

UIC Enrollment Management Strategic Plan

The Chancellor tasked the UIC Enrollment Management Strategic Planning Committee with researching and analyzing the current enrollment trends in order to identify colleges and programs for growth. This report is organized by the following tasks completed, which support the conclusive recommendations of the committee:

- I. Growth scenarios for expanding enrollment, disaggregated by student level and resident type (pg. 1)
- II. Programs with existing enrollment capacity and greatest potential for growth (pg. 2)
- III. Considerations for resources, space, faculty and staff to meet enrollment demands (pg. 4)
- IV. Enrollment growth of existing and new online programs and degrees (pg. 5)
- V. Conclusive recommendations for enrollment growth (pg. 11)

Additionally, the appendices (pg. 12) provide support and evidence to the recommendations presented in this report.

I. Growth Scenarios

The first task completed by the committee was to create a model for growth and expansion based on enrollment trends. The purpose of this task was to understand the current composition of students and to inform the selection of programs that have the greatest potential for future growth.

In order to model enrollment growth for fall 2021, the Office of Budget and Resource Planning compiled multiple years of data by student level and residency type. The model represents a balance of in-state, domestic non-resident, international, and e-tuition students. The model incorporates a yearly growth of approximately 1,000 students across all student levels. For detailed projections, refer to Appendix A. Table 1 shows the overall target enrollment for fall 2021, and target growth (as the difference between fall 2015 headcount and projected headcount in fall 2021). The overall growth for undergraduate, graduate, and professional programs is approximately 4,800 students by 2021, with the majority of growth originating from undergraduate programs (4,480 students). The target growth figures (i.e., 205 new graduate students) are used in the remainder of this report.

Table 1: Enrollment Growth Scenario Summary by 2021, disaggregated by student level and residency type.

Residency	<u>Undergraduate</u>		<u>Graduate</u>		<u>Professional</u>		<u>Total</u>	
	Target Enroll	Target Growth	Target Enroll	Target Growth	Target Enroll	Target Growth	Target Enroll	Target Growth
Illinois Resident	18920	2943	3917	50	2379	25	25216	3018
Out of State	1175	821	3057	50	697	75	4929	946
International	1000	638					1000	638
e-Tuition	251	78	1103	105			1354	183
TOTAL	21346	4480	8077	205	3076	100	32499	4785

While increasing enrollment through existing capacity maximization and new growth is central to this plan, retention efforts must also increase in order to ensure that programs are supporting students from admittance to graduation. The committee views retention as a crucial component of growing enrollment, but focused its efforts on tasks which will lead to new student growth.

II. Programs with Existing Enrollment Capacity and Potential Enrollment Growth

Each College Dean supplied information regarding current enrollment, existing enrollment capacity, and projected demand for every undergraduate, graduate master's, graduate Ph.D., professional, certificate and non-degree program within their college. The UIC Enrollment Management Strategic Planning Committee reviewed this information and assigned subcommittees to review and evaluate each Dean's response and prioritize enrollment growth potential of existing and new programs. Subcommittees reviewed the following factors in order to rank priority for existing and new programs: market (e.g. local or regional competitors); demand, US Bureau of Labor Statistics occupational outlook data, and other market analysis reference sites. Priority assessment scores were on a 1-5 scale, where 1 indicated the lowest priority, and 5 indicated the highest priority.

This section of the report highlights specific programs, by student level, that can lead to target enrollment growth. Subcommittees identified existing and new programs within their assigned colleges for growth, but a comprehensive review of all the results was considered in order to compile a priority list. At this point in time, it is expected that the priority list presented in this section will lead to substantial, targeted enrollment growth. For reference, Appendix B displays the complete results, disaggregated by student level (undergraduate, graduate, professional), priority level (top, medium, and low), then whether the program is traditional or online, and existing or new. The tables in Appendix B display the Fall 2015 headcount by degree, existing capacity (i.e., seats unfilled), growth potential, total possible enrollment (sum of Fall 2015 headcount, existing additional capacity, and growth potential), and total growth (sum of growth potential and existing additional capacity). It is important to note that the growth potential assumes that new resources will be allocated for program development and expansion. The percent to target growth displays the percentage growth each program contributes to the target undergraduate growth of 4,480, graduate growth of 205, and professional growth of 100.

Overall, the findings of the review process suggest that UIC would benefit from filling current seats to existing capacity, rather than generating new programs or expanding current programs. This approach will be both less expensive and time intensive. The following summaries are grouped by student level.

Undergraduate Programs

Existing Capacity

After reviewing the current enrollment trends and existing capacity in undergraduate programs, the committee identified 36 priority undergraduate programs recommended for filling to capacity. The total growth expected by filling the programs to capacity is approximately 1,500 students (33.5% of the target growth). The programs specified by undergraduate academic college are shown below. Five of the programs are in the College of Applied Health Sciences, six in Business, five in Engineering, and 13 in LAS. One or two programs are recommended to fill capacity within the remaining colleges.

