

## REPORT ON ACADEMIC PROGRAM VIABILITY

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The AHECB adopted new program productivity standards in 2010. ADHE staff annually identify existing certificate and degree programs that do not meet AHECB program viability standards. New certificates and associate degrees will be identified for program viability standards after three years; bachelor's degrees and above will be identified after five years:

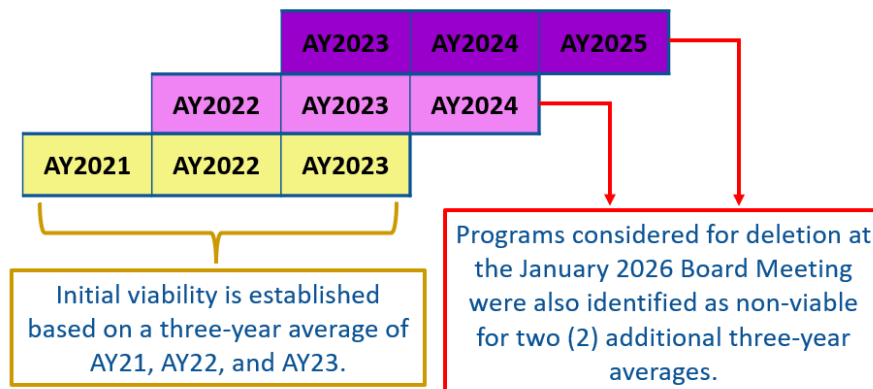
The viability standards, based on a three-year average, are as follows:

- An average of four (4) graduates per year for career and technical education (CTE) certificates and associate degree programs (AAS);
- An average of four (4) graduates per year for bachelor's degrees in science, mathematics, engineering, foreign languages, middle school education, and secondary education programs for licensure in science and mathematics;
- An average of six (6) graduates per year for transfer associate degrees (AA, AS, and AAT) and bachelor's programs;
- An average of four (4) graduates per year for master's, specialist and first-professional programs; and,
- An average of two (2) graduates per year for doctoral programs

Per policy, programs identified as below the viability threshold will have two (2) years to meet the threshold or will be removed from the AHECB approved program inventory. The Board requested ADHE staff return to the April 2023 board meeting with a list of programs that exceed the two (2) additional years after initially being identified as non-viable.

To determine which programs exceeded the two (2) additional years, ADHE staff, utilize a report that includes a total of five (5) years, which would allow for the consideration of three (3) separate three-year averages. The report includes graduation counts, individual program averages, and program cognate averages for AY21 through AY25.

The graphic below illustrates how the academic years are considered for this report:



When applying the viability standards, ADHE staff consider the following as possible justifications for each program identified as not meeting the viability standards upon initial calculation based on AHEIS data. ADHE staff work with each institution to determine appropriateness within policy guidelines. ADHE staff determined the deletion of programs such as this would result in no discernible benefit to the institution or the state. Below are some common justifications to reclassify a non-viable program:

- Programs determined to be essential feeder programs for other programs, such as Bachelor of Science in Physics, which heavily contributes and supports both engineering majors and general education coursework.
- Programs that share all or the majority of faculty and instructional resources with a (viable) department or program. This justification is often paired with cognate programs based on shared coursework.
- Programs that coursework is supported primarily by courses existing in and for other programs. Often, these programs are embedded but have appropriately different CIP Codes and require manual cognate consideration.
- Programs that have specific accreditor requirements, state-wide consortium agreements, and ADHE exemptions.
- Programs that have state-level agreements, which are exempt from viability standards (e.g., Associate of Science in Business, Associate of Science in General Technology, Associate of Arts in Teaching, CJI Criminal Justice programs)
- Programs only offered on-demand and are not supported by full-time faculty or institutional resources. These programs are exclusively at the certificate level.

### **Programmatic Viability Report Expected Actions**

The following bullets provide a summary of the expected actions institutions are required to take as a result of the AY2025 viability process, which all require Letters of Notification (LON):

- 8 programs will be deleted by the institutions.
- 1 program will be moved to inactive status by the institution.
- 1 program will submit a program proposal due to recent Academic Affairs programmatic policy changes.

*Regarding the Letters of Notification (LONs) noted above, ADHE Academic Affairs staff will monitor progress made on these institutional commitments.*