



# The Dean's Playbook for Program Revitalization

Five Strategies for Increasing Student Interest and Value in Your Academic Programs

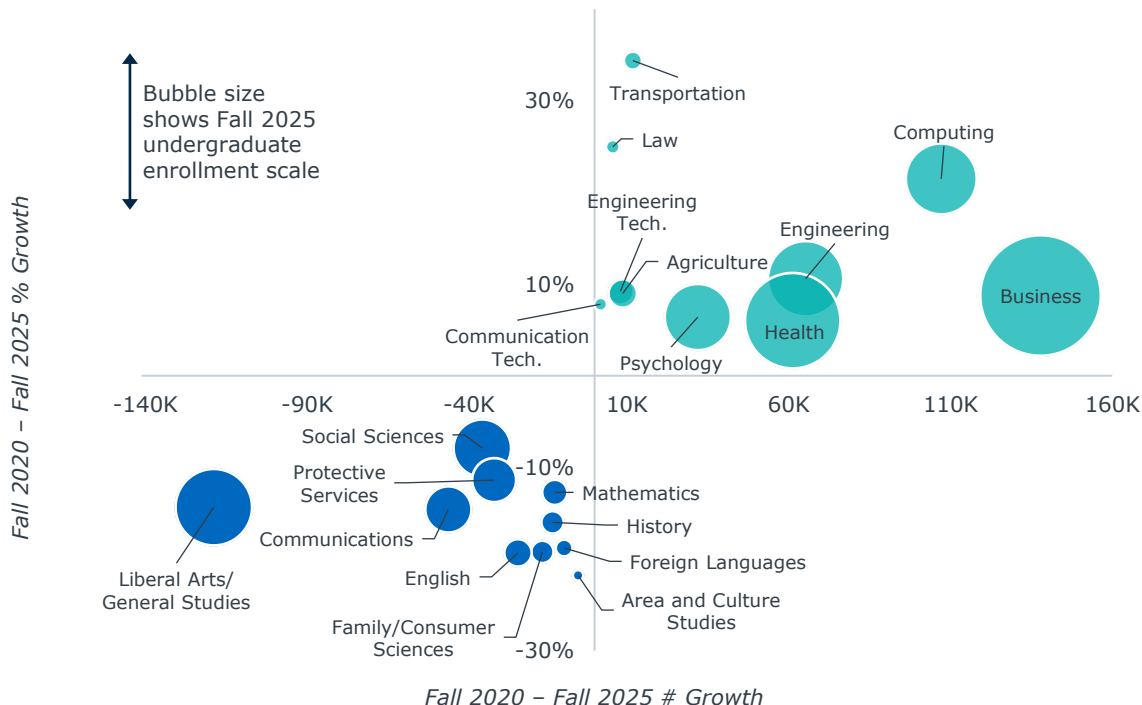
- 1** **Defining the Problem: Shifting Student Interest, Labor Market Uncertainty, and ROI Scrutiny**
- 2** Five Strategies for Revitalizing Programs
- 3** Individual Reflection and Group Discussion: Applying Lessons to a Program on Your Campus

# Undergraduate Enrollment Trends



## A General Trend Towards Higher Pay, More Career-Focused Options

*Fastest 10<sup>1</sup> Growing and Declining Undergraduate<sup>2</sup> Fields of Study*



*Fall 2020 - Fall 2025 # Growth*

1) Excluding fields with under 15,000 enrolled in Fall 2025  
 2) Undergraduate enrollment at 4-year colleges and universities  
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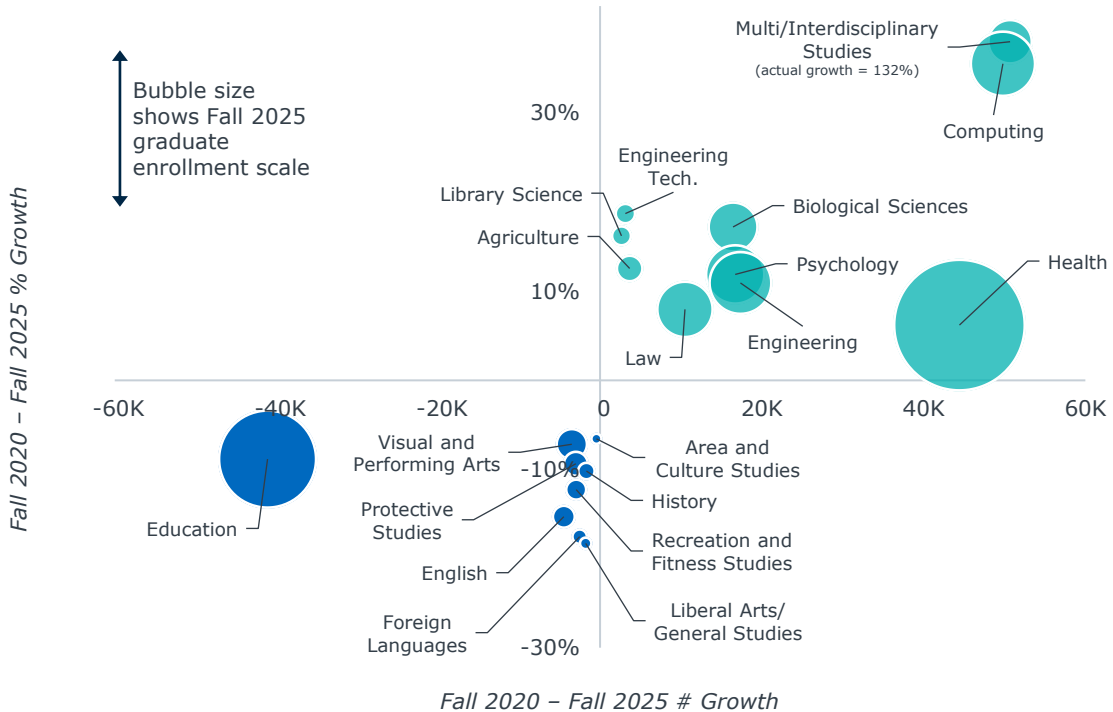
Source: National Student Clearinghouse, [Final Fall Enrollment Trends](#). EAB interviews and analysis.