Undergraduate Programs with Existing Capacity

- BA Communication (LAS)
- BA Criminology Law & Justice (LAS)
- BA Economics (LAS)
- BA Elementary Ed (ED)
- BA English (LAS)
- BA Philosophy (LAS)
- BA Psychology (LAS)
- BA Public Health (CUPPA)
- BA Sociology (LAS)
- BA Statistics (LAS)
- BA Urban Studies (CUPPA)
- BA/BS Chemistry (LAS)
- BBA: Bachelor of Business Administration (CBA)
- BDES Graphic Design (CADA)
- BDES Industrial Design (CADA)
- BS Accounting (CBA)
- BS Biochemistry (LAS)

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- BS Bioengineering (ENG)
- BS Biology (LAS)
- BS Civil Engineering (ENG)
- BS Computer Engineering (ENG)
- BS Design Foundation (CADA)
- BS Elect Engineering (ENG)
- BS Finance (CBA)
- BS Health Information (AHS)
- BS Health Information (AHS)
- BS Info & Decision Science (CBA)
- BS Kinesiology (AHS)
- BS Management (CBA)
- BS Marketing (CBA)
- BS Math & Computer Science (LAS) (LAS)
- BS Mech Engineering (ENG)
- BS Nursing (NURS)
- BS Rehabilitation Science (AHS)
- BS: Health Information Management (AHS)
- LAS Undeclared (Nursing-Years 1&2) (LAS)

Greatest Potential for Growth

Filling the above programs to capacity will account for about 33% (N=1,483) of the target growth of 4,480 undergraduate students. The remainder of the growth will be accounted for by expanding existing programs and new program development identified as top priorities (see Appendix B). The committee recommends 18 existing programs for growth, and five programs for new development. The majority of the 18 existing programs are listed above, with the addition of Computer Science (traditional and online delivery), and Criminology, Law and Justice (alternate format). The 18 programs will account for 1,709 growth, or 38% of the target growth. The five new undergraduate programs include Integrated Health Studies (AHS), Nutrition and Wellness (AHS), Integrated Health Sciences (Pharmacy), Disability & Human Development (AHS) and Data Science (CBA). The five new programs will account for 29% (N=1,315) of the target growth. Overall, both filling capacity and growing the programs will account for 4,507 new undergraduate students (101% of target growth).

Graduate Programs

Existing Capacity

The committee focused its efforts on Master's level programs because these programs tend to generate more revenue than doctoral programs, as less tuition waivers are distributed. The committee agrees that Master's programs will indeed lead to enrollment growth, thus all programs discussed within this section of the report refer directly to Master's Programs.

Through an examination of current existing capacity in top priority programs, it is expected that enrollment will grow by 176 students (85% to target enrollment growth). Further adding the Master's in Health Informatics (a medium priority program) will top off the target growth for graduate programs. The Health Informatics program has an existing capacity of 180 seats, thus filling approximately 30 of the seats will lead to the target enrollment of 8,077 for the graduate (Master's degree) programs. The following programs were identified for prioritizing existing capacity, and represent six programs in Business Administration, one in Nursing, and two in Applied Health Sciences.

Graduate Programs with Existing Capacity

- Accounting (CBA)
- Business analytics (CBA)
- Finance (CBA)
- Management information systems (CBA)
- Marketing (CBA)
- Museum and exhibition studies (CBA)
- Nursing graduate entry (Nursing)
- Biomedical Visualization (AHS)
- Health Informatics (AHS)

Greatest Potential for Growth

Fourteen top priority programs were identified for greatest potential for growth. However, by solely filling to current capacity, no further growth is needed by 2021.

Professional Programs

Existing Capacity

The committee identified two professional programs with priority that have existing capacity. The two programs are DMD (Dentistry) and DNP (Nursing). Filling existing capacity would generate 48 new student enrollments (48% of target growth).

Greatest Potential for Growth

The committee recommends expanding the DMD program by approximately 50 students. This expansion would generate target enrollment for 2021. Additionally, the committee would recommend further exploration of developing a new program for Doctorate of Occupational Therapy (OTD) prior to allocating resources. OTD may generate about 100 new enrollments for professional programs.

Non-Degree and Certificate Programs

Existing Capacity

Due to the nature of non-degree and certificate programs, many existing programs are self-supporting and have no real capacity. Additionally, non-degree and certificate programs were not a component of the Enrollment Growth Scenario.

Greatest Potential for Growth

Although there is no real capacity per se, the committee identified 13 existing programs for potential growth. Nine of the 13 programs are within the School of Public Health, and four are in the College of Applied Health Sciences. Nine additional programs were identified for new development. A more thorough description of online programs and degrees is included in section IV of this report.

III. Considerations for Resources

The ability for UIC to grow in high demand whether it be through existing or new programs will require new resources in the form of faculty – both tenure and non-tenure track, support staff and services to ensure a quality student experience, and space for faculty offices and support staff and services. For this reason, online and hybrid programs will be explored first as the highest priorities to invest new resources.

Additionally, the Office of Budget and Resource Planning has begun work on evaluating the feasibility of the programs identified by the committee. There are several components to this analysis and modeling, and it is imperative that all aspects of enrollment growth are considered prior to implementing a growth plan. The next steps for achieving an enrollment growth plan are as follows.

1. Identify faculty, staff, support services and space requirements to accommodate growth.
2. Evaluate costs to grow.
3. Develop financial plans.
4. Approve and implement plans.

