

SEPTEMBER 11, 2024

COLUMBIA STRONG

FACULTY TOWN HALL MEETING ON PROGRAM MIX
INTERIM PRESIDENT JERRY TARRER
PROVOST MARCELLA DAVID
11 SEPTEMBER 2024

Columbia
COLLEGE CHICAGO

AGENDA

1. Goals of the Program Array Review
2. Right-sizing the Program Mix
3. Program Assessment: Financial and Enrollment Performance Report
4. Recommendations for Program Changes
5. Designing a Sustainable Mix of Programs
6. Next Steps and Timeline

GOALS OF PROGRAM ARRAY REVIEW

EVOLVING COMPETITIVE LANDSCAPE

Our Critical Imperative:

Razor-sharp clarity on what makes us distinct in the marketplace:

- Community-wide understanding and appreciation of the value of creatives and creative thinking
- Exclusive focus on preparing creatives to impact the world through their creative careers
- Our commitment to inclusivity and making a creative's education available to a wide demographic of talented students (and not just those who come from more privileged backgrounds)

GOAL OF PROGRAM ARRAY REVIEW

The development of a sustainable mix of programs that:

1. Is relevant and aligns with our focus on our distinctiveness
2. Promotes short and long-term sustained enrollments
3. Promotes student retention and student success
4. Supports our commitment to inclusivity and sustained access by better managing instructional costs (better alignment of the costs of a CCC education with students' financial capacity)

OUR ONGOING ASSESSMENT: BIG PICTURE TAKEAWAYS

A holistic approach is required to stabilize and position the college for short- and long-term viability.

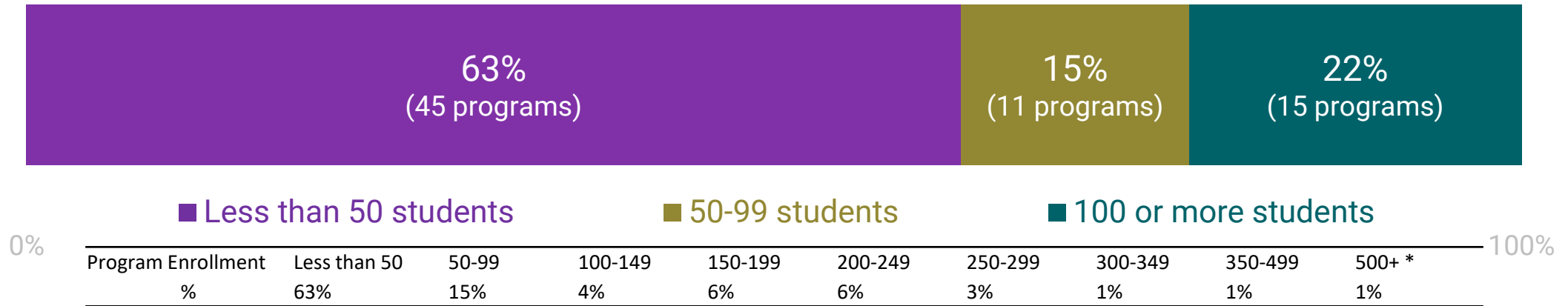
1. **Enrollment:** even as we adjust our enrollment expectations, we continue to promote programs with capacity for growth and have moderate to high market demand, and work to identify new programs we can launch that can enhance a re-imagined program array.
2. **Retention (enrollment):** we continue our initiatives to boost enrollment through better retention, launching comprehensive First Year Experience programming beginning with reimagined Orientation, Connections and Convocation.
3. **Academic efficiency:** we continue to emphasize planning that allows us to deliver our curriculum smartly, lowering overall instructional costs.
4. **Revenue generation:** we continue to model and implement tuition and scholarship structures that improve net tuition revenue, keeping in mind the financial capacity of our students. We are actively working to improve our development capacity.
5. **Cost reduction:** we achieved an administrative budget reduction of 20%. We have reduced instructional costs by reducing section counts and lowering faculty instructional costs, and by offering VSIP options and other incentives to select faculty.