# Graduate Enrollment Trends



## A General Trend Towards Higher Pay, Graduate Credential Necessity

Fastest 10<sup>1</sup> Growing and Declining Graduate Fields of Study



1) Excluding fields with under 5,000 enrolled in Fall 2025

# Trends in Business



Undergraduate Major	Un-employment Rate (%) <sup>1</sup>	Under-employment Rate (%) <sup>2</sup>	Median Wage Early Career <sup>3</sup>	Labor Market Score <sup>4</sup>	2023-2025 Undergrad. Enrollment (relative to the overall market)
Accounting	2.6	21.2	\$68k	78.1	↑
Business Analytics	5.0	28.7	\$72k	60.9	↑
Business Management	3.8	52.6	\$56k	46.4	↔
General Business	4.3	50.4	\$60k	45.8	↓
Marketing	4.4	49.3	\$60k	45.8	↓

### Crunching the Numbers: Accounting Rebounds After Years of Decline

- ✓ A talent shortage and industry effort to shift negative job perceptions
- ✓ Curriculum changes to align with the CPA Evolution
- ✓ Movement toward more flexible CPA licensure pathways and reduced credit thresholds



1) Rates are seasonally adjusted and smoothed with a three-month moving average  
 2) Defined as the share of graduates working in jobs that typically do not require a college degree  
 3) Early career graduates are those aged 22 to 27  
 4) Labor market score = (unemployment percentile rank + underemployment percentile rank + median wage percentile rank) / 3

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Source: U.S. Census Bureau, American Community Survey (IPUMS); National Student Clearinghouse, [Final Fall Enrollment Trends](#). EAB interviews and analysis.

# Trends in Engineering and Computing



Undergraduate Major	Un-employment Rate (%) <sup>1</sup>	Under-employment Rate (%) <sup>2</sup>	Median Wage Early Career <sup>3</sup>	Labor Market Score <sup>4</sup>	2023-2025 Undergrad. Enrollment (relative to the overall market)
Aerospace Engineering	2.2	14.7	\$85k	93.8	↑
Civil Engineering	2.3	15.6	\$75k	89.1	↑
Electrical Engineering	3.2	21.1	\$82k	80.7	↑
Computer Engineering	7.8	15.8	\$90k	65.6	↔
Computer Science	7.0	19.1	\$87k	63.5	↓

### Running the Code: Computer Science Stumbles After Two Decades of Growth

- ✗ 600,000+ technology sector layoffs since 2023
- ✗ AI-driven uncertainty in the field
- ✗ International student flow disruptions

Weaker Outcomes ← [Color Scale] → Stronger Outcomes

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Source: U.S. Census Bureau, American Community Survey (IPUMS); National Student Clearinghouse, [Final Fall Enrollment Trends](#). True Up, [Tech Layoffs Tracker](#). EAB interviews and analysis.

# Trends in Natural and Health Sciences



Undergraduate Major	Un-employment Rate (%) <sup>1</sup>	Under-employment Rate (%) <sup>2</sup>	Median Wage Early Career <sup>3</sup>	Labor Market Score <sup>4</sup>	2023-2025 Undergrad. Enrollment (relative to the overall market)
Nursing	2.1	12.8	\$70k	89.6	↑
Health Services	3.8	45.1	\$50k	51.6	↑
Chemistry	4.3	42.8	\$50k	48.4	↔
Nutrition Sciences	4.5	48.3	\$50k	39.6	↓
Biology	4.3	51.1	\$45k	29.2	↔

### Taking the Pulse: Nursing Enrollment Rebounds After the Pandemic Slump

- ✓ Persistent labor demand and projected shortage
- ✓ Expansion of newer program models (e.g., second-degree programs)
- ✓ "Surefire New Path to American Prosperity"

Weaker Outcomes ← [Color Scale] → Stronger Outcomes

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Source: U.S. Census Bureau, American Community Survey (IPUMS); National Student Clearinghouse, [Final Fall Enrollment Trends](#). WSJ, [Nursing Is the Surefire New Path to American Prosperity](#). EAB interviews and analysis.

# Trends in Education and Human Sciences



Undergraduate Major	Un-employment Rate (%) <sup>1</sup>	Under-employment Rate (%) <sup>2</sup>	Median Wage Early Career <sup>3</sup>	Labor Market Score <sup>4</sup>	2023-2025 Undergrad. Enrollment (relative to the overall market)
Special Education	0.7	16.0	\$46,000	72.4	↔
Elementary Education	1.2	16.2	\$45,000	69.8	↔
Social Services	1.9	30.1	\$43,000	53.1	↓
Family and Consumer Sciences	4.3	45.6	\$48,000	40.1	↓
Nutrition Sciences	4.5	48.3	\$50,000	39.6	↓

### Back to School: Labor Market Tradeoffs for Education Majors

- ✓ High certainty of employment and critical shortages
- ✗ Limited earnings upside and professional wage penalty
- ▶ AI-proof?

Weaker Outcomes ← [Color Scale] → Stronger Outcomes

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# Trends in Law, Policy, and Public Affairs



Undergraduate Major	Un-employment Rate (%) <sup>1</sup>	Under-employment Rate (%) <sup>2</sup>	Median Wage Early Career <sup>3</sup>	Labor Market Score <sup>4</sup>	2023-2025 Undergrad. Enrollment (relative to the overall market)
Economics	3.5	33.1	\$72k	69.8	↑
Public Policy and Law	2.2	45.5	\$55k	60.9	↑
<b>International Affairs</b>	<b>6.1</b>	45.2	<b>\$64k</b>	44.3	↓
Political Science	4.5	48.7	\$52k	42.2	↔
Mass Media	5.2	52.1	\$50k	30.2	↓

### Going Global: International Affairs Loses Ground

- ✗ Diffuse and competitive career pathways
- ✗ Competition from more applied fields
- ✗ Uncertainty in the field caused by policy shocks (e.g., USAID cuts)



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Source: U.S. Census Bureau, American Community Survey (IPUMS); National Student Clearinghouse, [Final Fall Enrollment Trends](#). EAB interviews and analysis.

# Trends in Arts and Sciences



Undergraduate Major	Un-employment Rate (%) <sup>1</sup>	Under-employment Rate (%) <sup>2</sup>	Median Wage Early Career <sup>3</sup>	Labor Market Score <sup>4</sup>	2023-2025 Undergrad. Enrollment (relative to the overall market)
Biochemistry	2.7	42.0	\$52k	61.5	↑
Foreign Language	1.6	54.0	\$48k	45.8	↓
Comms.	3.9	53.0	\$52k	42.2	↓
<b>Anthropology</b>	<b>7.9</b>	<b>55.3</b>	<b>\$45k</b>	<b>8.9</b>	↓
Performing Arts	7.0	63.9	\$44k	3.6	↓

**Uncovering Clues: Anthropology Declines as Labor and Social Pressures Rise**

- ✗ A very small directly aligned labor pool
- ✗ The highest un-employment rate across all majors
- ✗ Caught up in the culture wars



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Source: U.S. Census Bureau, American Community Survey (IPUMS); National Student Clearinghouse, [Final Fall Enrollment Trends](#). EAB interviews and analysis.

