for filling the future need for graduates prepared for emerging high technology jobs. An even more recent report from The College Board, *Toward a Common Model of Career-Technical Education* (http://blog.careertech.org/wp-content/uploads/2013/10/PDK_CollegeBoardSupp.pdf?utm_source=From+Jim%3A+New+reports+on+CTE&utm_campaign=2newreports&utm_medium=email), written by former CEO of Chicago Public Schools, Jean-Claude Brizard, speaks to the importance of a high quality Career and Technical Education program in high schools. An additional College Board

publication, *The Promise of High-Quality Career and Technical Education: Improving Outcomes for Students, Firms, and the Economy* (<http://www.sdillinois.org/constitution/georgetown.pdf>), addresses the same issue. In summary, the importance of Career and Technical Education is receiving attention from organizations that have historically supported the traditional 4-year college degree, and will impact the way K-12 education is approached, placing increased emphasis on the need for CTE teachers.

- 6) **Program quality** – Though program enrollment has been down in recent years, the quality of students enrolling in the program, and the recognition they bring to EIU, is not. During the past five years, faculty have held leadership positions at the state and national levels, a student has received recognition from the prestigious Lincoln Academy of Illinois, the Pi Omega Pi Chapter (National Business Teacher Education Honors Society) received recognition as the fourth best chapter nationally in 2016, and students have consistently had exceptional pass rates on state exams (significantly above the state average).

Career & Technical Education BS

Quality of Program	Student Enrollment and Market Demand	Sources for Student Enrollment	Questions/Comments
<ul style="list-style-type: none"> • appears to be quality program • dept. al link doesn't work (on MAP) • IHBE 2012 good standing, NCATE 2010 • Combines business, fcs, and tech education • Could not Determine • Many faculty achievements listed 	<ul style="list-style-type: none"> • F16 12 • F15 11 • F14 14 • F13 30 • F12 44 • F11 78 • Enrollment for dept. (headcount) is 100% for program (26). (MAP) • 12 majors in 2015 (0.17% of total enrollment), a decrease of 1 (0.01% of total enrollment) in 2014. 2013 highest percentage of total enrollment in last 5 years – 0.36%. (Demographic Summary) • 6 grads in 2015 compared to 9 in 2014, a decrease of 0.12% of total grads. 2012 had largest percentage of grads compared to total grads – 1.02% for last 5 years. (MAP) • Retention rate (dept.) 100% 2015, 100% 2014 100% 2013, 83% 2012. (MAP) • 0.24% of all inquiries are for this dept.. 0.13% of all inquiries are for this program are yielded, 54.55% of all students admitted are yielded. • Declining enrollment; demand uncertain • program demographic data reports 78 to 12 students enrollment in past 5 years • spreadsheet indicates total students 76 to 12 in last 5 years (business ed emphasis 15 to 2, FCS ed 48 to 9, tech ed emphasis 13 to 1) (MAP) • Wow! Majors and degrees have really dropped off. The drop isn't specific to anyone option. • .22% of EIU Admits express interest in CTE major. • There has been a sharp decline in enrollment and I question if this is a program that should be continued. 	<p>Enrollment information found on the Demographic Summary with FY15 reported as 12</p> <p>Retention data, graduates, and total students by option are found on the Major Assessment Profile</p> <p>Revenue/Expense Profile</p> <ul style="list-style-type: none"> • Total CHs (program) 760 in 2015 compared to 931 in 2014, 1379 in 2013 • Assumed positive as with dept as a whole • total CH generated 760 • Dept. spreadsheet reports \$236.36 expenditures per CH • FA15 LD average stdt/section = 5; total enrollment = 5 • FA15 UD average stdt/section = 21; total enrollment = 21 	<ul style="list-style-type: none"> • Program has 3 options: Business Education Emph.; FCS Education; Technology Education Emph. Enrollment in Business Education Emph. Has decreased from 10 in 2012 to 2 in 2015; number of degrees is 5 in last 3 years. • FCS Education enrollment has decreased from 21 in 3=2013 to 9 in 2015; number of degrees is 4 in last 3 years. • Technology Education Emph. enrollment was 5 in 2013, 1 in 2014, and 1 in 2015; number of degrees is 17 in last 3 years but only 3 in 2015. • Sharp decline from 18 in 2012 to 7 in 2013, 7 in 2014 and 3 in 2015. • It would be interesting to see financials for this program alone. Is this program in a death spiral? This definitely needs to be on a watch list or considered for elimination. • There appears to be a sharp decline in demand for this program, with declared majors dropping 91% since 2010. (MAP)
<ul style="list-style-type: none"> • Appears to be central to univ. mission • Could not Determine 			

CTE

Course	Section	Title	Enrollment
Fall 2015			
CTE2000	1	Inquiry Into Teaching CTE	5
CTE3000	600	Consumers in the Marketplace	15
Spring 2016			
CTE3000	600	Consumers in the Marketplace	26
CTE3100	600	Instructional Tech in CTE	16
Fall 2016			
CTE3403	1	Seminar in Teaching FCS	4
CTE3000	600	Consumers in the Marketplace	22
CTE3400	1	Methods of Teaching CTE	6