RIGHT-SIZING THE PROGRAM MIX

RIGHT SIZING THE PROGRAM MIX

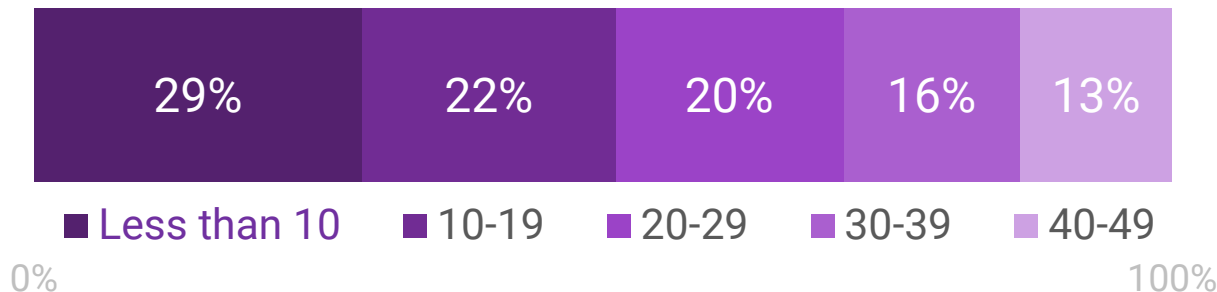
How many programs? Our goal: about 40 undergraduate programs overall

Roughly 6 out of 10 programs have fewer than 50 students enrolled.



* Film and Television - BA

Among programs enrolling 50 or fewer, 29% enroll less than 10



Enrollment Distribution: Fall 2024 Estimates of All Active Programs

RIGHT SIZING THE PROGRAM MIX

How many programs? Our goal: about 40 undergraduate programs overall

INSTITUTIONAL PEER PERSPECTIVES

Institution	Undergraduate Enrollment ¹	# of Undergraduate Major Programs ²	Student-to-Major Program Ratio	FTFT Est. Avg Net Tuition Rev ³	FTFT 1-Yr Retention
Savannah College of Art and Design*	13,582	42	323:1	\$27,406	81%
The New School*	7,171	45	159:1	\$33,637	83%
Columbia College Chicago	6,424	58	113:1	\$13,554	67%
Fall 2024 Columbia College Chicago	5,450	58	94:1	\$18,851⁴	TBD
Emerson College*	4,155	27	154:1	\$33,408	88%
Pratt Institute – Main*	3,934	26	151:1	\$34,975	89%
School of Art Institute of Chicago*	2,819	46	61:1	\$35,222	79%
Rhode Island School of Design*	2,108	16	132:1	\$43,406	95%
Maryland Institute College of Art	1,403	14	100:1	\$27,943	85%
Univ. of the Arts (Closed Aug 2024)	1,170	22	53:1	\$26,471	80%
California College of the Arts	1,145	22	52:1	\$28,854	78%
Columbus College of Art and Design	956	11	87:1	\$18,283	78%
Milwaukee Institute of Art & Design	896	6	149:1	\$16,581	85%
Kansas City Art Institute	738	13	57:1	\$16,939	74%

1. Undergraduate enrollment was identified based on IPEDS availability Fall 2022

2. Number of undergraduate major programs was identified in August 2024

3. Estimated Average Net Tuition Revenue is based on IPEDS 2021 FTFT undergraduate degree seeking students, institutional grants and scholarships, and tuition published.

4. Based on 9/2/24 registration which does not include restricted aid.

* Aspirational Peer

PROGRAM ASSESSMENT: FINANCIAL AND ENROLLMENT PERFORMANCE

Programs losing
\$10,001 to \$20,000
per student on average

“losing”= the direct instructional costs + indirect academic costs – average net tuition

Programs Offered	FA24 Enrollment (Preliminary)	Enrollment CAGR (AY21, AY22, AY23)
ASL-English Interpretation, BA	67	-8.9%
Art History, BA	24	5.7%
<i>Arts, Entertainment, & Media Mgmt, MAM*</i>	14	-1.6%
Creative Writing, BA	176	-1.7%
<i>Creative Writing, MFA</i>	17	-9.0%
Dance, BA	74	-0.4%
Dance, BFA	21	-8.5%
Deaf Studies, BA	1	-5.4%
English, BA	40	19.5%
Fine Arts, BA	131	17.2%
Fine Arts, BFA	34	13.4%
<i>Fine Arts, MFA</i>	9	-14.5%

