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December 22, 2022

TO: John Atkinson, IBHE Chairman
Illinois General Assembly

FROM: Ginger Ostro, IBHE Executive Director

RE: Annual Report of New, Consolidated, Closed, and Low Producing
Programs at Illinois Public Universities

In response to the legislation (110 ILCS 205/7), all public universities must annually report the new, closed, and low producing programs. This report shows that 13 new Bachelor's level programs, 19 new Master's level programs and 3 new Doctoral level program were started over the 2020-2021 academic year; while 7 Bachelor's level and 8 Master's level programs were closed. About half of the new programs (18 of 35) represented the reorganization, elevation, or consolidation of existing Board-approved academic degree programs. The number of new programs is relatively consistent with previous years, but the number of closed programs is lower than in previous years. This may indicate program turnover has stabilized with more consistent funding. This report was first published in 2015 during the height of the budget impasse when funding to the public universities dropped to less than one-third of previous levels.

For this year's report, universities flagged a new set of low producing programs that fell below both the agreed upon thresholds for enrollments and degree completions for a three-year average. The completion thresholds used were: at least eight degrees conferred for Bachelor's programs; at least four degrees conferred for Master's programs; and at least one degree conferred for Doctoral programs. The enrollment thresholds used were: at least 39 enrolled for a Bachelor's level program; at least nine majors enrolled in a Master's level program; and at least nine majors enrolled in a Doctoral program.

After reporting the flagged programs, institutions classified those programs into one of the following five outcome categories:

1. Sunset status – a teach-out period established and no new or transfer students admitted;
2. Consolidation – combining two or more programs into one, e.g., combining multiple degree programs into specializations under one degree;
3. Redesign – further redesign and program changes will be applied to remediate low performance;
4. Justification – there is no further action necessary at this time; however, depending on the justification, the program maybe up for a future review; and
5. Priority Review – the program will be placed into program review to best determine the appropriate status over the next academic year.

The institutions placed the 43 Bachelor's, 25 Master's, and 6 Doctoral level programs into one of the five assigned outcome categories for a total of 74 low producing programs. The number of low producing programs has dropped substantially from previous years with 198 in 2015, 185 in 2017, and 180 in 2019. This is likely due to the fact that after seven years of reporting, institutions have addressed some of the core issues leading to low enrollment and completion by eliminating, consolidating, redesigning, or justifying low producing programs. Of those 74 academic programs, 42 were categorized as Priority/Continued review and universities will provide status updates on them next year.

CC: Legislative Research Unit
Illinois State Library

**ANNUAL REPORT ON NEW, CONSOLIDATED,
CLOSED, AND LOW PRODUCING PROGRAMS
AT ILLINOIS PUBLIC UNIVERSITIES
(110 ILCS 205/7)**



December 2022
Illinois Board of Higher Education

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TABLE OF CONTENTS

Annual Report on Academic Programs..... 4

Summary Tables

Table 1: Summary for Illinois Public Universities' 2020-21 New and Closed Program..... 5

Table 2: Listing of New Programs Established during the 2020-21 Academic Year..... 5

Table 3: Listing of Programs Closed during the 2020-21 Academic Year 6

Table 4: Summary of Low Producing Programs Reported for Academic Year 2020-2021 7

Table 5: Low Producing Programs Categorized by Their Assigned Outcome Statuses 8

Detailed Appendices

Appendix A: Chicago State University 11

Appendix B: Eastern Illinois University 15

Appendix C: Governors State University..... 19

Appendix D: Illinois State University 34

Appendix E: Northeastern Illinois University 35

Appendix F: Northern Illinois University..... 36

Appendix G: Southern Illinois University Carbondale..... 38

Appendix H: Southern Illinois University Edwardsville..... 57

Appendix I: University of Illinois Chicago..... 61

Appendix J: University of Illinois at Springfield 65

Appendix K: University of Illinois at Urbana-Champaign 69

Appendix L: Western Illinois University 72

Introduction

This year, IBHE began implementing the new strategic plan, *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*, to accomplish three overarching goals: to close equity gaps for students who have historically been left behind, to build a stronger financial future for individuals and institutions, and to increase talent and innovation to drive economic growth. This report has the potential to contribute to all three goals. Equity gaps stem from a variety of complex and interrelated factors and closing them will require a multi-pronged approach at both the institution and state level. The impact on students from underserved populations and on the potential for promoting an understanding of social inequities that have led to historical marginalization through, for example, African American Studies programs, is just one factor institutions consider when deciding what academic programs to offer. Simultaneously, there are financial considerations involved in these decisions – both in terms of the impact on institutions as well as the earning potential of graduates. Finally, academic program offerings must reflect current and future employment trends for universities to positively contribute to Illinois’ economic growth. The regular institutional program review process encompasses these and other possible consequences.

Academic Program Review

Illinois’ public universities are required to review and evaluate programs as outlined in 23 *Illinois Administrative Code 1050.50*, and place reviewed programs into three categories of outcomes including: good standing, flagged for review, or voluntary suspension. Programs are reviewed in their eighth year by internal campus stakeholders and, potentially, external reviewers to determine the quality and effectiveness of the programs. The program review process varies in scope depending on the size of the institution, the number of programs reviewed, and the methods used. Generally, the process begins with a self-study lasting approximately two to three months during which departmental faculty identify positive program elements and those in need of improvement (in terms of student outcomes, financial efficiency, program demand, and program potential). Department chairs compile the information and submit an evaluative report to an external reviewer or to the designated academic committee or council at their respective institutions. External reviewers, hired for their expertise in the field, typically conduct a site visit and provide comments and recommendations to the department in a report. Departments have the opportunity to respond to these recommendations after which a committee, usually under supervision of the Provost’s office, compiles the information and decides what actions need to be taken. Institutional stakeholders use the information collected through these internal processes to prepare reports for IBHE, two of which are used in the preparation of this report: the Annual Listing of Changes and the Academic Program Efficiency and Effectiveness Report.

New, Consolidated, and Closed Programs

In June, each public university submits an Annual Listing of Changes report to IBHE on new, consolidated, and closed programs. Table 1 provides an overview of those Bachelor’s, Master’s, and Doctoral level programs categorized as new or closed at all the public universities within the State of Illinois for the 2020-2021 academic year. New programs are either established through Board approval or through staff approval via the Reasonable and Moderate Extension (RME) of an existing Board-approved program. Thirteen new Bachelor’s level programs, 19 new Master’s level programs, and three new Doctoral level program were started over the past academic year (See Table 2 for a detailed list of new programs). Out of those newly established programs, ten Bachelor’s level programs and eight Master’s level programs were created through the reorganization, elevation, or consolidation of existing Board-approved academic degree programs through the RME process.

The closure of an academic program is a multi-step process which considers institutional, external, and accreditation requirements. For program closures, institutions must begin the process by establishing a teach-out period for currently enrolled students, which is not only outlined in the 23 *Illinois Administrative Code 1050*, but also a requirement of the Illinois public universities’ accrediting body, the Higher Learning Commission.