# But Does the Future Belong to the Humanities?



The Smart Hedge is Both/And

## **BUSINESS INSIDER**

**"Revenge of the English majors: The age of AI is driving new respect for humanities skills"**

## **Forbes**

**"Essential Intelligence: Why The Age Of AI Still Needs The Humanities"**

## **yahoo!tech**

**"That humanities degree might come in handy if you want a job in AI"**

## **UB** University Business

**"In an AI world, the humanities matter more than ever"**

## **BUSINESS INSIDER**

**"Anthropic cofounder says AI will make humanities majors more important"**

## **The New York Times**

**"In the Age of A.I., Major in Being Human"**

## **AInvest**

**"AI's Human Edge: Why Humanities Skills Are Now a Strategic Asset"**

## **Forbes**

**"Why The Humanities Matter More Than Ever—Even When You Keep Hearing Otherwise"**

# What is the Role of Undergraduate Education?

## Is it for human flourishing...

- **The Purpose:** develop students intellectually, morally, and socially
- **The Argument:** the world changes quickly, but the capacity to think, reason, and adapt endures

23%

**A 35pp Gap When Forced to Choose...**

of students report **Learning and Knowledge** as the main reason for pursuing higher education  
(Strada/Gallup)

## ...or for economic productivity?

- **The Purpose:** prepare students to productively contribute to the economy
- **The Argument:** higher education is subsidized; it should increase economic productivity and improve employability

58%

of students report a **Good Job or Career** as the main reason for pursuing higher education  
(Strada/Gallup)

## A False Choice: When students are *not* forced to select one answer...

(UCLA's CIRP Freshman Survey)



80.7%

learn more about things that interest them



80.4%

get a better job

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## But Pressures Persist on Three Fronts...



### Students

*"Will this degree get me a job in a rapidly changing labor market?"*



### Employers

*"Are Graduates Actually Ready for the Future of Work?"*



### Governing Bodies

*"Are These Programs Worth the Investment and Aligned to Needs?"*

# New Pressures Shaping the Portfolio

## Taking the Decision-Making Out of Your Hands


**HIGHER ED DIVE**  
**Oklahoma Regents Vote to Cut 41 Academic Programs (2025)**

**HIGHER ED DIVE**  
**Ohio University to Cut Programs to Comply with New Law (2025)**

**Utah Higher Education Reinvestment Bill May Become a Model For Others (2025)**

### All Eyes on Indiana

- ▶ 500+ low enrolling programs **eliminated, merged, or suspended** in 2025-2026
- ▶ A 2026 state-level mandate to **review low earning programs for restructuring or consolidation**



## The 'Do No Harm' Earnings Test

### Federal Aid Strings



Programs with earnings less than the typical high school graduate will **risk losing federal aid eligibility**



### % of Programs at Risk

- 27%** Religious Studies
- 17%** Graphic Comms.
- 17%** English Literature
- 16%** Drama/Theatre Arts
- 15%** Fine and Studio Arts



### Here to Stay?

Bipartisan support and a broader push for accountability means the test will likely **outlast the current administration**

Source: Chronicle of Higher Education, [Colleges Face Grad Earnings Test](#); Forbes, [Utah Higher Education Reinvestment Bill May Become a Model for Others](#) ; Forbes, [Indiana Governor Targets Low-earning Degrees](#); Higher Ed Dive, [Indiana Public Colleges Cut or Merge 580 Programs Due to State Law](#); Higher Ed Dive, [Oklahoma Regents Cut 41 Academic Programs](#); Higher Ed Dive, [Ohio University to Cut 11 Programs](#); EAB interviews and analysis.

# The Dual Imperative for Program Revitalization



Leaders Must Simultaneously Strengthen Student Demand and Outcomes

## Drive Interest

Develop **net new student demand** with program updates and differentiators

Create **healthy internal competition** within the portfolio to spur more revitalization



## Create Value

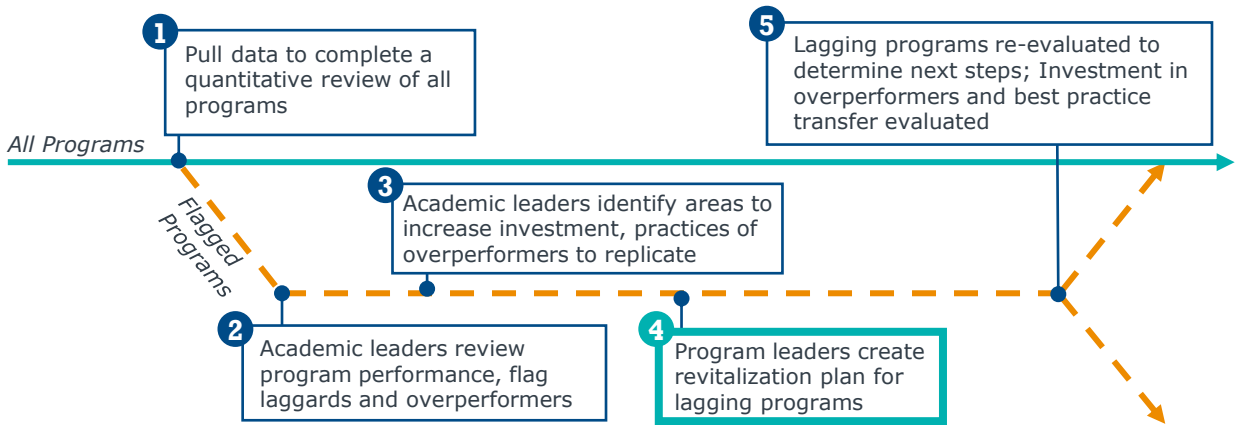
Develop timely skills and real-world experiences required to **land the first job**

Equip students with durable skills and the capacity for lifelong learning to **enable life and career flourishing**

# Grounding Revitalization in Routine Assessment



## An Illustrative Continuous Program Improvement Process



## ▶ Program Revitalization Requirements



### Data-Informed

Use of program and labor market data to inform revitalization plan



### Time-Bound

Use of defined time window before decision escalation



### Proven

Use of evidence-backed and proven tactics for turnaround

- 1 Defining the Problem: Shifting Student Interest, Labor Market Uncertainty, and ROI Scrutiny
- 2 **Five Strategies for Revitalizing Programs**
- 3 Individual Reflection and Group Discussion: Applying Lessons to a Program on Your Campus

# The Five Levers of Program Revitalization



## 1

### Strengthen Positioning



Clearly articulate and promote the program's purpose, value, and distinctiveness to students and external audiences.

## 2

### Expand Accessibility



Simplify and align entry pathways, curriculum structure, and delivery formats to better support student progression and diverse learning needs.

## 3

### Modernize Content



Update the curriculum to integrate disciplinary foundations, contemporary themes, and real-world skills.

## 4

### Redesign Learning



Design learning experiences that engage students through effective pedagogy, applied learning, and supportive learning environments.

## 5

### Articulate Outcomes



Make program outcomes more tangible by connecting learning to careers, credentials, and post-graduate opportunities.