IV. Enrollment Growth of New and Existing Online Programs and Degrees

The UIC Extended Campus subcommittee included potential new programs that were not originally proposed by the deans, but are worthy of consideration based upon market demands. Based on data provided by the college deans regarding the capacity and demand of existing and potential online programs, a market demand analysis was performed to consider target audiences, benefits to students and market trends as related to future online programs.

Additionally, the *UIC Strategy Briefs* provided by Michael G. Dolence and Associates in December 2015, served as a resource regarding the potential for innovative programs and degrees. Various strategies described within this response are aligned with the overall campus mission and UIC Campus Master Plan.

Finally, the drafted document titled, *UI System's Framework for the University of Illinois System*, dated March 24, 2016, stressed the need to consider the system's strategy for online and hybrid learning.¹ To support this suggestion, UIC Extended Campus identified 37 existing and active online programs and degrees offered campus-wide through various colleges.

The target audience for online and blended programs are non-traditional students (i.e., adult learners, community college graduates, active military students, working professionals, local workforce, and non-completers). The programs provide access and flexibility by allowing online and blended delivery modes, evening/weekend course offerings, and special sessions (i.e., summer and winter). The programs can be affordable, as UIC should consider full cost recovery programs (market rate) with selective admissions related to the target audience. These programs would enable the working adult to maintain jobs and familial responsibilities, while pursuing an academic degree, and may provide tuition discount to cohorts.

Market Demand Analysis

Research into the market demand for educational programs indicates that STEM and Health Care jobs dominate the fastest growing market segments. The following findings are related to the fastest growing and most in-demand fields in the current market environment.

The Bureau of Labor Statistics projected the fastest growing occupations requiring a Bachelor's degree or higher from 2014-2024.² ³The following occupations have a projected growth rate of 30% or more:

- Statisticians (Measurement, Evaluation, Statistics and Assessment (MESA) Online and On-Campus program currently offered through UIC)
- Operations Research Analysts (Analysts typically have a degree in operations research, management science, analytics, math, engineering, computer science, or another technical or quantitative field. UIC offers most of these degrees but only the MS in Engineering is online)
- Personal Financial Advisors (Advisors typically have a Bachelor's degree in a business-related field. UIC would have relevant offerings through the College of Business. The BBA completion program is offered online through CBA)
- Nurse Practitioners (UIC program not currently online)
- Physical Therapists (UIC program not currently online)
- Physician Assistants (Program not currently offered at UIC)

¹ <https://www.uillinois.edu/common/pages/DisplayFile.aspx?itemId=389732>

² <http://www.bls.gov/ooh/fastest-growing.htm>

³ <http://www.bls.gov/ooh/occupation-finder.htm>

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The Education Advisory Board (EAB) indicated that there is a changing market for professional Master's programs. Traditional programs in Education, Business, and Law are showing diminishing demand. Health care programs are seeing rising applications but limited capacity. They also point to the importance of customizing programs to distinct segments of working professionals⁴. They suggest an increase in the following online programmatic areas:

- Specialized Business Master's (UIC has new Master's programs in Marketing, Business Analytics and Finance but none of these programs are currently online)
- Health care and in particular, Physician Assistants (Program not currently offered at UIC), Physical Therapists (UIC program not online), Audiologists (Program not currently offered at UIC), Nurse Anesthetists (Program not currently offered at UIC), and Occupational Therapists (UIC program not currently online)
- Education programs for Career Changers: Alternative routes to state licensure (Program not currently offered at UIC)

CareerBuilder and Economic Modeling Specialists International conducted an analysis of college degree growth from 2010-2014.⁵ College degrees with the most growth in this period included:

- Science technologies/technicians: 1,521 change, 49% growth
- Natural resources and conservation: 7,792 change, 45% growth
- Parks, recreation, leisure and fitness studies: 18,869 change, 44% growth
- Multi/interdisciplinary studies: 24,540 change, 36% growth⁶
- Mathematics and statistics: 9,384 change, 35% growth
- Public administration and social service professions: 22,683 change, 33% growth
- Computer and information sciences and support services: 38,194 change, 32% growth
- Precision production: 9,581 change, 30% growth
- Homeland security, law enforcement, firefighting and related protective services: 32,529 change, 27% growth
- Engineering: 32,058 change, 26% growth

A review of educational ranking websites, such as U.S. News and World Report⁷ and other news sources, such as Fortune 500⁸, shows a similar demand and focus on STEM. Top jobs mentioned from these sources include:

- Public Health (UIC offers several online programs)
- Engineering (Currently offered online at the Master's level)
- Statistics (Bachelor's level only offered at UIC, not currently online; Measurement, Evaluation, Statistics and Assessment Master's is offered online)
- Data Science (Listed as a potential new program)
- Human Computer Interaction (Listed as a potential program)
- Business Analytics (UIC program not currently online)

⁴ <https://www.eab.com/research-and-insights/academic-affairs-forum/studies/2015/understanding-the-changing-landscape-for-professional-masters-programs/a-market-that-is-growing-and-changing>

⁵ <https://www.eab.com/daily-briefing/2015/09/11/fastest-growing-majors>

⁶ <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88419>

⁷ <http://www.usnews.com/education/best-colleges/slideshows/11-hot-college-majors>