Depending on the level of the program, the teach-out period can take several years. Once those students complete the program, institutions can formally close or eliminate the program. Programs reported here have reached the point of formal closure. For the 2020-2021 academic year, 15 programs were closed, including seven Bachelor's and eight Master's level programs (see Table 3 for a detailed list of closed programs). It is worth noting that many times a course of study may still be available, for example, as a concentration under another major when an academic program is closed. This is one strategy institutions use to increase efficiency and lower costs.

Table 1. Summary for Illinois Public Universities' 2020-21 New and Closed Program

Level	New	Closed
Bachelor's	13*	7
Master's	19*	8
Doctoral	3	0
Total	35	15

*Ten Bachelor's level and 8 Master's level programs listed as New were created through the RME process.

Table 2. Listing of New Programs Established during the 2020-21 Academic Year

Program	Institution
Bachelor's Degree Programs	
BS in Computer Systems Technology*	ISU
BS in English*	ISU
BS in Biochemistry*	SIUC
BS in Econometrics and Quantitative Economics	SIUC
BA in LAS in Applied Psychology*	UIC
BS in Computer Science and Design*	UIC
BS in Computer Science and Linguistics	UIC
BS in Data Science	UIC
BS in LAS in Psychology*	UIC
BA in Secondary English Education*	UIS
BA in Secondary Mathematics Education*	UIS
BS in Plant Biotechnology*	UIUC
BSEd in Educational Studies*	WIU
Master's Degree Programs	
MA in Spanish*	ISU
MS in Nutrition*	ISU
MSEd in Low Vision and Blindness	ISU
Master of Accounting Science*	NIU
MS in Kinesiology and Physical Education*	NIU
MS in Counseling and Rehabilitation Education*	SIUC
MS in Biomedical Science	SIUC
MS in Human Sciences*	SIUC
MFA in Art*	UIC

MS in Cybersecurity Management	UIS
MS in Finance	UIS
MS in Healthcare Informatics	UIS
MS in Human Resource Management	UIS
Master of Veterinary Science in Livestock Systems	UIUC
MS in Agricultural Leadership, Education, and Communications*	UIUC
MS in Biomedical Image Computing	UIUC
MS in Business Analytics	UIUC
MS in Integrative Biology	UIUC
MS in Mental Health Counseling	UIUC
Doctoral Degree Programs	
Doctor of Medical Science	SIUC
Doctor of Clinical Exercise Physiology	UIC
Doctor of Occupational Therapy: Entry Level	UIC

*Signifies programs created through the RME process (see explanation above).

Note: BA=Bachelor of Arts, BA in LAS=BA in Liberal Arts and Sciences, BS=Bachelor of Science, BSEd=Bachelor of Science in Education, MA=Master of Arts, MFA = Master of Fine Arts, MS=Master of Science, and MEd = Master of Science in Education.

Table 3. Listing of Programs Closed during the 2020-21 Academic Year

Program	Institution
Bachelor's Degree Programs	
BA in Entrepreneurship	GSU
BS in Economics	GSU
BS in Middle Level Education	SIUE
BA in LAS in Psychology [^]	UIC
BA in Management	UIS
BS LAS in Physics**	UIUC
BS in Physics**	UIUC
Master's Degree Programs	
MSEd in Teacher Graduate Program/Degree	EIU
MA in Reading	GSU
MSEd in Literacy Education	SIUE
LLM in Estate Planning	UIC
LLM in International Business and Trade Law	UIC
LLM in Privacy and Technology Law	UIC
LLM in Tax Law	UIC
MS in Agriculture Education	UIUC

[^]Program reorganized via RME into two new degrees: BA in LAS in Applied Psychology and BS in LAS in Psychology.

**These programs were consolidated and moved from the College of Liberal Arts and Sciences to the Grainger College of Engineering where the BS in Engineering Physics was renamed and continues to exist as the BS in Physics.

Note: BS LAS=Bachelor of Science Liberal Arts and Sciences; see Table 2 Note for additional degree abbreviations.

To prepare the Low Producing Programs report, universities review academic programs according to the established enrollment and completion thresholds on a biannual basis. In odd years, institutions flag programs as low producing and assign them one of the five statuses described below, and in even years they provide a follow-up report only on programs assigned the status of *Priority Review* in the previous year. The established thresholds for completions are as follows: at least eleven degrees conferred for an Associate's program, at least eight degrees conferred for Bachelor's programs, at least four degrees conferred for Master's programs, and at least one degree conferred for Doctoral programs (based on a three-year average). The established thresholds for enrollment are: at least 24 majors enrolled for an Associate's program, at least 39 enrolled for a Bachelor's level program, at least nine majors enrolled in a Master's level program, and at least nine majors enrolled in a Doctoral program (based on a three-year average). Only Southern Illinois University Carbondale has Associate's level degree programs, and none were flagged as low-producing; therefore, none were included in this report. Low producing programs are those that fall beneath established thresholds for *both* enrollment *and* completions.

Over the past year, the institutions generated a list of flagged programs, and this year reported to IBHE their placement into one of the five status options. Programs flagged from the previous reports may be included again in this year's report if the program changed its status or had an updated outcome after further institutional review. The five status options for program review are:

1. Sunset – A teach-out period established and no new or transfer students admitted;
2. Consolidation – Combining multiple degrees into one by, for example, changing several degree programs to specializations under one degree;
3. Redesign – Further redesign and program changes will be applied to remediate low performance;
4. Justification/No Further Action – No further action necessary at this time; however, depending on the justification, the program may be up for a future review; and
5. Priority/Continued Review – Program placed into program review to best determine the appropriate status over the next academic year.

Summary of Low Producing Programs

Table 4 is a summary of those Bachelor's, Master's, and Doctoral level programs categorized as low producing at all of the public universities for July 1, 2020, to June 30, 2021. For that time period, across all of the public universities, 43 Bachelor's level programs, 25 Master's level programs, and 6 Doctoral level programs were flagged as low producing. For next year's report, the institutions will provide a status update on the 27 Bachelor's, 13 Master's, and 2 Doctoral level programs assigned the status of Priority Review. Appendices A through L include the specific institutional reports submitted and currently on file with IBHE. The institutional reports provide detailed information on why programs were assigned a particular follow-up review status.