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# Focus on the 'Why?' and Activate Your Faculty



## Before Revitalization:

*Internally Defined*

### Unclear Program Identity

- Identity is driven by internal norms
- Messaging focused on requirements
- Student goals implied, not addressed
- Value unclear or generic

### Passive Recruitment

- Recruitment owned by admissions
- Limited faculty involvement
- Few structured student touchpoints

## After Revitalization:

*Market-Relevant, Student-Centered*

### Clear, Differentiated Identity



- Identity speaks to student interests
- Messaging centers on skills and experiences
- Student goals explicitly addressed
- Value is clear and differentiated

### Faculty as Program Ambassadors



- Faculty feel ownership of enrollment growth
- Consistent articulation of program value
- Active engagement with prospective students

# History, B.A.



**LEARN TO THINK  
LIKE A HISTORIAN**

## Welcome to History

History majors begin their degree with a 1-credit workshop, HST 100, that introduces basic concepts and practices in the field. They then take five general survey classes: three in world history (HST 101, 102 and 103), and two in United States history (HST 230 and 231). In their junior year students take HST 300, which involves an original research project, then in their senior year the capstone, HST 400.

The rest of the curriculum is made up of electives. These are classes that come from the original research that has brought our faculty national and international attention. Students can choose among at least 10 rotating electives each semester, including Legal History, Medieval Queens, World War I, Nazi Germany, Modern China, The United States in the 1970s, Appalachian History, the History of Conspiracies, and many others.

## Faculty Spotlight



**Professor J. Doe  
recognized for work  
on 19<sup>th</sup> Century  
Indian commerce**

*Click to read more*

## Our students will...

- Distinguish between a variety of genres of primary and secondary historical sources
- Conduct research using archival, print, non-print, and web-based texts
- Define and defend a historical thesis

Courses

Faculty

Advising

## Why Might This Page Fail to Convert Interested Students?

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Courses

Faculty

Advising

## Why Might This Page Fail to Convert Interested Students?

**1** Emphasizes Requirements,  
Not Benefits

**2** Features Faculty,  
Not Students

**3** Assumes Narrow  
Professional Outcomes

# History, B.A.



**STUDY THE PAST,  
SHAPE THE FUTURE**

## What You Will Learn

History majors learn to explore the relevance of the past, find its resonance in the present, and apply it to the future.

The study of History **emphasizes critical, applicable skills in reading, writing, reasoning, analysis, and evaluation** to prepare students for careers in law, business and management, research, public service, and education.

Our **flexible curriculum** encourages students to explore various regions and eras of interest and **build connections through applied courses, learning experiences in the history studio, digital history projects, internships, and study abroad opportunities.**

**"Why I Study  
History"**

**Alumni  
Spotlights**

**Explore  
Internships**

## "Why I Study History"



"Studying history has completely changed how I approach information. I've learned how to evaluate sources, recognize bias, and build arguments grounded in evidence. **That skill, being able to slow down, analyze carefully, and support my claims, is something I know will serve me in law school and beyond.**"

- Daniel, Class of 2029

## Internship Testimonial



"My time in this internship has **taught me a lot about collaboration and time management, which will help me greatly after the program.** I can't wait to see what the future holds"

- Jane, Class of 2027

## Our Alumni By the Numbers

**97%** Report developing skills that **directly led to employment**

**90%** Receive a **job offer** before graduation

**2x** Our graduates are accepted to law school at **twice the national average rate.**

# The Five Levers of Program Revitalization



## 1

### Strengthen Positioning



Clearly articulate and promote the program's purpose, value, and distinctiveness to students and external audiences.

## 2

### Expand Accessibility



Simplify and align entry pathways, curriculum structure, and delivery formats to better support student progression and diverse learning needs.

## 3

### Modernize Content



Update the curriculum to integrate disciplinary foundations, contemporary themes, and real-world skills.

## 4

### Redesign Learning



Design learning experiences that engage students through effective pedagogy, applied learning, and supportive learning environments.

## 5

### Articulate Outcomes



Make program outcomes more tangible by connecting learning to careers, credentials, and post-graduate opportunities.

# Design for Progression and Completion



## Before Revitalization:

*Complex, Rigid, and Student-Navigated*

### Complex and Fragmented Pathways

- Requirements exceed peer norms
- Long prerequisite chains delay progress or restrict advancement
- Course connections and progression are unclear

### Rigid and Unpredictable Progression

- Limited delivery formats and scheduling options
- Inconsistent or restricted course availability
- Students struggle to stay on track

## After Revitalization:

*Structured, Flexible, and Program Designed*

### Barrier-Free, Structured Pathways



- Requirements aligned and streamlined
- Prerequisites limited to essential progression
- Courses sequenced into clear developmental pathways

### Flexible, Reliable Progression



- Courses offered across modalities and times
- Predictable scheduling supports planning
- Students progress on time with fewer disruptions

# Welcome to Engineering

## Term One

Chemistry Fundamentals I  
Calculus w/ Analytic Geometry I  
English Comp. I  
Fresh. Seminar



## Term Two

Chemistry Foundations II  
Calculus w/ Analytic Geometry II  
English Comp. II  
Physics I



## Term Three

Differential Equations I  
Engineering Economics  
Mechanical Design  
Engineering Lab I



## Term Four

Circuit & Systems Analysis  
Design and Selection of Materials  
Thermodynamics of Materials  
Principles of Electrical Engineering

## About This Program:

The engineering program, accredited by the Engineering Accreditation Commission of ABET, spans the disciplines of metallurgy, ceramics, polymers, composite materials, and nanomaterials.

The degree **requires a minimum of 131 credit hours**, including 33 credit hours in the General Education Core. Graduates of the program will receive a Bachelor of Science in Engineering.

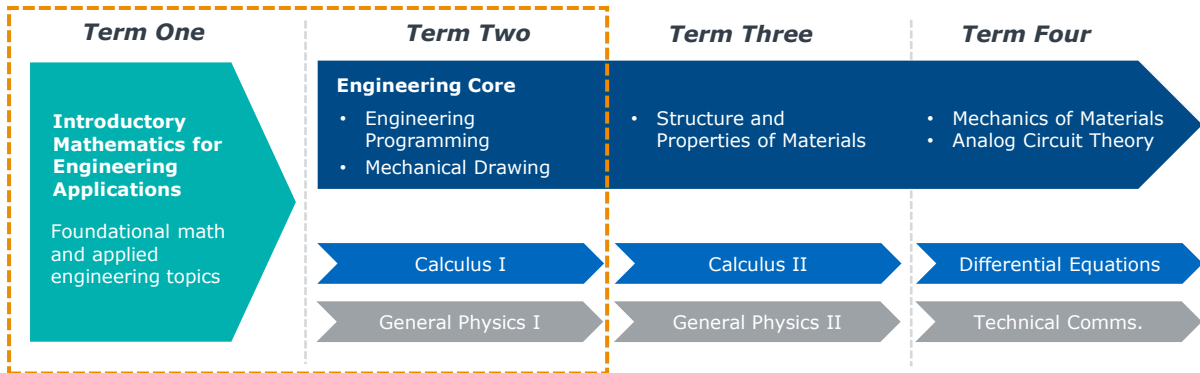
## How Might This Sequence and Schedule Delay Student Progress?