⁸ <http://fortune.com/2015/04/27/best-worst-graduate-degrees-jobs/>

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- Bioengineering (UIC program not currently online)
- Forensic Science (UIC has a program but Dean's enrollment capacity list indicates low demand, program is not online)
- Computer Science (UIC program not currently online)
- Biostatistics (UIC program not currently online)
- Physics (UIC program not currently online)
- Information Sciences (Bachelor's level offered, not currently online)
- Software Engineering (UIC offers as concentration area, not online)
- Economics (Bachelor's, MA, and PhD offered, not online)
- Biometrics (Not currently offered at UIC)
- Cybersecurity (Not currently offered at UIC)
- Sustainability (Not currently offered at UIC)
- Telecom Engineering (Not currently offered at UIC)

Methods and results for priority assessment score criteria for realistic enrollment growth with consideration of online learners (non-traditional):

1. Review capacity by level and demand to prioritize realistic enrollment growth.
 - a. Programs with yields of 150 or more were ranked 4 to 5 with market demand guiding the assessment score.
 - b. Programs with lower yields of 20 or less were ranked 1 to 2 with market demand guiding the assessment score.
 - c. Programs that showed student demand but presented challenges for students entering the workforce upon degree completion were ranked 3.
2. Evaluate the market for above.
 - a. Sources used to evaluate the market included:
 - i. Bureau of Labor Statistics (www.bls.gov)
 - ii. Education Advisory Board (www.eab.com)
 - iii. Burning Glass Technologies (<http://burning-glass.com/>)
 - iv. U.S. News and World Report (<http://www.usnews.com/education>)
 - v. Competitor Institution websites
3. Identify online/blended programs with growth potential based upon verifiable demand.
 - a. Twenty-four existing UIC programs with growth potential in an online/blended modality were identified. These programs include those that are currently online but have room for growth and those that are not currently online but have the growth potential for an online/blended format.
 - i. OTD: Occupational Therapy Doctorate, AHS
 - ii. BS: Health Information Management, AHS
 - iii. BS: Health Information Management, Online - Completion Program, AHS
 - iv. CERT: Post Bacc Health Information Management, AHS
 - v. MS: Health Informatics Online, AHS
 - vi. MS: Occupational Therapy, AHS
 - vii. BS: Management, CBA
 - viii. MS: Business Analytics, CBA
 - ix. MS: Finance, CBA
 - x. MS: Marketing, CBA
 - xi. BS: Accounting, CBA
 - xii. BA: Urban Studies, CUPPA
 - xiii. MS: Bioengineering, ENGR
 - xiv. MS: Civil Engineering, ENGR

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- xv. MSW: Social Work, JACSW
 - xvi. BA: Criminology Law and Justice, LAS
 - xvii. DNP: Doctor Nursing Practice-Professional, NURS
 - xviii. MPH: Public Health: Public Health Informatics, SPH
 - xix. MPH: Public Health: HPA (Online), SPH
 - xx. NDEG: Methods in Clinical Research (Online Cert), SPH
 - xxi. NDEG: Public Health GIS (Online Cert), SPH
 - xxii. NDEG: Public Health Informatics (Online Cert), SPH
 - xxiii. NDEG: Pub Health Management (Online Cert), SPH
 - xxiv. NDEG: Health Disparities (Online Cert), SPH
- b. Six potential new programs with growth potential in an online/blended modality were identified. These programs have not yet been implemented at UIC but are on the Dean's list of potential new programs.
- i. NDEG: Human Computer Interface Certificate (Cert), AHS
 - ii. BS: Nutrition and Wellness, AHS
 - iii. OTD: Entry level Occupational Therapy Doctorate, AHS
 - iv. NDEG: Public Management (Cert), CUPPA
 - v. NDEG: Information and Performance Management, CUPPA
 - vi. NDEG: Urban Developers (Cert), CUPPA
4. Identify growth programs that are marketed as online/blended in the local area.
- a. Seven UIC programs were identified as being offered within the Chicago area.
- i. OTD: Occupational Therapy Doctorate (Governor's State, Blended)
 - ii. CERT: Post Bacc Health Information Management (Cert) (Loyola University, Online)
 - iii. BS: Management (IIT, Online; National Louis, Online)
 - iv. BA: Criminology, Law and Justice (National Louis, Online; Loyola, Online degree completion)
 - v. MS: Health Informatics (Northwestern University, Online; DePaul, Online/Blended)
 - vi. MSW: Master's in Social Work (Loyola University, Blended)
 - vii. DNP: Doctor Nursing Practice-Professional, NURS (Loyola University, Blended)
5. Consider online and blended bachelor's degree programs with on-site offerings delivered during evening and weekends.
- a. Specifically, the deans identified these programs as "at capacity and has demand":
- i. BS: Nutrition Science, AHS
 - ii. BDES: Graphic Design, CADA
 - iii. BS: Accounting, CBA
 - iv. BS: Finance, CBA
 - v. BS: Chemical Engineering, ENGR
 - vi. BS: Computer Science, ENGR
 - vii. BS: Electrical Engineering, ENGR
 - viii. BS: Computer Engineering, ENGR
 - ix. BS: Engineering Physics, ENGR
 - x. BA & BS: Physics, LAS
- b. The deans also identified these programs as "has capacity and has demand":
- i. BS: Kinesiology, AHS
 - ii. BS: Rehabilitation Sciences, AHS
 - iii. BS: Health Information Management, AHS