Table 4. Summary of Low Producing Programs Reported for Academic Year 2020-2021

Outcomes	Bachelor's	Master's	Doctoral
Sunset/Teach Out	7	3	0
Consolidation	1	0	0
Redesign	2	3	2
Justification	6	6	2
Priority Review	27	13	2
Total	43	25	6

Table 5. Low Producing Programs Categorized by Their Assigned Outcome Statuses

Program	Institution
Sunset/Teach Out	
BA in International Studies	CSU
BA in Political Science	CSU
BA in Social Science Teaching	EIU
MS in Instruction in Language Arts	NEIU
BA in French	NIU
BA in German	NIU
BS in French	SIUC
MA in Art History and Visual Culture	SIUC
PSM in Advanced Energy and Fuels Management	SIUC
BA in Economics	UIS
Consolidation	
BS in Pre-Physical Therapy	CSU
Redesign	
BA in History	GSU
MA in Early Childhood Education	GSU
MA in Multicategorical Special Education	GSU
BA in Anthropology	NEIU
MA in Inner City Studies	NEIU
PhD in Geology	NIU
PhD in Speech and Hearing Science	UIUC
Justification	
BA in Mathematics	EIU
BS in Clinical Laboratory Science	EIU
BS in Environmental Studies	NEIU
BA/BS in University Studies	SIUC
BA/BS in Economics	SIUE
MA in Political Science	UIC
MS in Comparative Effectiveness Research	UIC
BA in Sociology/Anthropology	UIS
MS in Biochemistry	UIUC
MS in Entomology	UIUC
MS in Geology	UIUC
MS in Theoretical and Applied Mechanics	UIUC
PhD in Art Education	UIUC
PhD in Theatre	UIUC
Priority/Continued Review	
BA in History	CSU
BS in Mathematics	CSU
BSEd in Recreation	CSU
MA in History	CSU
Master of Public Health	CSU
MFA in Creative Writing	CSU
MS in Mathematics	CSU
MSEd in Bilingual Education	CSU

BA in Economics	EIU
BA in Theatre Arts	EIU
BS in Geology	EIU
MA in Mathematics	EIU
BA in Anthropology and Sociology	GSU
BA in Business and Applied Science	GSU
BA in Social Sciences	GSU
BFA in Art	GSU
BS in Chemistry/Chemistry Education	GSU
MA & MFA in Art	GSU
DrOT in Occupational Therapy	GSU
BA in Geography	NEIU
BA in Global Studies	NEIU
BA in Latina/o and Latin American Studies	NEIU
BA in Art History	NIU
BA in Philosophy	SIUC
BA/BS in Geology	SIUC
BA/BS in Plant Biology	SIUC
BS in German Studies	SIUC
BS in Physics	SIUC
BS in Public Health	SIUC
BS in Rehabilitation Services	SIUC
BS in Spanish	SIUC
MA in Media Theory and Research	SIUC
ME/MS in Biomedical Engineering	SIUC
MFA in Mass Communication and Media Arts	SIUC
MS in Animal Science	SIUC
MS in Biological Sciences	SIUC
PhD in Geology/Geosciences	SIUC
PSM in Environmental Science Management	SIUE
BA in Liberal Studies	UIS
BA in Foreign Languages and Cultures	WIU
BS in Clinical Lab Science	WIU
BS in Geology	WIU

Note: BFA = Bachelor of Fine Arts; ME = Master of Engineering; MPH=Master of Public Health, PSM=Professional Science Master's, DrOT = Doctor of Occupational Therapy; and PhD=Doctor of Philosophy.
See Note in Tables 2 and 3 for additional degree abbreviations

CONCLUSION

The focus of the current report was the 2020-2021 academic year (AY). During this period, 35 new programs were established at seven of the 12 Illinois' public universities, including 18 that were created through the elevation or reorganization of existing programs. This number is consistent, albeit slightly lower than recent years, with 44 and 41 new programs created in AY2018 and 2019. Twenty-two of the 35 were graduate-level programs (see Table 1), and a majority were in STEAM (Science, Technology, Engineering, Art, and Mathematics) disciplines (see Table 2) including Computer Science, Econometrics, Health Informatics, Finance, Human Science, and Integrative Biology among others. Four new educator preparation programs were established in English, Mathematics, Educational Studies, and Low Vision and Blindness.

There were 15 closed programs during the reporting period which is lower than in recent years. This fact may have to do with the fact that program turnover has stabilized with more consistent state funding. This report was first published in 2015 during the height of the budget impasse when funding to the public universities dropped to less than one-third of previous levels.

Low-producing programs are defined by a set of terms and metrics. In this report, universities flagged 74 low producing programs and placed them in one of five status categories as described above (see Table 4). This is a substantial drop from past years: with 198 flagged in 2015, 185 in 2017, and 180 in 2019; and is likely due to the fact that after seven years of reporting, institutions have addressed some of the core issues leading to low enrollment and completion by eliminating, consolidating, redesigning, or justifying low producing programs. Of the 74 programs reported, 42 were categorized as Priority/Continued Review. The universities will provide status updates to these 42 programs in next year's report.

This is the seventh annual report prepared and submitted in accordance with 110 ILCS 205/7:

Effective January 1, 2012, the Illinois General Assembly statutorily mandated – 110 ILCS 205/7. This Act states:

The Board of Higher Education (IBHE) is authorized to review periodically all existing programs of instruction, research and public service at the State universities and colleges and to advise the appropriate board of control if the contribution of each program is not educationally and economically justified. Each State university shall report annually to the Board on programs of instruction, research, or public service that have been terminated, dissolved, reduced, or consolidated by the university. Each State university shall also report to the Board all programs of instruction, research, and public service that exhibit a trend of low performance in enrollments, degree completions, and high expense per degree. The Board shall compile an annual report that shall contain information on new programs created, existing programs that have been closed or consolidated, and programs that exhibit low performance or productivity. The report must be submitted to the General Assembly. The Board shall have the authority to define relevant terms and timelines by rule with respect to this reporting.

APPENDIX A: CHICAGO STATE UNIVERSITY

Programs must miss the following thresholds for BOTH enrollments and completions to be flagged. Programs flagged in the previous report should not be included unless placed into Priority/Continued Review.												
Associate's Level: Enrollment: <25 majors Completion: <12 degrees conferred		Bachelor's Level: Enrollment: <40 majors Completion: <9 degrees conferred		Master's Level: Enrollment: <10 majors Completion: <5 degrees conferred				Doctoral Level: Enrollment: <10 majors Completion: <2 degrees conferred				
CHICAGO STATE UNIVERSITY		Enrollments				Completions				Cost	Status*	Explanation for Status Chosen (please expand as necessary)
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2017	Fall 2018	Fall 2019	3-Yr Avg	FY 2017	FY 2018	FY 2019	3-Yr Avg			
Bachelor's Level Programs												
270101	B.S. in Mathematics	13	17	17	15.7	3	1	1	1.7	\$1,067.20	5	The program was flagged for priority review and given a period of one year in order to develop a detailed, comprehensive plan to increase enrollment and retention that also identifies barriers to timely degree completion. The program has been tasked with implementing an action plan to address barriers to degree completion and provide increased support to students.
302001	B.A. in International Studies	4	3	1	2.7	2	3	2	2.3	\$2,476.06	1	The program will be sunset and go into phase down in Fall 2022. Serious questions were raised during program review in Fall 2020 regarding the viability of an interdisciplinary humanities-social sciences program that lacks faculty, urgently needs a comprehensive curriculum redesign, and has suffered from persistent low enrollment.
310301	B.S.Ed. In Recreation	23	22	21	22	4	5	4	4.3	\$2,783.22	5	The program was placed on priority review in order to address its low enrollment issues. Areas of attention include market analysis and identification of target enrollment goals and a timeline to achieve them. Program has been tasked with the development and implementation of a comprehensive strategic plan for outreach and recruitment.
451001	B.A. in Political Science	20	28	19	22.3	2	4	5	2.7	\$1,950.07	1	The program was sunset due to continued low enrollment. The staffing and instructional resources required to reinvigorate the program, given the absence of faculty qualified to teach in the discipline's four foundational areas of comparative politics, American politics, international relations, and political theory, would not be a strategic use of college resources. Effective Fall 2021 no new majors will be accepted and remaining students will be taught out.