- 1 Front-Loaded, High DFW Math Sequence
- 2 Major-Specific Course Not Taken Until Term Three
- 3 A High Total Credit Hour Requirement

# Welcome to Engineering

## About This Program:

The degree **requires a minimum of 122 credit hours**, including 22 credit hours in the General Education Core. Graduates of the program will receive a Bachelor of Science in Engineering.



**1** Foundational Math Leads to Less DFWs

**2** Earlier Exposure to Engineering Applications

**3** Streamlined Credit Requirements

# The Five Levers of Program Revitalization



1

## Strengthen Positioning



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# Keep Programs Aligned with a Changing World



## Before Revitalization:

*Static and Internally Anchored*

### Fragmented Skills and Application

- Organized around topic coverage
- Skills introduced late or inconsistently
- Application varies by course

## After Revitalization:

*Dynamic and Externally Aligned*

### Integrated Skills and Application



- Concepts and skills taught together
- Transferable skills introduced early and consistently reinforced
- Application embedded across the curriculum

### Static and Slow-to-Change Content

- Reflects long-standing tradition
- Updates are infrequent or ad hoc
- Single, undifferentiated pathway

### Continuously Evolving Content



- Reflects contemporary debates, tools, and challenges
- Updated for disciplinary and market developments
- Alignment to emerging subfields and interdisciplinary connections



## History Courses By Geographical Region and Chronological Category

Your ten courses must cover at least four of these seven world regions/categories: Africa, Asia, Europe, Middle East/Central Asia, Latin America, United States/Canada, and Transregional/Global

Majors are required to complete at least two courses that focus primarily or fully on the temporal period before 1800. Courses that constitute part of the survey sequence may not be used toward this requirement.

	PRE-MODERN	UNITED STATES	EUROPEAN	GLOBAL
<b>LOWER LEVEL (100-299)</b>	HIST 101 Intro to Ancient Civ <sup>core 5</sup> HIST 102 Europe: From the Age of Caesar to the Age of Calvin, 1st–17th Cent <sup>core 5</sup> HIST 110 East Asian Civ. to the 19th Century <sup>core 12</sup> HIST 117 Islamic Hist: From the Rise of Islam to the Rise of the Ottomans <sup>core 12</sup> HIST 121 Latin America: Colonial Period <sup>core 12</sup> HIST 135 African Hist & Culture <sup>core 12</sup> HIST 160 World History before 1300 <sup>core 12</sup> HIST 202 Cities of the Ancient World <sup>core 10</sup> HIST 203 Seven Wonders of the Ancient World <sup>core 10</sup> HIST 275 The Hist of Ancient Israel	HIST 145 History of the United States to the Mid-19th Century <sup>core 11</sup> HIST 146 History of the United States since the Mid-19th Century <sup>core 11</sup> HIST 147 Honors History of the United States to the Mid-19th Cent. <sup>core 11</sup> HIST 148 Honors History of the United States since the Mid-19th Century <sup>core 11</sup> HIST 162 Honors American Indian History	HIST 101 Intro to Ancient Civilization <sup>core 5</sup> HIST 102 Europe: From the Age of Caesar to the Age of Calvin, 1st–17th Cent. <sup>core 5</sup> HIST 103 History of European Civ. from the 17th Century <sup>core 5</sup>	HIST 110 East Asian Civ. to 19th Century <sup>core 12</sup> HIST 111 Modern East Asia since the 19th Century <sup>core 12</sup> HIST 117 Islamic Hist: From the Rise of Islam to the Rise of the Ottomans <sup>core 12</sup> HIST 118 Survey of Middle Eastern Hist: Ottomans to the Present <sup>core 12</sup> HIST 121 Latin America: Colonial Period <sup>core 12</sup> HIST 122 Latin America: National Period <sup>core 12</sup> HIST 135 African History & Culture <sup>core 12</sup> HIST 136 Africa Since 1900 <sup>core 12</sup> HIST 160 World History before 1300 <sup>core 12</sup> HIST 161 World History since 1300 <sup>core 12</sup> HIST 202 Cities of the Ancient World <sup>core 10</sup> HIST 203 Seven Wonders of the Ancient World <sup>core 10</sup> HIST 210 Urban Asia: Past & Present <sup>core 10</sup> HIST 275 The History of Ancient Israel HIST 277 A Survey of Jewish History
	HIST 301 Ancient Egyptian Civilization HIST 302 Ancient Near Eastern &	HIST 306 Women in 20th-Century U.S. History HIST 314 The United States and	HIST 304 Ancient Greek Civilization HIST 305 Roman Civilization HIST 309 The Etruscans: Anatomy of a	HIST 301 Ancient Egyptian Civilization HIST 302 Ancient Near Eastern and Anatolian Civilizations

### How Might This Content Framing Prevent Interest and Engagement?

- 1 Emphasis on Period and Regional Coverage
- 2 Reflects Department Structure, not Student Learning Arcs
- 3 Lacks Clear Connection to Current Debates, Challenges, and Issues



## Historical Analysis and Civic Engagement

History isn't just a body of knowledge; it's a powerful way of understanding the world and your place in it.

### Core Courses Sample:

- Introduction to Historical Methods
- World History I and II
- Putting History Skills to Work

### Applied Courses Sample:

- History in the Age of AI
- Internship in History
- Digital History and Data Visualization

### Connected Courses Sample:

- A Global History of Nationalism
- The World History of Violence
- Global History of Sport

### Electives & Capstone Courses Sample:

- Research Apprenticeship in History
- The History of Conspiracies
- Senior Capstone in Historical Inquiry

1

You begin with **core courses** that teach you how to practice history as a method—sharpening your ability to analyze evidence, navigate information, and craft persuasive arguments.

2

**Apply those skills** to contemporary questions and real-world contexts, discovering how historical thinking prepares you for work far beyond the classroom.

3

**Make connections** between time and place and identify patterns that deepen your understanding of the world.

4

History electives and a hands-on capstone allow you to **dive deeply into the topics that matter most to you.**



# The Five Levers of Program Revitalization



1

## Strengthen Positioning



Clearly articulate and promote the program's purpose, value, and distinctiveness to students and external audiences.

2

## Expand Accessibility



Simplify and align entry pathways, curriculum structure, and delivery formats to better support student progression and diverse learning needs.

3

## Modernize Content



Update the curriculum to integrate disciplinary foundations, contemporary themes, and real-world skills.

4

## Redesign Learning



Design learning experiences that engage students through effective pedagogy, applied learning, and supportive learning environments.

5

## Articulate Outcomes



Make program outcomes more tangible by connecting learning to careers, credentials, and post-graduate opportunities.