Italics indicated graduate program

Programs losing
\$5,001 to \$10,000
per student on average

“losing”= the direct instructional costs + indirect academic costs – average net tuition

Programs Offered	FA24 Enrollment (Preliminary)	Enrollment CAGR (AY21, AY22, AY23)
Acoustics, BS	4	-13.5%
<i>Acting and Contemporary Performance Making, MA</i>	0	
<i>Acting and Contemporary Performance Making, MFA</i>	4	8.4%
Acting, BA	211	5.0%
Acting, BFA	41	4.7%
Advertising, BA	45	-7.8%
Arts Management, BA	64	-8.4%
Audio Arts, BA	222	-3.4%
<i>Cinema and Television Directing, MFA</i>	34	20.1%
<i>Cinema and Television Producing, MFA</i>	3	-20.6%
Comedy Writing and Performance, BA	79	-14.2%
Communication, BA	45	2.2%
Contemporary Jazz and Popular Music, BMus	39	19.3%
Design Management, BA	18	15.3%
Documentary, BA	1	-11.0%
<i>Entrepreneurship for Creatives, MA</i>	5	-3.5%
Film and Television, BA	742	-8.0%
Film and Television, BFA	249	47.5%
Journalism, BA	62	-10.2%
Marketing, BA	137	8.8%
Music Business, BA	166	-2.2%
<i>Music Composition for the Screen, MFA</i>	25	-1.3%
Music Composition, BMus	20	17.6%
Music Technology, BS	32	-4.2%
Music, BA	262	-4.9%
Musical Theatre Performance, BFA	40	-5.5%
Musical Theatre, BA	108	-9.4%
Photography, BA	171	-4.5%
Photography, BFA	34	
<i>Photography, MFA</i>	11	-6.7%
Photojournalism, BA	19	-4.6%
Public Relations, BA	18	-14.5%
Radio, BA	28	6.3%
Social Media and Digital Strategy, BA	33	7.7%
<i>Strategic Communication, MA</i>	11	
Television Writing and Business, BFA	10	-14.8%
Theatre Design and Technology, BA	64	-4.2%
Theatre, BA	50	-2.4%

Programs losing
\$5,000 or less
per student on average

“losing”= the direct instructional costs + indirect academic costs – average net tuition

Programs Offered	FA24 Enrollment (Preliminary)	Enrollment CAGR (AY21, AY22, AY23)
Animation, BA	308	3.8%
<i>Civic Media, MA</i>	0	-14.5%
Computer Animation, BFA	22	26.0%
Cultural Studies, BA	7	49.4%
Environmental & Sustainability Studies, BA	9	n/a
Fashion Design, BFA	36	72.6%
Fashion Studies, BA	353	4.9%
Game Art, BA	77	3.7%
Game Design, BA	95	-6.0%
Graphic Design, BA	226	-2.6%
Graphic Design, BFA	28	4.7%
Illustration, BA	269	5.0%
Illustration, BFA	44	17.7%
Immersive Media, BA	2	n/a
Interior Architecture, BFA	162	4.4%
Programming, BA	24	-12.3%
Programming, BS	6	3.2%
Traditional Animation, BFA	24	63.9%
User Experience and Interaction Design, BA	16	-2.9%
<i>User Experience and Interaction Design, MA</i>	5	-3.5%

RECOMMENDATIONS FOR PROGRAM CHANGES

CONSULTANT RECOMMENDATIONS FOR PROGRAM TERMINATION

Kaufman Hall Process: identification of programs for closure based on 4 factors

1. Enrollment Trends
2. Market Share (competition) Scan
3. Financial Contribution Margins (loses)
4. Ability to Realize Expense Reductions (discrete programs)

PROVOST RECOMMENDATIONS

Consideration of how KH recommended programs fit into the Columbia College ecosystem

- Interdependencies
- Signature programs
- Impact on our mission and vision, including DEI factors
- Likelihood of reimagining to reduce costs and support student success goals