500901	B.A. in Music	24	44	38	35.3	3	1	5	3	\$3,165.41	4a	The consolidation of the B. A. in Music, the development of new concentrations and the development of a marching band have increased the enrollment in Department of Music. The program has a recruitment strategy that emphasizes the strengths of the department and new faculty hires support the redesign and consolidation. The program will be reviewed in 2023
512308	B.S. in Pre-Physical Therapy	27	17	13	19	2	2	1	1.7	\$1,242.05	2	Program was consolidated together with Pre-Occupational Therapy into BS in Health Sciences
540101	B.A. in History	16	18	13	15.7	4	3	2	3	\$1,448.54	5	Program is to be consolidated with African American Studies in order to create higher enrollments and to capitalize on overlapping curricula.
<i>Master's Level Programs</i>												
130201	M.S.Ed. In Bilingual Education	1	4	7	4	0	0	0	0	\$856.27	5	The major consideration is related to changes in how the Illinois State Board of Education handles licensure for the English as Second Language (ESL) and Bilingual Education (BIL) endorsements. In effect, it is not possible under current protocols for a stand-alone initial Professional Educator Licensure (PEL) program in Bilingual Education or English as Second Language. Instead, students who are seeking initial licensure in ESL must choose a core program in a discipline (i.e. Early Childhood, Elementary Education, Middle Level Education, K-12 and Secondary Education). In the past, the MSED in Bilingual Education serves as an opportunity for students seeking an endorsement to earn both an endorsement and a MS Degree. We now offer teachers with a professional educator license the opportunity to pursue the Bilingual or ESL Endorsement without the degree. Therefore, the MSED in Bilingual Education is no longer a program we wish to offer.
231302	M.F.A. in Creative Writing	2	8	7	5.7	1	2	1	1.3	\$673.14	5	The program was last reviewed in February 2020. The primary challenge was identified as declining enrollments over the past five years. The program will be given a year to develop and implement detailed, comprehensive strategic plan to address enrollment, retention, and graduation rates.
270101	M.S. in Mathematics	7	8	3	6	4	5	2	3.7	\$641.93	5	The program was reviewed in Spring 2021. At that time, it was recommended that immediate action be taken to address low enrollment and graduation rates. The program was given a year to develop a comprehensive and detailed plan to increase enrollment and retention, including baselines and targets. Barriers to timely degree completion should be identified and faculty will

												develop an action plan to address and successfully support students. The plan needs to include specific goals and a detailed timeline for implementation and assessment. In addition, the program will convene external advisory board for assessment and development of industry-informed curricula and career-based opportunities.
512207	M.P.H. in Public Health	5	4	10	6.3	4	1	2	2.3	\$871.17	5	The MPH program at Chicago State University principle challenges lies in three areas. The first and most pressing is that the program is out of alignment with other MPH degree programs both in the area and nationally in relation to the number of credits required to complete the program, as well as a lack of a clear focus for a small department. Faculty are currently addressing this issue by reducing the number of credits required to complete the program such that the credits reflect what other programs require for completion of the degree. Additionally, the faculty are developing a focus for the program that emphasizes Urban Health and its attendant disparities. The second challenge lies in its lack of accreditation by the national accrediting body for public health degree programs, the Council on Education in Public Health (CEPH). A review of programs in the surrounding three state area provide evidence that the MPH program at CSU is the only program that is not either in candidacy status with CEPH or accredited by CEPH. This presents a challenge in terms of recruitment for the program. Since the program is unaccredited, the graduates of the program are at a disadvantage when seeking employment post-graduation as they are competing with graduates from accredited programs for the same positions. This challenge is being addressed by beginning the process of seeking candidacy status with CEPH, and ultimately acquiring accredited status. The third challenge is a lack of a senior leader for the department. The department has been without a chairperson for several years now, leaving oversight of the department in the hands of the dean. Given the broader responsibilities of the dean, this results in a lack of full-time attention to the needs of the department that a full-time chairperson provides. This challenge is being addressed by the current search for a chairperson for the department. Assuming a successful outcome for the search, the department will have a permanent full-time chairperson by July 2022.

540101	M.A. in History	5	6	5	5.3	0	3	1	1.3	\$831.92	5	A major issue for the History MA program has been balancing the interests of high school History teachers in getting a general History degree with the increasingly small number of faculty, who are focused in particular on African-American and African History. With only three full-time faculty at the moment, the program has decided to market itself as specifically focusing on two areas: Africana and US History, rather than being a more general history program with multiple foci. This will, we hope, attract students looking to study Africana and US History in specific, including History and African-American Studies majors from CSU, as well those students from other universities who are interested in studying African-American and African history at Illinois' and Chicago's only Predominately Black Institution (PBI) with a BA and MA in History.
<i>Doctoral Level Programs</i>												
	Both programs meet the metrics											

*Status Options: 1. Sunset; 2. Consolidation 3. Redesign; 4a. Justification-Good Standing/Review in ___ Years; 4b. Strong Institutional Justification and No Further Action; 5. Priority/Continued Review



Date: October 15, 2021

To: Sophia Gehlhausen, Academic Affairs
IBHE

Gretchen Lohman, Academic Affairs IBHE

From: Jay D. Gatrell, Academic Affairs

CC: Suzie Park, Academic Affairs

RE: Academic Program Efficiency and Effectiveness Report (APEER)

The following programs are “flagged” programs based on the IBHE review criteria.

Undergraduate Programs

Art, B.A. The program’s enrollments have strengthened to 40 in 2019 and in 2020. As the program’s curriculum aligns with the B.F.A. program, no extra institutional resources are required to support the program.

Career & Technical Education, B.S. The program has undergone significant curricular revisions between Fall 2018 and Fall 2019 with improved enrollments observed. Further, teacher licensure is critical to EIU’s historical and current mission and the state K-12 teacher shortage demonstrates need.

Chemistry, B.A. The B.A. curriculum aligns with the B.S.—and combined B.A./B.S. enrollments average more than 40 over the past 3 years.

Chemistry, B.S. The B.S. curriculum aligns with the B.A.—and combined B.A./B.S. enrollments average more than 40 over the past 3 years.

Clinical Laboratory Science, B.S. The program continues to have strong workforce demand and supports local hospitals. This unique professional program—with its 3+1 structure and final year off-site at a partner hospital—prioritizes workforce development.

Economics, B.S. With declining enrollments in recent years, the program was identified by the campus Vitalization project as a concern. The Dean of the College of Liberal Arts & Sciences will perform a priority review to explore greater curricular efficiencies and determine whether resources could be reassigned from the graduate program to support the undergraduate experience. This program was also flagged in 2019.

Engineering CO-OP, B.S. The new Electrical Engineering program began in Fall 2020 and the CO-OP program has been available to students across east-central Illinois since the 1990s. As this program is a 3+2 collaboration with Illinois and Southern Illinois, the degree completions and “transfer backs” have been limited. It is anticipated that, with the launch of the E.E. program, interest in the CO-OP program will grow.