# Make Learning Active, Applied, and Connected



## Before Revitalization:

*Passive, Isolated Learning Experiences*

### Passive, Lecture-Centered Instruction

- Courses centered on lecture and content delivery
- Assessment emphasizes recall and exams
- Limited or unstructured peer interaction

### Disconnected Experiences

- Experiential learning depends on individual faculty
- Opportunities lack coordination across the program
- Limited cohort or program-level connection

## After Revitalization:

*Active, Applied, and Connected Learning*

### Active, Applied Learning Environments

- Courses built around discussion, inquiry, and application
- Assessment emphasizes analysis, creation, and real-world use
- Structured peer collaboration is embedded in courses

### Connected, Program-Wide Experiences

- Experiential opportunities embedded and coordinated across the program
- Faculty engagement extends beyond individual courses
- Cohorts and shared experiences build program belonging



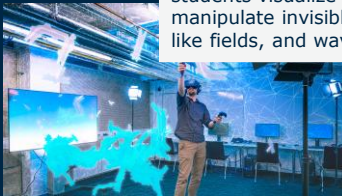
## Why Might This Learning Experience Fail to Engage Students?

- 1** Passive, Lecture-Driven Instruction Limits Participation
- 2** Theory-First Delivery Misses on Real-World Application
- 3** Limited Opportunities for Faculty and Peer Connections

# Physics

Most substantial

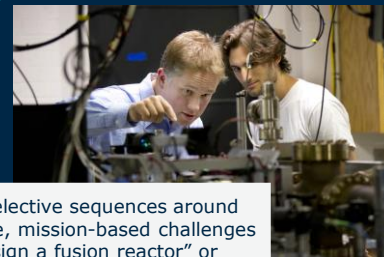
Use augmented reality (AR) overlays in physical spaces to let students visualize and manipulate invisible phenomena like fields, and wavefunctions



Provide multiple pathways to demonstrate mastery, including experiments, models, and real-world service opportunities instead of exams



Organize elective sequences around large-scale, mission-based challenges (e.g., "design a fusion reactor" or "model a climate system") instead of traditional course boundaries.



Facilitate student collaboration on problem sets in a flipped classroom model



Shift lab experiences away from "cookbook" activities toward concept-building and project-based applications.



Least substantial

# The Five Levers of Program Revitalization



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# Clarify Outcomes and Prove Value

## Before Revitalization:

*Implicit and Unproven Value*

## After Revitalization:

*Explicit and Demonstrated Value*

### Unclear Learning and Career Outcomes

- Learning outcomes are broad or abstract
- Skills development is implied but not defined
- Career pathways are informally discussed

### Clear, Career-Relevant Outcomes



- Learning outcomes defined in specific, skill-based terms
- Disciplinary and transferable skill development clearly articulated
- Career pathways directly tied to learning outcomes and backed with data

### Disconnected Career Preparation

- Occurs outside the curriculum
- Limited guidance on translating skills
- No clear evidence of student competencies

### Embedded Career Preparation



- Career preparation integrated throughout the curriculum
- Students practice articulating and applying skills
- Portfolios, badges, or credentials provide visible proof

# Computer Science, B.S.



## YOUR PATH TO A HIGH-DEMAND CAREER

### Career Opportunities

U.S. News & World Report named software developer the No. 1 job among the top 100 best jobs in 2018 with a median salary of \$100,080.

The U.S. Bureau of Labor Statistics offers strong job growth rates through 2026 for computer science positions, including notable job growth rates for:

- Software developers (24%)
- Computer and information research scientists (19%)
- Application developers (31%)
- Systems developers (11%)

### Potential Careers

Since computer science is such a broad field, you have several directions you can go after graduation. Depending on where your interests lie, you could specialize in:

- Software engineering
- High performance computing
- Computer programming
- Cybersecurity

### Potential Earnings

The average starting salary in 2019 for bachelor's degree graduates in Computer Science is \$67,539, according to the National Association of Colleges and Employers. NACE also reports that Computer Science majors enjoy the highest full-time employment rate within six months of their graduation.

## Why Might These Outcome Statements Fail to Convince Students?

**1** Outdated Job Rankings and Data

**2** Numerous and Conflicting Data Points with Little Context







**3** A Focus on What's Possible, Not What's Proven

# Computer Science, B.S.



**REAL GRADUATES,  
REAL OUTCOMES**

## What Our Graduates Do and Where They Work

Top Occupations	Top Employers
Software Engineer	 
Software Developer	
Data Scientist	 
Product Manager	
Research Director	 
Info Sec. Manager	
Systems Analyst	
Web Developer	

## Develop Your Skills Along the Way

Get a head start on your career by **earning certifications that are built into the degree program**. Available certifications include:

- Artificial Intelligence Optimization Developer
- Back-End Developer
- Java Developer

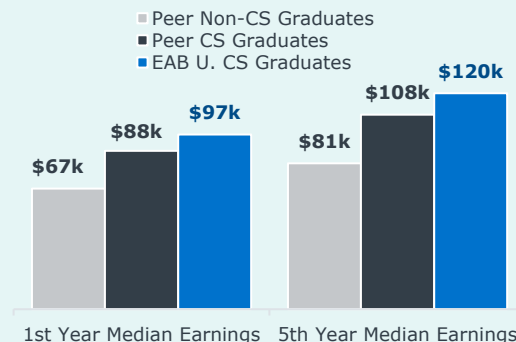
## Alumni Testimonial



"The Computer Science program went beyond teaching me to code. **Through hands-on projects and internships, I built the technical and problem-solving skills I now use every day.** Today, I'm a Software Engineer at Microsoft, and the foundation I gained in the program prepared me to succeed from day one."

- Mark, Class of 2023

## How Much Do Our Graduates Earn?



- 1 Defining the Problem: Shifting Student Interest, Labor Market Uncertainty, and ROI Scrutiny
- 2 Five Strategies for Revitalizing Programs
- 3 **Individual Reflection and Group Discussion:**  
Applying Lessons to a Program on Your Campus

Coming Summer 2026

# Dean's Program Revitalization Intensive

A practical, data-informed approach to identifying where revitalization is needed most and how to act.



## Diagnose the opportunity

Leverage EAB's data-informed Program Revitalization Audit and expert guidance to identify programs most in need of intervention using evidence, not instinct.

**Result:**

Dean-level clarity on where to focus



## Align your leaders

Bring department chairs together to explore revitalization levers, review case studies, prioritize tactics, and build a practical plan for leading change across their units.

**Result:**

Clear direction and alignment for chairs



## Activate the program team

Convene a hands-on working session for a priority program's chair and faculty to select revitalization strategies, define next steps, and build an implementation plan.

**Result:**

Ownership, next steps, and momentum

## No time to waste in improving program performance

Enrollment pressure, market shifts, and evolving student demand are forcing deans to make faster, smarter program decisions. The Program Revitalization Intensive gives you a structured way to identify where revitalization is most needed, align your team around the right strategy, and build an actionable plan for change.