CONSULTANT RECOMMENDATIONS FOR PROGRAM TERMINATION

KH Recommendation: Terminate discrete programs that are costly to deliver

1. Acoustics, BS (loses \$5,001 - \$10,000 per student) – *already in phase-out*
2. American Sign Language-English Interpretation, BA (loses \$10,001-\$20,000 per student)
3. Art History, BA (loses \$10,001-\$20,000 per student)
4. Creative Writing, BA (loses \$10,001-\$20,000 per student)
5. Dance, BA (loses \$10,001-\$20,000 per student)
6. Dance, BFA (loses \$10,001-\$20,000 per student)
7. Documentary, BA (loses \$5,001 - \$10,000 per student) – *already in phase-out*
8. Music Tech, BS (loses \$5,001 - \$10,000 per student)
9. Programming, BS (loses \$5,000 or less per student)
10. Television Writing and Business, BFA (loses \$10,001-\$20,000 per student) – *already in phase-out*

PROVOST'S RECOMMENDATIONS

Discrete programs that are costly to deliver

These programs are already winding down, phase out as planned.

1. Acoustics, BS
2. Documentary, BA
3. Television Writing and Business, BFA

PROVOST'S RECOMMENDATIONS

Discrete programs that are costly to deliver

For these low enrollment programs, develop completion plans and phase out as stand-alone programs by 2028 serving current students; consolidate Dance BFA and BA, consolidate Programming BS and BA.

1. Dance, BFA
2. Programming, BS

PROVOST'S RECOMMENDATIONS

Discrete programs that are costly to deliver

These programs: phase-out by 2028 serving current students. Study possibility of integrating select elements into adjacent programs. Develop completion plans.

1. American Sign Language-English Interpretation, BA
2. Art History, BA
3. Creative Writing, BA
4. Creative Writing, MFA (additional provost recommendation)

PROVOST'S RECOMMENDATIONS

Discrete programs that are costly to deliver

For these programs, engage in radical program revision to bring down costs, generate more revenue per student and attract and serve more students, place on watch list

1. Dance, BA
2. Music Tech, BS

PROVOST'S RECOMMENDATIONS

KH Recommendation: Terminate discrete programs not aligned with key CCC points of focus

1. Environmental and Sustainability Studies

Provost recommendation: phase out program by 2028 serving current students; very low enrollment, not directly aligned with creative mission. Develop completion plan.

PROVOST'S RECOMMENDATIONS

Additional provost's recommendations for unsustainably low enrollment programs

For these programs: phase-out. Develop completion plans.

1. Cultural Studies
2. Fine Arts MFA
3. Photography MFA
4. Theatre Graduate Programs (MFA and MA, currently suspended)

For this program: explore for possible closure

- Media for Social Impact

PROVOST'S RECOMMENDATIONS

Additional recommendations

For these programs: explore possible combination with goal of further reducing program portfolio by combining adjacent disciplines (in alignment with the academic restructure):

1. Marketing, Advertising, Public Relations, Social Media
2. Game Art, Animation, Game Design, Programming
3. Graphic Design and User Experience/Interaction Design
4. Journalism and Photojournalism
5. Theatre Design and Production (including Writing, Directing, Stage Management)
6. Theatre and Dance Performance and Movement (Acting, Musical Theatre, Dance)
7. Arts/Entertainment Management and Music Business
8. Music Composition, Recording, Performance, and Business

PROVOST'S RECOMMENDATIONS

Additional provost's recommendations

For these programs: Redesign for efficiency and grow

1. Film and Television – overly complex, redesign for efficiency and grow
2. Comedy Writing and Performance (rename) – recapture market share, redesign in possible collaboration with Film and Television and Acting programs

Programs to Launch

1. *Beauty Management MA – add (auxiliary model)*
2. *Add second cohort to Composition for Screen MFA*
3. *Solicit additional new program proposals in areas of institutional strength.*

Everybody needs to reimagine.

DESIGNING A SUSTAINABLE MIX OF PROGRAMS

DESIGNING A SUSTAINABLE MIX OF PROGRAMS

Eliminating a few costly programs does not address the fact that most of our programs cost significantly more to deliver than we collect in tuition revenue.