Geology, B.S. The geology program has been flagged by the IBHE over the course of two consecutive periods. The Dean of the College of Liberal Arts & Sciences will perform a priority review to determine if curricular efficiencies can be obtained within and across the Department of Geology & Geography. This program was flagged in 2017 and 2019.

Mathematics, B.A. The program is critical to our general education program, undergraduate learning goals and supports STEM education, as well as the new E.E. program and the Engineering CO-OP. The institution supports the B.S. program.

Music, B.A. As the B.A. program’s curriculum aligns with the Bachelors of Music program, no extra institutional resources are required to support the program.

Philosophy, B.A. The program implemented significant curricular change in 2018-2019 and the total degrees awarded have improved. This is a low-cost program with significant general education enrollments.

Physics, B.S. The program implemented curricular efficiencies in recent years and supports STEM education, as well as the new E.E. program and the Engineering CO-OP. The institution supports the B.S. program.

Science Education, B.S. Teacher licensure is critical to EIU’s historical and current mission and the state K-12 teacher shortage demonstrates need.

Social Science Education, B.A. Teacher licensure is critical to EIU’s historical and current mission and the state K-12 teacher shortage demonstrates need.

Theatre Arts, B.A. The program is critical to the Doudna Center for the Performing Arts and EIU’s student experience. However, the Dean of the College of Liberal Arts & Sciences will perform a priority review to explore greater curricular efficiencies and an enhanced recruitment plan. This program was flagged in 2017 and 2019.

World Languages & Cultures, B.A. The program has undergone a redesign and re-branding in recent years (2018-2019) from Foreign Languages to WLC. As the program supports teacher education and the curriculum closely aligns with EIU’s commitment to inclusive excellence, the university fully supports this program.

Graduate Programs

Mathematics, M.A. This program is low-enrolled and admission to the traditional mathematics track has been suspended. The program did not submit a proposal, as requested in Fall 2020, for the math ed track. The Dean of the College of Liberal Arts & Sciences and Dean of the Graduate School are responsible for issuing a final recommendation on the program during this APEER cycle. This program was also flagged in 2019.

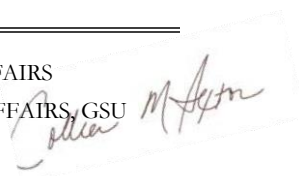
Programs must miss the following thresholds for **BOTH** enrollments and completions to be flagged.
Programs flagged in the previous report should not be included unless placed into Priority/Continued Review.

Associate's Level:		Bachelor's Level:				Master's Level:				Doctoral Level:		
Enrollment: <25 majors		Enrollment: <40 majors				Enrollment: <10 majors				Enrollment: <10 majors		
Completion: <12 degrees conferred		Completion: <9 degrees conferred				Completion: <5 degrees conferred				Completion: <2 degrees conferred		
Institution: Eastern Illinois University		Enrollments				Degree Completions				Cost	Status*	Explanation for Status Chosen (please expand as necessary)
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	AY 18-19	AY 19-20	AY 20-21	3-Yr Avg			
Bachelor's Level Programs												
	B.A. Art	19	40	40	33	8	4	11	7.67		4B	see memo
	B.S. Career and Technical Education	13	21	28	20.7	1	7	4	4		4B	see memo
	B.A. Chemistry	8	5	3	5.33	1	4	1	2		4B	see memo
	B.S. Chemistry	38	40	39	39	2	7	6	5		4B	see memo
	B.S. Clinical Laboratory Science	18	19	18	18.3	5	2	4	3.67		4B	see memo
	B.A. Economics	16	22	15	17.7	3	3	6	4		5	see memo
	B.S. Engineering (Cooperative--U. of I)	17	18	20	18.3	0	0	1	0.33		4B	see memo
	B.S. Geology	8	10	10	9.33	5	2	1	2.67		5	see memo
	B.A. Mathematics	38	39	41	39.3	8	3	7	6		4B	see memo
	B.A. Music	16	14	20	16.7	4	2	5	3.67		4B	see memo
	B.A. Philosophy	14	9	7	10	3	4	6	4.33		4B	see memo
	B.S. Physics	15	14	14	14.3	5	4	6	5		4B	see memo
	B.S. Science Teacher Certification	23	18	19	20	7	3	2	4		4B	see memo
	B.A. Social Science Teaching	13	5	1	6.33	2	2	0	1.33		1	see memo
	B.A. Theatre Arts	28	33	32	31	6	5	6	5.67		5	see memo
	B.A. World Languages and Cultures	21	27	26	24.7	5	9	7	7		4B	see memo
Master's Level Programs												
	M.A. Mathematics	3	6	5	4.67	4	3	0	2.33		5	see memo
Doctoral Level Programs												

*Status Options: 1. Sunset; 2. Consolidation 3. Redesign; 4a. Justification-Good Standing/Review in ___ Years; 4b. Strong Institutional Justification and No Further Action; 5. Priority/Continued Review

GOVERNORS STATE UNIVERSITY ANNUAL PROGRAM REVIEW

TO: DR. GRETCHEN LOHMAN, IBHE SR. ASSOC DIRECTOR FOR ACADEMIC AFFAIRS
FROM: COLLEEN SEXTON, PH.D., ASSOCIATE PROVOST/ASSOC. V.P ACADEMIC AFFAIRS, GSU
SUBJECT: ANNUAL PROGRAM REVIEW AND ANNUAL LISTING OF CHANGES
DATE: JUNE 30, 2021


Explanation of Annual Review Process

The Academic Program Review Committee (APRC), an executive committee of the Faculty Senate, on a 3-5-year evaluation schedule, reviews all programs at Governors State University. New programs that received degree approval from the Illinois Board of Higher Education (IBHE) within the last three years, submit a summary of accomplishments and a discussion on their challenges in the fall term, after three full years of enrollment. Two years after that initial report, those programs report on their plans through the five-year cyclical review report. Established Programs are reviewed on a 4-5-year cycle (the variation allows for programs to adjust review schedule based on national accreditation or state accreditation needs). Additionally, programs flagged for priority review per IBHE guidelines in the previous year, undergo a priority review in the following fall term.

Through the Cyclical Review process, the programs complete an evaluation report that provides a description and analysis of any major changes in the program. Additionally, the review includes: major findings and recommendations for program improvement; description of actions taken based on last program review; description of actions taken while performing the current review; and information on career and employment trends for the program, as well as any data collected from alumni regarding employment after graduation. Through the cyclical review process, the programs use qualitative and quantitative data to complete their report, which include enrollment figures; retention rates; annual course credit hours; graduation rates; faculty staffing needs; student learning outcomes; and assessment reviews conducted by external reviewers. Programs that receive national accreditation must speak to their most current external accreditation outcomes. Programs without a national accrediting body are required to undergo review from an external consultant, reflect on that feedback, and summarize the findings and actions taken because of that external review. Programs flagged for review must address costs.