**Let your Strategic Leader know you're ready to seize the moment.**



# Undergraduate Portfolio Health Check

## A Six-Page Preview Provided in Your Folder

College-specific data layered with EAB expert guidance to uncover opportunities, manage risks, and drive action

Four key dimensions of analysis:



### Competitive Position: How do our programs perform in the market?

- Benchmark program performance against peers



### ROI Exposure: Where can I get ahead of potential financial risk?

- Flag programs at risk of losing federal aid eligibility



### AI Disruption: How should I adapt for an AI-driven future?

- Identify where AI is reshaping job demand



### Labor Market Relevance: How do I better align my portfolio with the market?

- Map your portfolio to workforce needs

#### Declining in Growing Market

*Comparators are growing, but you are declining.*

The discrepancy in growth between you and your comparators signals an opportunity - declines are likely due to programmatic issues rather than a lack in demand.

Review comparator programs to identify and implement unique elements that may be attracting students. How do your programs compare in terms of marketing? Price? Strategy?

#### Growing With the Market

*You and comparators are growing.*

Programs in this quadrant are experiencing demand across the market.

However, consider if this growth is sustainable or if the market may become more concentrated.

#### Declining With the Market

*You and comparators are declining.*

Programs in this quadrant likely face market-wide challenges, not just institutional ones.

Consider reframing, redesigning, or repositioning these programs to better align with student and/or labor market demand unless there is a strategic or mission-driven reason to maintain them.

#### Growing in Declining Market

*You are growing, but comparators are declining.*

Outperforming the market suggests strong differentiation. However, continuing to grow these programs may be challenging if overall program demand is falling.

Review these programs to surface the features driving current success and explore how these characteristics can be replicated across your broader portfolio.

# Program Revitalization Case Studies

## A Compendium of Successful Program Revitalization Examples

### A Practical Guide to Program Revitalization


Framework, Tactics, and Case Studies to Guide Program Revitalization Efforts

With increasing scrutiny on academic program portfolios, many academic leaders are seeking strategies to strengthen or reposition programs experiencing enrollment or market relevance challenges. However, identifying effective approaches can be difficult, as examples of successful revitalization efforts are often scattered across disciplines and institutions and difficult to uncover.


This resource brings together a program revitalization framework, a glossary of tactics, and a set of case studies illustrating how enrollment has stabilized or grown across different undergraduate majors. Together, these resources distill lessons from a range of institutions and disciplines into a practical toolkit that provosts, deans, department chairs, and faculty can use to guide revitalization efforts within their own programs.

#### The Program Revitalization Framework:


- #### 1 Strengthen Positioning



Clearly articulate and promote the program's purpose, value, and distinctiveness to students and external audiences.
- #### 2 Expand Accessibility




Simplify and align entry pathways, curriculum structure, and delivery formats to better support student progression and diverse learning needs.
- #### 3 Modernize Content



Update the curriculum to integrate disciplinary structures, and real-world skills, contemporary themes, and real-world skills.
- #### 4 Redesign Learning

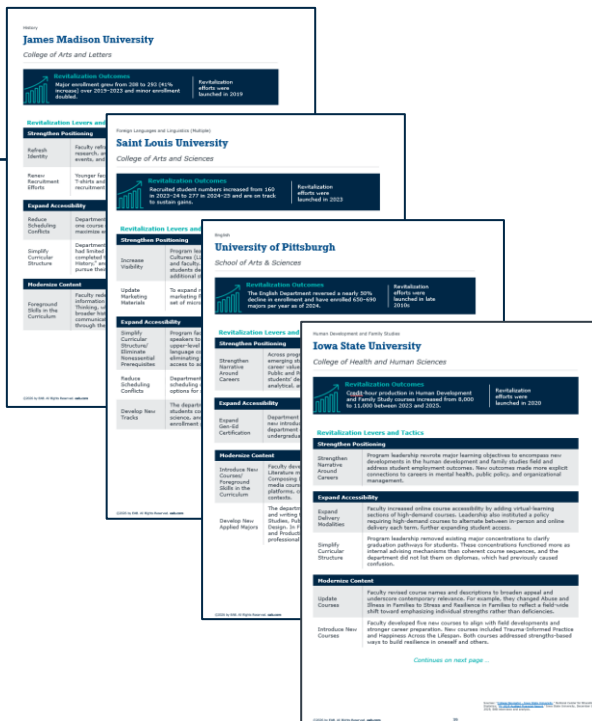


Design learning experiences that engage students through effective pedagogy, applied learning, and supportive learning environments.
- #### 5 Articulate Outcomes



Make program outcomes more tangible by connecting learning to careers, credentials, and postgraduate opportunities.

This compendium is a living resource. As institutions test new ways to revitalize academic programs, we invite leaders and departments to share their experiences so it can continue to be expanded and evolve for our partners.



**James Madison University**  
College of Arts and Letters

**Revitalization Outcome:** Major enrollment grew from 208 to 231 (41% increase) over 2017-2023 and was enrolled online.

**Revitalization Tactics used:** Refreshed course content, revised curriculum, and updated marketing.

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**Saint Louis University**  
College of Arts and Sciences

**Revitalization Outcome:** Refreshed student numbers increased from 165 in 2022 to 207 in 2024 (26% increase) in our new track.

**Revitalization Tactics used:** Refreshed course content, revised curriculum, and updated marketing.

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**University of Pittsburgh**  
School of Arts & Sciences

**Revitalization Outcome:** The College Department increased a major shift, from 16 to 20 in 2023, and increased 600-610 (10%) in 2024.

**Revitalization Tactics used:** Refreshed course content, revised curriculum, and updated marketing.

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**Iowa State University**  
College of Health and Human Sciences

**Revitalization Outcome:** 1,000-hour production in Human Development and Family Studies increased from 600 to 1,100 between 2022 and 2023.

**Revitalization Tactics used:** Refreshed course content, revised curriculum, and updated marketing.

# The Undergraduate Major Scorecard

## A Current View of Labor Market and Enrollment Dynamics

### Undergraduate Major Scorecard

A Snapshot of Current Labor Market Dynamics and Aligned Enrollment by Major

**Background:** This analysis provides a market-wide view of how different majors perform in the labor market, contextualized by recent undergraduate enrollment patterns relative to overall trends.

**Methodology:** The composite Labor Market Score is designed to evaluate how well undergraduate majors align with early-career economic outcomes. The score combines three indicators: unemployment (capturing the likelihood of securing work), underemployment (reflecting the extent to which graduates are working in roles that do not require their degree), and the median wages for early-career professionals (representing earnings potential).

The Labor Market Score is calculated by averaging each major's percentile ranking across the three outcomes. For each metric, majors are ranked relative to one another and converted into percentiles. Unemployment and underemployment are reverse-coded so that lower rates yield higher percentiles, while higher wages correspond to higher percentiles. The final score is the average of these three values, weighting each outcome equally and producing a normalized index for direct comparison. Color-coding is specific to each individual labor metric.