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- iv. BS: Health Information Management, AHS (online)
 - v. BDES: Industrial Design, CADA
 - vi. BS: Information and Decision Sciences, CBA
 - vii. BS: Management, CBA
 - viii. BBA: Bachelor of Business Administration, CBA (online)
 - ix. BA: Urban Studies, CUPPA
 - x. BA: Public Policy, CUPPA
 - xi. BA: Human Development and Learning, ED
 - xii. BA: Urban Education – Elementary Education, ED
 - xiii. BS: Bioengineering, ENGR
 - xiv. BS: Civil Engineering, ENGR
 - xv. BS: Industrial Engineering, ENGR
 - xvi. BS: Engineering Management, ENGR
 - xvii. BS: Mechanical Engineering, ENGR
 - xviii. BA & BS: Chemistry, LAS
 - xix. BS: Biochemistry, LAS
 - xx. BA: Communication, LAS
 - xxi. BS: Statistics, LAS
 - xxii. BS: Math & Computer Science, LAS
 - xxiii. BA: English, LAS
 - xxiv. BA: Philosophy, LAS
 - xxv. BA: Sociology, LAS
 - xxvi. BA: Economics, LAS
 - xxvii. BS: Neuroscience, LAS
 - xxviii. BA: Criminology Law and Justice, LAS
 - xxix. BA: Psychology (Applied and General), LAS
 - xxx. BS: Biological Sciences, LAS
 - xxx. BSN: RN to BSN, Nursing (online)
 - xxxii. BA: Public Health, SPH
6. Identify other new programs that UIC does not offer and that are not listed by the colleges that we should consider based upon market demands for online programs.
- a. Burning Glass analysis identified occupations requiring a Bachelor's degree or higher that are considered in demand in the Chicago Metro area (Appendix B). With these occupations in mind, the following new online program areas might be considered.
 1. Software Development
 2. Business Intelligence
 3. Information Security
 4. Computer Systems
 5. Marketing and Market Research
 6. Cybersecurity
 7. Biometrics
 8. Physician's Assistant
 9. Sustainability
 10. Customized generalist online bachelor's degree completion programs with prescribed discipline-specific track choices

Other recommendations for further consideration:

- Consider employer demand for employees with bachelor's degrees in Chicago and suburb areas.

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- Consider expansion of online bachelor's degree completion programs beyond the existing online bachelor's degree completion programs at UIC:
 - BS: Health Information Management, AHS (online)
 - BSN: RN to BSN, Nursing (online)
 - BBA: Bachelors of Business Administration, CBA (online)
- Offer bachelor's degree completion programs during evenings/weekends and in blended delivery modes
- Offer high-demand and at capacity general education courses online and during evenings/weekends
 - targeting the adult learner with some college, but no associates degree
 - providing flexibility to UIC students and to students from other universities desiring a way to complete these courses, especially during the summer
- Utilize program specific articulation agreements and partnerships to enable seamless transitions from community college associate degree programs to bachelor's degree completion programs
- Design a modern studio/facility that reaches a global audience with innovative and entrepreneurial-like online modules
- Consider skillsets of adult learners to determine if prior learning exists as assessed by faculty through portfolios and exams
- Consider online generalist bachelor's degree completion programs with prescribed discipline-specific (or cluster) track choices
- Build on the UIC brand to deliver high-quality online degrees and programs utilizing UIC faculty to develop and teach online courses
- Consider lifelong learning needs to provide online learners with progression needs (stackable offerings)
- Leverage technology to offer high-demand courses via online delivery during the summer, winter session or J-Term
- Establish scalable practices within online program and degree offerings as deemed appropriate by faculty
- Explore more deeply the reasons that programs have been identified as having capacity and demand

V. Recommendations for Enrollment Growth

Based on extensive research, review and analysis, the UIC Enrollment Management Strategic Planning Committee has several recommendations for future growth by 2021.

- Fill current seats to existing capacity in undergraduate programs identified as priority.
- Expand existing undergraduate programs and develop new programs as identified as top priorities.
- Reach target growth for graduate programs through existing capacity in Master's programs.
- Reach professional program growth through a split of current capacity maximization and existing program expansion.

UIC Deans must have a central role in growth to capacity, additional growth and new program development. Additional research and analysis, particularly regarding resources needed at college and campus levels to implement this growth plan as referenced in Section III, will be ongoing pending the approval of the campus of these recommendations.