Example of Enrollment Data Table (Institutional Research provides to programs)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	6 Year Avg.
Number of Enrolled Majors (Fall)							
Fall SCH							
Applicants							
Admissions							
Ratio Full Time Faculty: Students							Enter Average of last 3 years
Degrees awarded							
Average age							
GSU Costs							
Statewide avg. costs							

The APRC committee reviews the submitted program reports and provide recommendations to the Provost on program standing. The designations include good standing; flag for further review; or suspension of enrollment. Programs flagged for further review are required to act on the recommendation of the committee and to meet with the APRC chair and Provost (and/or designee) to discuss the program response and determine action steps for remediation. Programs recommended for suspension are required to follow the recommendations set forth by the Provost Office. When a decision is made to close a program the Provost (and/or designee) will meet with Program Faculty members to establish a plan to meet the needs of existing students in the program. Additionally, IBHE is informed of the decision through the Annual Review process.

Identified in Table 1 are the programs that underwent Cyclical Review in AY21.

Table 1

2020-2021 Cyclical Review
Due to APRC on February 1st of each Academic Year

2020-2021 Cyclical Review		
Undergraduate Programs	Graduate Programs	Certificates
Accounting, BS	Accounting, MS	
Art, BFA		
Business Administration, BA	Business Administration, MBA	
Communication, BA	Communication, Media, & Performance, MA	
Community Health, BHA		
Early Childhood Education, BA		ECE Certificate Post-BA
Elementary & Middle School Educ., BA		
	Educational Administration, MA	
	Independent Film & Digital Imaging, MFA	
	Interdisciplinary Leadership, Ed.D.	
Media Studies, BA		
	Nursing Practice, DNP	
	Public Administration, MPA	
Theatre and Performance Studies, BA		

As a point of information, the programs identified for Cyclical Review in AY22 are found in Tables 2, 3, and 4.

Table 2

2021-2022 Cyclical Review
Due to APRC on February 1st of each Academic Year

2021-2022 Cyclical Review		
Undergraduate Programs	Graduate Programs	Certificates
	Criminal Justice	
Gender and Sexuality Studies, BA		
Information Technology, BS		
Interdisciplinary Studies, BA		
	Occupational Therapy, MOT	
	Social Work, MSW	
	Physical Therapy, DPT	

Table 32021-2022 New Program 3-Year Progress Report Due to APRC on October 1st of each Academic Year

2021-2022 New Program 3-Year Progress Report	
Undergraduate Programs	Graduate Programs
	Bilingual/ESL Post-Bac Certificate

Table 42021-2022 Priority Review
Due to APRC on October 1st of each Academic Year

2021-2022 Priority Review	
Undergraduate Programs	Graduate Programs
Anthropology and Sociology, BA	
History, BA	

The APRC and the Office of the Provost also review enrollment, retention, and graduation data on all Academic Programs in the University on an annual basis. The Office of Institutional Research through their Profile of Academic Majors (PAM) Report provides data. These data are reviewed using the Illinois Board of Higher Education guidelines. These guidelines require that programs must meet the following enrollment and graduation three-year averages:

Bachelor's level programs	Master's level programs	Doctoral level programs
Enrollment: Less than 40 majors Graduation: Less than 9 degrees conferred	Enrollment: Less than 10 majors Graduation: Less than 5 degrees conferred	Enrollment: Less than 10 majors Graduation: Less than 2 degree conferred

An analysis of program data for this review requires a program to be flagged only when both conditions (enrollment and graduation rates) are not met. If both conditions are not met, then APRC is charged with using the IBHE guidelines below to assign a status to the program and to provide feedback and guidance to the program based on that determination. According to IBHE guidelines, the assessment feedback should provide the following recommendations:

1. Sunset—A teach out period is established and no new or transfer students admitted;
2. Consolidation;
3. Redesign—Further redesign and program changes will be applied to remediate performance; the program will be reviewed in _____ years;
4. a. Justification-Good Standing/Review in _____ Years;
- b. Strong Institutional Justification and No Further Action; and,
5. Priority Review—the program is placed under priority review to best determine the appropriate status. One of the outcomes (listed above) will be identified after the review is completed.
6. Continued Review—the program is placed under continued review to best determine the appropriate status. One of the outcomes (listed above) will be identified after the review is completed.

The results of this analysis are also provided to IBHE in our Annual Report of Low Producing Programs. The data examined by APRC to inform the IBHE Low Producing Programs Report for the 2020-2021 Academic Year are in Table 5 below. The table also highlights those that were flagged during this year's review using IBHE guidelines. Below the table the status is identified for any flagged programs.

II. IBHE Low Producing Program Report – Data and Analysis

Legend:

- **Rose** highlight = flagged per IBHE guidelines; **5 Flagged** for this review period.
- **Lime** highlight = new program with a GSU watch on criterion per IBHE guidelines which state at the Bachelor level we have 8 years from first enrollment to report data, at Master level we have 5 years from first enrollment, and at Doctoral level we have 8 years from first enrollment.
- **Yellow** highlight = program underwent redesign within last three AY

Table 5
Program Data by census date FA18, FA19, and FA20

Program	CIP	Enrollment				Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
		FA18	FA19	FA20	3-year Avg.	FA18	FA19	FA20	3-year Avg.	FA18	FA19	FA20	3-year Avg.	FY18	FY19	FY20	3-year Avg.
Accounting, BS	52.0301	168	152	154	158	1774	1621	1647	1681	118	108	110	112	45	59	12	49
Accounting, MS	52.0301	35	34	39	36	234	255	294	261	20	21	25	22	11	13	10	11
Addiction Studies, MHS	51.1501	106	103	79	96	666	627	488	594	56	52	41	49	23	25	26	25
Analytical Chemistry, MS	40.0502	9	14	16	13	56	108	117	94	5	9	10	8	6	3	1	3
Anthropology and Sociology, BA	45.1301	23	16	19	19	255	183	209	216	17	12	14	14	8	8	2	6
Art, BFA	50.0701	25	36	38	33	243	388	410	47	16	26	27	23	10	6	5	7
Art, MA & MFA (MFA enrollment as of SP19, FA19, and FA20 = all MFA)	50.0701	3	5	5	4	24	30	39	31	2	3	3	3	6	0	1	2