In addition to ‘right-sizing’ our program array, we must design a sustainable mix that:

1. Realigns our programs to market needs
2. Leverages our expertise and distinctiveness as a college for creatives
3. Supports student retention and student outcomes (by de-cluttering program pathways and keeping tuition relatively affordable)
4. Reduces costs through efficiencies
5. Promotes currency and dynamism

DESIGNING A SUSTAINABLE MIX OF PROGRAMS

PRINCIPLES FOR BUILDING A REIMAGINED PROGRAM ARRAY

1. Vibrant and relevant

What is the **core artistic education** that prepares students to enter their chosen fields, provides clear pathways to degree, and highlights what makes a Columbia College Chicago education distinctive?

2. Faculty management

How do we **maximize the student-facing impact** of our distinguished faculty and leverage their full expertise and capacity?

3. Understanding our students

How do we **align our educational experiences** with our students' aspirations, expectations and preparation?

DESIGNING A SUSTAINABLE MIX OF PROGRAMS

KEY DRIVERS OF STREAMLINED AND EFFECTIVE CURRICULUM

Required credits

- **Challenge:** A larger number of required credits in the major commits the college to delivering a wider array of courses on a regular rotation. As enrollment fluctuates, this can result in under-enrolled courses.
- **Recommendation:** Carefully consider the essential experiences that contribute to student program outcomes. Keep total credits within the recommended range for the degree type.

Major Electives

- **Challenge:** A larger number of major electives commits the college to delivering a wider array of courses on a regular rotation. As enrollment fluctuates, this can result in under-enrolled courses. The increased complexity associated with a large number of major electives also can create registration and planning bottlenecks for students.
- **Recommendation:** Carefully consider the balance between general foundational outcomes and more specialized pathways. Clearly articulate student requirements and limit major electives wherever possible.

Prerequisite Chains

- **Challenge:** Long prerequisite chains can create barriers for students if they are unable to successfully complete one or more courses in the sequence. This becomes especially challenging when a prerequisite sequence is embedded in a list of major electives.
- **Recommendation:** Review prerequisite sequences and remove prerequisites that are not essential to successful completion of subsequent courses. Consider alternative course requirements, such as class standing.

DESIGNING A SUSTAINABLE MIX OF PROGRAMS

KEY DRIVERS OF STREAMLINED AND EFFECTIVE CURRICULUM

Class Size

- **Opportunity:** Where pedagogically appropriate, larger classes allow the college to deliver required courses more efficiently. Larger classes also allow resources to be preserved to support smaller classes where necessary.
- **Recommendation:** Design major curricula holistically, properly balancing larger and smaller courses to increase overall efficiency.

Course Completion Rates

- **Opportunity:** Successful completion of required courses contributes to two positive impacts: 1) students move through the curriculum on time and progress toward graduation, and 2) seats in required courses are available for students taking the course for the first time.
- **Recommendation:** Carefully align each courses challenges and goals with the appropriate supports that drive student success.

Experiential and Active Learning

- **Opportunity:** Our students gravitate toward hands-on, interactive, experiential learning contexts, and they succeed at higher rates in courses that foreground these types of class activities. Active learning environments also disrupt traditional classroom power dynamics, contributing to the college's overall DEI pedagogy goals.
- **Recommendation:** Design robust active learning experiences and strive to limit traditional lecture formats.

NEXT STEPS AND TIMELINE

EXPEDITED CURRICULAR PROCESS

This process allows us to position our transformed program array for a fall 2025 launch

Step 1: Meet with faculty September 11

Step 2: Discussions with school directors about potential new curricular directions, considering the KH recommendations and provost recommendations; discuss principles, drivers and modeling with respect to each school's existing program array; discuss opportunities for alignment and collaboration across schools; flesh out protocols and timelines for working groups and school curriculum committees; report out tentative new program array frameworks Monday, September 30.

Step 3: Form school program working groups to discuss new program alignments, program consolidations and program terminations to develop a reimagined program array for the school, building on the tentative frameworks and shaped by principles and program models; proposed program arrays delivered to school curriculum committees by Monday October 28. School curriculum committees share reimagined school program array with College-Wide Curriculum Committee by Friday, November 1.