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Appendix A: Enrollment Growth Scenarios

UIC



Enrollment Growth Scenarios

Date Last Revised: 2/29/2016

	FY15		FY16		GROWTH SCENARIO - PROPOSED					Total Growth over 5 Years	% Chg	% of Total
	Headcount @ Census	% of Total	Headcount @ Census	% of Total	FY 17	FY 18	FY 19	FY 20	FY 21			
UNDERGRADUATE												
Illinois Resident	15487		15,977	94.7%	16,557	17,137	17,717	18,307	18,920	2,943	18%	89%
Out of State	199		155	0.9%	204	253	302	310	425	271	175%	6%
UIC Grant Out of State	124		200	1.2%	330	460	590	720	750	551	276%	
International	321		363	2.1%	460	558	655	753	1,000	638	176%	5%
eTuition Students	148		173	1.0%	188	203	218	233	251	78	45%	1%
Subtotal	16278		16,867	100%	17,738	18,610	19,481	20,322	21,346	4,480	27%	100%
GRADUATE												
Illinois Resident	4153		3867	49.1%	3877	3887	3897	3907	3917	50	1%	48%
Out of State & International	2665		3007	38.2%	3017	3027	3037	3047	3057	50	2%	38%
eTuition Students	971		998	12.7%	1019	1040	1061	1082	1103	105	11%	14%
Subtotal	7789		7,872	100%	7,913	7,954	7,995	8,036	8,077	205	3%	100%
PROFESSIONAL												
In State	2267		2354	79.1%	2359	2364	2369	2374	2379	25	1%	77%
Out of State & International	589		622	20.9%	637	652	667	682	697	75	12%	23%
Subtotal	2856		2,976	100%	2,996	3,016	3,036	3,056	3,076	100	3%	100%
SPECIAL CATEGORIES												
Continuing Education	198		122		162	202	242	287	337	215	177%	
Contract Students	249		284		284	284	284	284	284	-	0%	
GRAND TOTAL	27,369		28,120		29,092	30,065	31,037	31,984	33,119	5,000	18.3%	

	FY15		FY16		Year to Year Increase					Total Growth over 5 Years
	Headcount @ Census	% of Total	Headcount @ Census	% of Total	FY 17	FY 18	FY 19	FY 20	FY 21	
UNDERGRADUATE										
Illinois Resident			491	83.3%	580	580	580	590	613	2,943
Out of State			(44)	-7.5%	49	49	49	9	115	271
UIC Grant Out of State			76	12.8%	130	130	130	130	31	551
International			42	7.1%	97	98	97	98	248	638
eTuition Students			25	4.2%	15	15	15	15	18	78
Subtotal			589	100%	871	872	871	842	1,024	4,480
GRADUATE										
In State			(286)	-342.5%	10	10	10	10	10	50
Out of State & International			343	410.2%	10	10	10	10	10	50
e-Tuition			27	32.3%	21	21	21	21	21	105
Subtotal			84	100%	41	41	41	41	41	205
PROFESSIONAL										
In State			87	72.5%	5	5	5	5	5	25
Out of State & International			33	27.5%	15	15	15	15	15	75
Subtotal			120	100%	20	20	20	20	20	100
SPECIAL CATEGORIES										
Continuing Education			(76)		40	40	40	45	50	215
Contract Students			35		-	-	-	-	-	-
GRAND TOTAL			751		972	973	972	948	1,135	5,000

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Appendix B: Results of the Subcommittee Reviews

The results are disaggregated by student level: Undergraduate (Tables 1- 11), Graduate (Tables 12-18), Professional (Tables 19-22) and Non-degree (Tables 23-24).

Undergraduate Programs

Existing

Table 1: Top Priority for Growth of Existing, Traditional Programs.

Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
BS Accounting (CBA)	634	16	300	950	316	7%
BS Finance (CBA)	521	29	230	780	259	6%
BS Computer Science (CBA)	700	0	250	950	250	6%
BA Urban Studies (CUPPA)	40	60	150	250	210	5%
BS Marketing (CBA)	372	48	155	575	203	5%
BS Info & Decision Sci (CBA)	198	152	0	350	152	3%
BS Bioengineering (ENG)	270	30	100	400	130	3%
BA Psychology (LAS)	1341	19	110	1470	129	3%
LAS Undeclared (Nursing-Yrs 1&2) (LAS)	748	12	100	860	112	3%
BS Nursing (NURS)	336	112	0	448	112	3%
BA/BS Chemistry (LAS)	334	26	40	400	66	1%
BS Health Information (AHS)	51	9	30	90	39	1%
BS Biology (LAS)	1737	23	0	1760	23	1%
SUBTOTAL	7282	536	1465	9283	2001	45%

Table 2: Top Priority for Growth of Existing, Online Programs.

Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
RN-BSN Completion Program (NURS)	125	61	14	200	75	2%
BBA: Bachelor of Business Administration (Degree Completion Program - w/Concentrations) (CBA)	13	57	30	100	87	2%
SUBTOTAL	138	118	44	300	162	4%

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Table 3: Top Priority for Growth of Existing Undergraduate Programs Offered in an Alternative Timeslot for Working Professionals or as a Degree Completion Program.

Degree	Headcount	Existing Addn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
BS Civil Engineering <i>(Existing program, but could be a new degree completion program to serve non-traditional students via blended, evening, weekend delivery mode.)</i> (ENG)	272	78	25	375	103	2%
BS Computer Science <i>(new blended delivery mode?)</i> (ENG)	0	0	100	100	100	2%
BA Criminology Law & Justice <i>(An evening Bachelor's program should be explored, demand could exceed this projection should an evening program exist.)</i> (LAS)	0	0	75	75	75	2%
SUBTOTAL	272	78	200	550	278	6%

Table 4: Medium Priority for Existing Undergraduate Programs.