Program	CIP	Enrollment				Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
		FA18	FA19	FA20	3-year Avg.	FA18	FA19	FA20	3-year Avg.	FA18	FA19	FA20	3-year Avg.	FY18	FY19	FY20	3-year Avg.
Biology/Biology Education, BS	26.0101	78	71	75	75	789	692	774	752	53	46	52	50	14	19	10	14
Business Administration, BA	52.0201	382	380	368	377	4018	4014	3923	3985	268	268	262	266	89	95	79	88
Business Administration, MBA	52.0201	87	95	108	94	531	582	693	602	44	49	58	50	32	20	18	23
Business Analytics, MS (replacing MIS eff. FA20)	52.1301	N/A	N/A	7	N/A	N/A	N/A	57	N/A	N/A	N/A	5	N/A	N/A	N/A	N/A	N/A
Business and Applied Science, BA	52.0205	38	40	35	38	302	312	333	316	20	21	22	21	10	8	7	8
Chemistry/Chemistry Education, BS	40.0501	15	27	17	20	171	235	151	186	11	16	10	12	7	5	2	5
Communication, BA	09.0101	118	96	90	101	1199	1030	988	1072	80	69	66	71	30	32	32	31
Communication, Media, and Performance, MA	09.0102	33	22	11	22	188	129	55	124	16	11	5	10	14	9	9	11
Communication Disorders, BHS	51.0201	81	63	51	65	799	613	489	634	53	41	33	42	23	22	26	24
Communication Disorders, MHS	51.0203	101	94	83	93	777	776	731	761	65	65	61	63	24	31	40	32
Community Health, BHS	51.2208	133	152	124	136	1500	1737	1405	1547	100	116	94	103	42	46	44	44
Computer Science, BS	11.0701	151	140	137	143	1701	1614	1583	1633	113	108	106	109	25	29	38	31
Computer Science, MS	11.0701	77	90	109	92	609	747	966	774	51	62	81	65	110	47	31	63
Counseling, MA	42.2803	155	145	127	142	1018	963	834	938	85	80	70	78	42	46	45	44

Program	CIP	Enrollment				Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
		FA18	FA19	FA20	3-year Avg.	FA18	FA19	FA20	3-year Avg.	FA18	FA19	FA20	3-year Avg.	FY18	FY19	FY20	3-year Avg.
Counselor Education & Supervision, Ed.D.	13.11 01	34	40	40	38	180	177	177	178	15	15	15	15	4	2	9	5
Criminal Justice, BA	43.01 04	206	202	192	200	2073	2061	2099	2078	138	137	140	139	75	67	55	66
Criminal Justice, MA	43.01 04	28	31	31	30	198	207	201	202	17	17	17	17	21	9	5	12
Early Childhood Education, BA	13.12 10	89	91	83	88	983	1006	924	971	66	67	62	65	11	15	20	15
Early Childhood Education, MA (suspended enrollment FA17 – redesign SU20)	13.12 10	0	0	2	1	0	0	16	5	0	0	1	0	2	0	0	1
Economics, BA (Year 7 of enrollment)	45.06 01	7	10	12	10	78	115	125	106	5	8	8	7	2	0	1	1
Education, MA (suspended enrollment FA17, redesign AY21)	13.03 01	15	0	0	5	51	0	0	17	4	0	0	1	7	14	0	7
Educational Administration, MA	13.04 01	58	76	86	73	348	444	513	435	29	37	43	36	27	13	36	25
Elementary and Middle School Education, BA	13.12 02	82	90	100	91	965	1078	1214	1086	64	72	81	72	15	14	21	19
English/English Education, BA	23.01 01	55	53	42	50	598	583	487	556	40	39	32	37	21	18	17	19
English, MA (redesigned FY18)	23.01 01	19	10	13	14	97	65	76	79	8	5	6	7	4	8	4	5
Environmental Biology, Management and Policy, MS	26.13 05	8	9	13	10	41	56	89	62	3	5	7	5	6	1	4	4

Program	CIP	Enrollment				Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
		FA18	FA19	FA20	3-year Avg.	FA18	FA19	FA20	3-year Avg.	FA18	FA19	FA20	3-year Avg.	FY18	FY19	FY20	3-year Avg.
(RME to move to MS in Biology approved for FA20 start – FA enrollment first term for MS in Biology)																	
General Studies (Lower Division) *	24.01 02	328	389	400	372	4852	5540	5497	5296	323	369	366	353	N/A	N/A	N/A	N/A
Gender and Sexuality Studies, BA (Year 5 of enrollment)	05.02 99	0	0	1	0	0	0	12	4	0	0	1	0	1	0	0	0
Health Administration, BHA	51.07 02	119	104	83	1102	1119	1048	813	993	75	70	54	66	29	41	42	37
Health Administration, MHA	51.07 02	51	42	43	452	360	327	315	334	30	27	26	28	18	14	14	26
Health Informatics, BS (new SP19)	51.27 06	N/A	8	4	N/A	N/A	36	82	N/A	N/A	2	5	N/A	N/A	N/A	N/A	N/A
Health Informatics, MS (new FA19)	51.27 06	N/A	3	15	N/A	N/A	30	135	N/A	N/A	3	11	N/A	N/A	N/A	N/A	N/A
History, BA	54.01 01	20	25	11	19	207	224	110	180	14	15	7	12	1	2	3	2
Human Resource Management, MS (new FA19)	52.10 01	N/A	12	21	N/A	N/A	69	114	N/A	N/A	2	2	N/A	N/A	N/A	N/A	N/A
Independent Film and Digital Imaging, MFA	50.06 02	19	16	16	17	166	129	108	134	14	11	9	11	8	6	3	6
Information Technology, BS	11.01 03	140	114	119	124	1495	1296	1255	1349	100	86	84	90	48	42	37	42
Information Technology, MS (FA20 YR1)	11.01 03	N/A	N/A	3	N/A	N/A	N/A	21	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	N/A

Program	CIP	Enrollment				Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
		FA18	FA19	FA20	3-year Avg.	FA18	FA19	FA20	3-year Avg.	FA18	FA19	FA20	3-year Avg.	FY18	FY19	FY20	3-year Avg.
Interdisciplinary Leadership, Ed D	52.0213	52	64	76	64	253	343	372	323	21	29	31	27	7	8	3	6
Interdisciplinary Studies, BA	24.0101	305	298	273	292	2543	2509	2313	2455	170	167	154	164	146	113	107	122
Management Information Systems, MS	52.1201	16	16	12	15	114	111	93	106	10	9	8	9	11	0	4	2
Manufacturing Management, BA (Year 5 of enrollment)	52.0205	3	3	2	3	24	18	18	20	2	1	1	1	1	0	2	1
Mathematics/Mathematics Education, BA	27.0101	38	32	22	31	441	303	259	334	29	20	17	22	11	13	11	12
Mathematics, MS	27.0101	23	23	31	26	132	131	179	147	11	11	15	12	9	7	5	7
Media Studies, BA (Year 7 of enrollment)	09.0102	37	32	28	32	434	370	314	373	29	25	21	25	4	6	8	6
Multicategorical Special Education, MA (enrollment was suspended for 2 yrs.; redesign effective FA20)	13.1007	11	6	13	10	67	39	92	66	6	3	8	5	4	5	2	4
Nursing Practice, DNP	51.3818	13	15	14	14	38	46	57	47	3	4	5	4	3	3	2	3
Nursing, BSN	51.3801	73	82	61	72	591	665	418	558	39	44	28	37	46	32	41	40
Nursing, MSN	51.3808	99	96	97	97	602	597	608	602	50	50	51	50	47	36	29	37