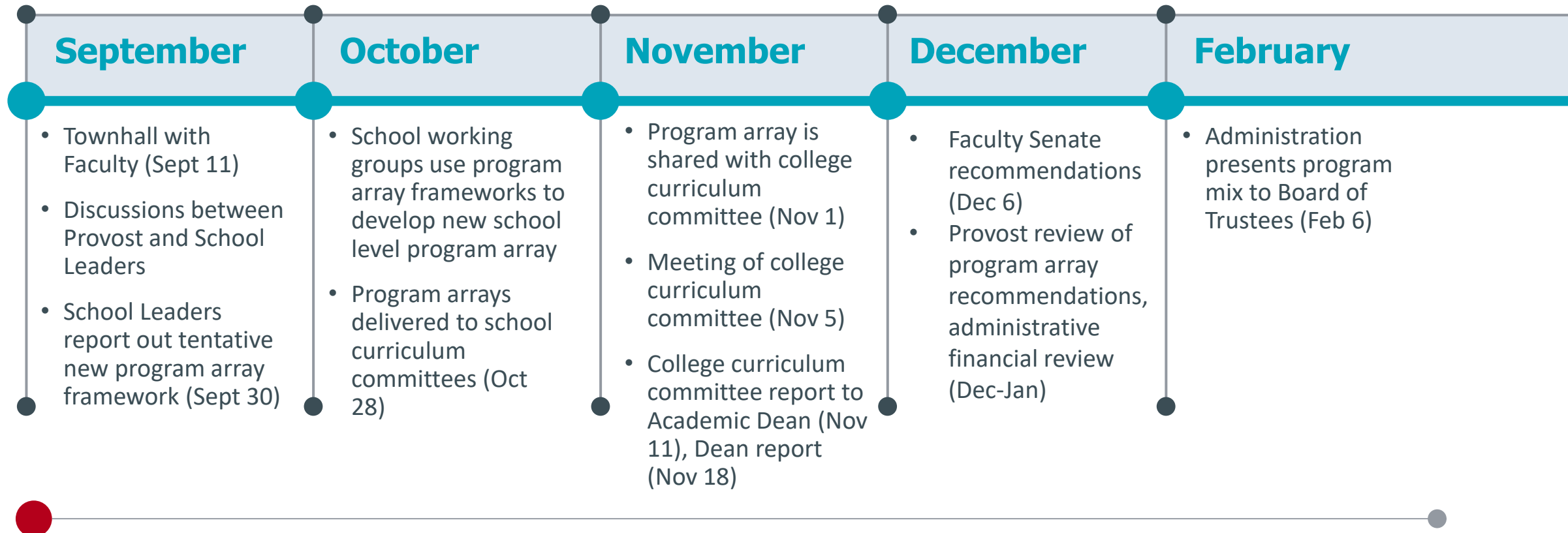
Step 4: Meeting of the College-Wide Curriculum Committee Tuesday November 5, Election Day (no classes); collaborative cross-disciplinary discussion of proposed school program arrays. College-Wide Curriculum Committee presents recommendations of proposed school program arrays to Academic Dean by November 11.

Step 5: Further consideration of school program arrays, and recommendations by Academic Dean by November 18 and Faculty Senate December 6.

Step 6: Provost receives and considers proposed school program arrays and recommendations; administration assessment of program array for financial sustainability; administration presents program array as part of new 5-year financial plan to Board of Trustees February 6.

Program Mix Design Timeline

Columbia Transformed



WHAT WILL STUDENTS EXPERIENCE IF A PROGRAM IS PHASED OUT

Currently, no action has been taken to terminate a program, other than the three programs already in the process of being phased out. **All programs continue until the curricular planning process has been completed** and the recommendations of the faculty through the curricular planning process have been adopted by the provost.

WHAT WILL STUDENTS EXPERIENCE IF A PROGRAM IS PHASED OUT

- For the three programs that are already being phased out, Acoustics, Documentary and Television Writing and Business, we will continue to deliver those programs to students enrolled in those programs through 2027.
- For many programs, we anticipate that the content will be available in a differently configured program. Current students will be offered the opportunity to transition to the new program (in the same way they were offered the opportunity to transition to the improved Core Curriculum).
- For students remaining on the existing program, we will develop a completion plan which covers students currently enrolled in any such program through 2028 (current freshmen, sophomores and juniors).

Columbia College Transformed