Degree	Headcount	Existing Addn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
BA Public Health (CUPPA)	80	20	100	200	120	3%
BS Mech Engineering (ENG)	620	40	110	770	150	3%
BS Management (CBA)	306	44	100	450	144	3%
BA Criminology Law & Justice (LAS)	420	20	80	520	100	2%
BS Biochemistry (LAS)	453	27	80	560	107	2%
BA Communication (LAS)	216	14	70	300	84	2%
BS Math & Computer Science (LAS) (LAS)	120	20	40	180	60	1%
BS Health Information (AHS)	52	23	25	100	48	1%
BA Elementary Ed (ED)	254	46	0	300	46	1%
BA English (LAS)	288	12	20	320	32	1%
SUBTOTAL	2809	266	625	3700	891	20%

Table 5: Medium Priority for Existing Online Undergraduate Programs.

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Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
BS: Health Information Management (AHS)	52	23	25	100	48	1%

Table 6: Lower Priority for Growth of Existing Undergraduate Programs.

Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
BS Rehabilitation Sci (AHS)	34	266	100	400	366	8%
BS Chem Engineering (ENG)	290	0	180	470	180	4%
BS Kinesiology (AHS)	675	125	800	850	175	4%
BDES Industrial Design (CADA)	101	19	120	240	139	3%
BS Design Foundation (CADA)	105	5	115	220	115	3%
BDES Graphic Design (CADA)	128	-8	120	240	112	3%
BA Sociology (LAS)	275	5	80	360	85	2%
BA Economics (LAS)	205	15	60	280	75	2%
BS Computer Enginrg (ENG)	210	5	50	265	55	1%
BA Statistics (LAS)	30	20	30	80	50	1%
BS Elect Engineering (ENG)	350	0	30	380	30	1%
BA Philosophy (LAS)	30	30	20	80	50	1%
SUBTOTAL	2433	482	1705	3865	1432	32%

New

Table 7: Top Priority for New Undergraduate Programs including Degree Completion.

Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
BS Integrated Health Studies (LAS & CAHS) (LAS & AHS)			660	660	660	15%
BS Nutrition & Wellness (CAHS) (AHS)			255	255	255	6%
BS Data Science (LAS) (new blended delivery mode) (LAS)			200	200	200	4%

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BS Integrated Health Sciences (Pharmacy) (PHARM)			100	100	100	2%
BS Disability & Human Development (CAHS) (AHS)			100	100	100	2%
SUBTOTAL	0	0	1315	1315	1315	29%

Table 8: Top Priority for New Online Undergraduate Programs.

Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
BA Professional Writing (LAS)			50	50	50	1%
BS Medical & Health Services Admin (<i>Labor data indicates medical & health svc managers had 7000 job postings -past 12 months in Chicago area. Could lead to a SPH Master of Healthcare Admin</i>) (SPH)			100	100	100	2%
SUBTOTAL	0	0	150	150	150	3%

Table 9: Medium Priority for New Online Undergraduate Programs.

Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
BA Sustainability (LAS) <i>Sustainability listed as a new, hot job. This might attract grad students to the new Masters/Cert Sustainability, currently under discussion.</i> (LAS)			50	50	50	1%

Table 10: Medium Priority for New Undergraduate Programs including Degree Completion.

Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
BS Bioinformatics (Engineering) (ENG)			160	160	160	4%
BS Environmental Health Studies (LAS) (LAS)			75	75	75	2%

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BS Educational Innovation (ED) - has online potential (ED)			75	75	75	2%
SUBTOTAL	0	0	310	310	310	7%

Table 11: Lower Priority for New Undergraduate Programs including Degree Completion.

Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
BS Biomedical Visualization - Degree completion prgm has potential for non-traditional students. (AHS)			15	15	15	0%
BA Human Development & Learning - Existing program could be a new degree completion program to serve non-traditional students via blended, evening, weekend & delivery mode. (ED)			25	25	25	1%
SUBTOTAL	0	0	40	40	40	1%

Graduate Programs (Masters)

Existing

Table 12: Top Priority for Growth of Existing Master's Programs.

Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
MS Accounting (CBA)	116	4	55	175	59	29%
MS Business Analytics (CBA)	43	17	60	120	77	38%
MS Finance (CBA)	12	48	60	120	108	53%
MS Management Information Systems (CBA)	193	7	40	240	47	23%
MS Marketing (CBA)	0	60	40	100	100	49%
MS - Electrical and Computer Engineering (ENGR)	16	0	234	250	234	114%
MS: Computer Science	16	0	184	200	184	90%

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(ENGR)						
MA in Museum and Exhibition Studies (CADA)	26	2	30	58	32	16%
MHA: Clinician Executive (SPH)	5	15	10	30	25	12%
MHA: Healthcare Admin (SPH)	70	0	30	100	30	15%
MS graduate entry (Nursing)	109	8	0	117	8	4%
MS: Biomedical Visualization (AHS)	35	15	25	75	40	20%
MS: Occupational Therapy (AHS)	85	0	5	90	5	2%
MS: Nutrition (AHS)	75	0	35	110	35	17%
MSW: Social Work (JASW)	442	8	30	480	38	19%
Subtotal	1243	184	838	2265	1022	499%

Table 13: Medium Priority for Growth of Existing Master's Programs.