Major	Un-employment Rate (%) <sup>1</sup>	Under-employment Rate (%) <sup>2</sup>	Median Wage Early Career <sup>3</sup>	Labor Market Score	2023-2025 Enrollment* (relative to the overall market)
Aerospace Engineering	2.2	14.7	\$85,000	93.8	Outperforming
Nursing	2.1	12.8	\$70,000	89.6	Outperforming
Civil Engineering	2.3	13.6	\$75,000	89.1	Outperforming
Construction Management	2.2	17.9	\$75,000	87.5	Outperforming
Electrical Engineering	3.2	21.1	\$82,000	80.7	Outperforming
Accounting	2.6	21.2	\$68,000	78.1	Outperforming
Finance	2.8	27.8	\$70,000	74.5	Outperforming
Chemical Engineering	4.7	17.9	\$85,000	73.4	Outperforming
Mechanical Engineering	4.4	20.1	\$80,000	72.9	Outperforming
Special Education	0.7	16.0	\$46,000	72.4	Tracking
Engineering Technologies	1.7	44.4	\$65,000	70.8	Outperforming
Elementary Education	1.2	16.2	\$45,000	69.8	Tracking
Economics	3.5	33.1	\$72,000	69.8	Outperforming
Industrial Engineering	4.2	31.7	\$83,000	69.3	Outperforming
Computer Engineering	7.8	13.8	\$90,000	65.6	Tracking
Geography	1.6	43.0	\$50,000	64.6	Lagging
Secondary Education	2.1	21.7	\$45,300	64.1	Tracking
General Engineering	4.5	31.1	\$75,000	64.1	Lagging
Computer Science	7.0	19.1	\$87,000	63.5	Lagging
Biochemistry	2.7	42.0	\$52,000	61.5	Outperforming
Public Policy and Law	2.2	45.5	\$55,000	60.9	Outperforming
Business Analytics	5.0	28.7	\$72,000	60.9	Outperforming
Mathematics	5.8	26.2	\$70,000	58.0	Lagging
Information Systems & Management	6.0	23.6	\$67,000	57.3	Lagging
Earth Sciences	3.8	31.4	\$50,000	56.8	Lagging
Agriculture	1.4	57.1	\$56,000	55.2	Tracking

1. Based on seasonally adjusted and annualized data, a three-month moving average.  
2. Defined as the share of graduates working in jobs that typically do not require a college degree.  
3. The mean annual graduate earnings in jobs that typically do not require a college degree.  
4. Outperforming = +4% growth; Tracking = +3% to +6% growth; Lagging = -6% growth.

Source: U.S. Census Bureau, American Community Survey (ACS); National Student Clearinghouse; EAB; and EAB Research Institute. All data are as of 2023.

### Undergraduate Major Scorecard (cont.)

A Snapshot of Current Labor Market Dynamics and Aligned Enrollment by Major

Major	Un-employment Rate (%) <sup>1</sup>	Under-employment Rate (%) <sup>2</sup>	Median Wage Early Career <sup>3</sup>	Labor Market Score	2023-2025 Enrollment* (relative to the overall market)
General Education	2.6	28.1	\$45,000	34.7	Outperforming
Journalism	2.3	43.3	\$49,000	53.6	Lagging
Social Services	1.9	30.1	\$43,000	53.1	Lagging
General Social Sciences	2.3	38.0	\$45,200	53.1	Lagging
Interdisciplinary Studies	3.9	45.2	\$52,000	51.6	Lagging
Physics	6.6	29.1	\$67,000	51.6	Tracking
Health Services	3.8	45.1	\$50,000	51.6	Outperforming
Architecture	6.8	25.7	\$60,000	51.0	Lagging
Advertising and Public Relations	5.7	38.1	\$60,000	49.5	Tracking
Chemistry	4.3	42.8	\$50,000	48.4	Tracking
Business Management	3.8	32.6	\$56,000	46.4	Tracking
Foreign Language	3.6	54.0	\$46,000	45.8	Lagging
General Business	4.3	50.4	\$60,000	45.8	Lagging
Marketing	4.4	49.3	\$60,000	45.8	Lagging
International Affairs	6.1	45.2	\$64,000	44.3	Lagging
Commercial Art & Graphic Design	5.7	37.1	\$50,000	43.2	Lagging
Communications	3.9	53.0	\$52,000	42.2	Lagging
Political Science	4.5	48.7	\$52,000	42.2	Tracking
Philosophy	5.1	47.1	\$52,000	40.6	Tracking
Family and Consumer Sciences	4.3	45.6	\$48,000	40.1	Lagging
Nutrition Sciences	4.5	48.3	\$50,000	39.6	Lagging
Ethnic Studies	4.9	49.6	\$52,000	38.5	Lagging
Animal and Plant Sciences	2.5	53.5	\$46,600	38.0	Tracking
Early Childhood Education	6.6	22.3	\$45,000	37.0	Tracking
Criminal Justice	3.6	68.0	\$50,000	37.0	Tracking
Theology and Religion	3.1	47.5	\$41,600	34.4	Tracking
History	4.3	50.1	\$47,500	32.8	Lagging
Leisure and Hospitality	2.7	58.1	\$45,000	31.3	Tracking
Mass Media	5.2	52.1	\$50,000	30.2	Lagging
Biology	4.3	51.1	\$45,000	29.2	Tracking
Sociology	4.6	52.0	\$45,900	29.2	Lagging
Liberal Arts	3.8	54.6	\$45,000	28.6	Lagging
Environmental Studies	6.3	50.5	\$50,000	28.1	Lagging
Psychology	5.0	48.3	\$45,000	27.6	Lagging
English Language	6.1	48.5	\$48,000	26.0	Lagging
Art History	6.7	45.3	\$45,000	23.4	Lagging
Anthropology	7.9	55.3	\$45,000	8.9	Lagging
Fine Arts	7.7	58.9	\$45,000	8.3	Lagging
Performing Arts	7.0	63.8	\$44,000	3.6	Lagging

1. Based on seasonally adjusted and annualized data, a three-month moving average.  
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Source: U.S. Census Bureau, American Community Survey (ACS); National Student Clearinghouse; EAB; and EAB Research Institute. All data are as of 2023.

# Program Revitalization Reflection



Full Program Revitalization Workshop Coming in Summer 2026

## Part 1: Self-Reflection (15 mins)



**Working in the classroom,** retrieve the program revitalization materials found in your folders



**Review UPHC samples, the Undergraduate Major Scorecard, and use their own program knowledge** to contextualize their portfolio



Using available resources and your own knowledge, **complete Part 1 of the Program Revitalization Reflection worksheet**



Collect program revitalization materials and **find your assigned seat at the tables in the foyer**



**Follow Part 2 of the Program Revitalization Reflection worksheet** and share your selected program, challenges, and potential solutions



**Be prepared to share some discussion takeaways** with the whole group



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