Degree	Headcount	Existing Addn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
MPH: Pub Hlth Info (SPH)	24	1	50	75	51	25%
MPH: Pub Health Epidmlgy (SPH)	90	10	10	110	20	10%
MPH: Health Plcy&Admin (SPH)	60	0	10	70	10	5%
MS Advanced generalist (Nursing)	56	14	0	70	14	7%
MS Oral Science (DENT)	8	12	5	25	17	8%
MS: Health Informatics (AHS)	420	180	200	800	380	185%
Subtotal	658	217	275	1150	492	240%

Table 14: Medium Priority for Growth of Existing Online Master's Programs.

Degree	Headcount	Existing Addn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
MPH: Pub Hth: HPA (Online) (SPH)	49	1	60	110	61	30%

Table 15: Lower Priority for Growth of Existing Master's Programs.

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Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
MBA: Master of Business Administration (CBA)	253	57	40	350	97	47%
M.Ed. Special Education (ED)	92	38	20	150	58	28%
MPA: Public Administration (CUPPA)	139	61	100	300	161	79%
MS: Bioengineering (ENGR)	60	15	50	125	65	32%
MS: Bioinformatics (ENGR)	5	20	15	40	35	17%
MS: Chemical Engineering (ENGR)	30	20	20	70	40	20%
MS: Civil Engineering (ENGR)	60	55	5	120	60	29%
MS: Materials Engineering (ENGR)	10	30	40	80	70	34%
MS ; Electrical and Computer Engineering (ENGR)	240	0	10	250	10	5%
Subtotal	889	296	300	1485	596	291%

New

Table 16: Top Priority for New Master's Programs.

Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
MA Applied Economics (LAS)			35	35	35	17%
MS Human Computer Interface (AHS)			15	15	15	7%
MS Medical Physiology (COM)			20	20	20	10%
MS: Public Policy (CUPPA)			200	200	200	98%
MS: Urban Design (CUPPA)			40	40	40	20%
Subtotal	0	0	310	310	310	151%

Table 17: Medium Priority for New Master's Programs.

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Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
M.Ed Counseling Education (ED)			75	75	75	37%

Table 18: Lower Priority for New Master's Programs.

Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
M.Ed./Ph.D. Higher Education Administration (ED)			75	75	75	37%
MS Human Computer Interface (AHS)			15	15	15	7%
MS: Data Science (ENGR)			120	120	120	59%
M.Ed/PhD Higher Education Administration (ED)			75	75	75	37%
Subtotal	0	0	285	285	285	139%

Professional Programs

Existing

Table 19: Top Priority for Growth of Existing Professional Programs.

Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
DMD (DENT)	221	8	51	280	59	59%

Table 20: Medium Priority for Growth of Existing Professional Programs.

Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
PharmD - Rockford (Pharm)	142	0	18	160	18	18%
MD (COM)	1348	0	12	1360	12	12%
Subtotal	1490	0	30	1520	30	30%

Table 21: Low Priority for Growth of Existing Professional Programs.

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Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
DNP professional (NURS)	260	40	500	800	540	540%

New

Table 22: Top Priority for New Professional Programs.

Degree	Headcount	Existing Addtn'l Cap	Growth Potential	Total Enr Possible	Total Growth	% to Target Growth
OTD Occupational Therapy (AHS)			100	100	100	100%

Non-degree and Certificate Programs

Existing

Table 23: Priority of Existing Non-degree and Certificate Programs.

Certificate	Headcount	Total Enr Possible	Total Growth	Priority
Health Disp Online (SPH)	5	15	10	Top
Post Bacc Health Information Management (AHS)	62	100	38	Medium
Meth Clin Res (SPH)	13	20	7	Medium
NDEG: Pub Health GIS (SPH)	1	8	7	Medium
NDEG: Pub Health Info (SPH)	6	10	4	Medium
NDEG: Pub Health Management (SPH)	7	10	3	Medium
NDEG: Health Disp (SPH)	4	15	11	Medium
Post Bacc Health Information Management (AHS)	60	100	40	Medium
Certificate in Assistive Technology (AHS)	24	50	26	Low
Meth Clin Res Online (SPH)	15	20	5	Unspecified
Pub Health GIS Online (SPH)	5	10	5	Unspecified
Pub Health Info Online (SPH)	5	10	5	Unspecified
Subtotal	207	368	161	

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New

Table 24: Priority of New Non-degree and Certificate Programs.

Certificate	Current Enrollment	Total Growth	Priority
Human Computer Interface Certificate (AHS)		15	Top
Public Management (CUPPA)		30	Top
Information and Performance Management (CUPPA)		50	Top
Urban Developers (CUPPA)		30	Top
Public Health Leadership (SPH)		80	Top
Technology-Based Health Communication and Promotion (AHS)		30	Medium
Public Management (CUPPA)		30	Low
Information and Performance Management (CUPPA)		50	Low
Urban Developers (CUPPA)		30	Low
Subtotal			345