Program	CIP	Enrollment				Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
		FA18	FA19	FA20	3-year Avg.	FA18	FA19	FA20	3-year Avg.	FA18	FA19	FA20	3-year Avg.	FY18	FY19	FY20	3-year Avg.
Occupational Therapy, MOT	51.2306	83	85	84	84	1082	1118	1094	1098	90	93	91	91	28	27	26	27
Occupational Therapy, DrOT (enrollment suspended in 2018 for redesign)	51.2306	5	0	0	2	37	0	0	12	3	0	0	1	3	4	1	3
Physical Therapy, DPT	51.2308	102	97	100	100	1407	1391	1329	1376	117	116	111	115	32	38	28	33
Political Science, BA	45.1001	28	23	23	25	337	254	256	282	22	17	17	19	7	7	6	7
Political and Justice Studies, MA (redesigned FY19)	45.1001	25	15	5	15	153	87	27	89	13	7	2	7.4	3	5	3	4
Psychology, BA	42.0101	323	310	318	317	3600	3456	3496	3517	240	230	233	234	101	103	94	99
Psychology, MA	42.0101	42	43	37	41	348	302	265	3058	29	25	22	25	16	11	15	14
Public Administration, MPA	44.0401	62	63	45	57	369	350	264	328	31	29	22	27	2	3	4	3
School Psychology Educational Specialist, EdS	42.2805	27	39	48	38	183	238	331	251	15	20	28	21	5	6	6	6
Social Sciences, BA (enrollment suspended – RME submitted for redesign w/FA20 enrollment)	45.0101	0	0	5	2	0	0	57	19	0	0	4	1	2	0	0	1

Program	CIP	Enrollment				Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
		FA18	FA19	FA20	3-year Avg.	FA18	FA19	FA20	3-year Avg.	FA18	FA19	FA20	3-year Avg.	FY18	FY19	FY20	3-year Avg.
Social Work, BSW	44.0701	137	118	104	120	1469	1289	1148	1302	98	86	77	87	49	37	44	43
Social Work, MSW	44.0701	126	107	108	114	1244	1091	1150	1162	104	91	96	97	56	63	45	55
Theatre and Performance Studies, BA (Year 7 of enrollment)	50.0501	13	14	11	13	141	164	96	134	9	11	6	9	3	2	3	3

Explanation of Categories:

- Enrollment - Reflects the total number of students (both full and part-time) as of the fall census date for a given year.
- Student Credit Hours - Reflects the number of attempted credit hours as of the fall census date for a given year.
- Full-time Equivalent Students - Reflects the number of students using IBHE definitions for Full-time Equivalency as of the fall census date for a given year (undergraduate programs: 15 credit hours, graduate programs: 12 credit hours).
- For Admissions and Degrees Awarded Data - Reflects full year data which is finalized each August. Students do not earn a degree in General Studies – that is the coding given to all incoming freshmen following the cohort model of enrollment.

Rose Highlighting: Per IBHE guidelines, the programs listed below were flagged and highlighted in **rose** in Table 5 above. Rose indicates that the program did not meet the IBHE criteria for enrollment and graduation. The recommended action for those 5 Programs is **Priority Review** with fall date identified:

- Anthropology & Sociology, BA: The program provided a strong justification for enrollment figures during their priority review in FA18. They are already slated for a priority review in Fall 2021. A recommendation for program status per IBHE guidelines will be made through a **priority review FA21**.
- Art, BFA: This program underwent a redesign in AY18. Changes in enrollment reflect three years since redesign. The program underwent a review this year (see report in section III). Based on feedback from external reviewer regarding quest for NASAD accreditation, this program is scheduled for a **priority review FA24**.
- Business and Applied Science, BA: The program provided a strong justification for enrollment figures during their priority review in FA18. They are already slated for a priority review in Fall 2023. A recommendation for program status per IBHE guidelines will be made through a **priority review FA23**.
- Chemistry/ Chemistry Education, BS: Program underwent a priority review in Fall 2018; identified for review in AY23; decline in enrollment tracked to temporary suspension of enrollment in Chemistry Education program. Revisions were made to that concentration. Program will be given time to address enrollment in both concentrations with redesign of Chemistry Education. Next review – **priority review Fall 2023**.
- History, BA: The program discussed their current redesign and marketing efforts during their priority review in FA18. Recommended continued redesign another **priority review FA21**.

Yellow Highlighting: Indicates those programs that underwent priority review within the last three years. The recommended action for these programs is **Continued Review** as identified below:

- Art, MFA: Figures reported reflect one semester of enrollment in the original MA in Art Program. The program was redesigned and approved as an MFA in FY18. Enrollment in MFA began Summer 19. Recommended another review after three full years with redesigned program, **FA22**.
- Early Childhood, MA: Program enrollment was suspended in 2017; underwent a redesign and began reenrollment in SU20. Next review after three full years of enrollment in redesign will be **FA23**.
- Multicategorical Special Education, MA: Program enrollment was suspended in 2018 and underwent a redesign. FA20 was first semester of enrollment in redesigned program. Next review after three full years of enrollment in redesign will be **FA23**.
- Occupational Therapy, DrOT: Program enrollment was suspended in 2018; currently undergoing redesign.
- Political Science, BA: The program provided a strong justification for enrollment figures during their priority review in FA18. Recommended another priority review in **FA24**.
- Social Sciences, BA: Enrollment suspended for three years, underwent redesign with emphasis on Social Science Secondary Education. FA20 was first semester of enrollment in redesigned program. Next review after three full years of enrollment in redesign will be **FA23**.

Lime Highlighting: Per IBHE guidelines, the programs listed below were flagged and highlighted in lime in Table 5 above. Lime highlighting indicates new programs (less than 8 years in existence for bachelor level programs, and less than 5 years in existence for Master level programs). The recommended action for these programs is **Continued Review**:

- Economics, BA: Economics began year 7 of enrollment FA20. Enrollment is slowly increasing, with expectation for continued growth with phasing out of BS in Economics that occurred three years ago. IBHE guidelines state at the Bachelor level we have 8 years from first enrollment (FA14) to report data, however, the program underwent cyclical review in AY20 and was reviewed in good standing, with continued concerns on enrollment numbers. The program will be in its 8th full year of enrollment in AY22. Given current three-year average enrollment of 10 and the three-year average graduation rate of 1, it is difficult to conceive that the IBHE enrollment and graduation requirements will be met within the next year. It is for this reason that the program will undergo another **review in FA22**. Identifying the date for priority review now will give the College time to develop a plan for the future of this program during AY22.
- Education, MA: Program was slated for phase out in AY17. Since then, enrollment was suspended and program underwent a redesign. Plan to offer redesigned program in AY21. Next review will occur after three full years of enrollment under redesigned curriculum.
- Gender and Sexuality Studies, BA: Fall 2020 was the program's 5th year of enrollment. The program submitted a 3-year progress report in Fall 2019. In that review it was recommended for continued review in **AY22 during the spring 2022 review**.
- Manufacturing Management, BA: Fall 2020 was the program's 5th year of enrollment. The program submitted a 3-year progress report in Fall 2018. It was judged in good standing for a three-year report, with the recommendation to move forward with its plan to increase their marketing efforts to increase program enrollment. It was moved to the Cyclical Review Schedule for AY24, its 8th year of existence. However, based on enrollment numbers the program will undergo a **review in FA23** so that it the College will have time to develop a plan for the future of this program during AY24 – its 8th year of existence.
- Media Studies, BA: Fall 2020 was the program's 7th year of enrollment. Enrollment is slowly increasing, with expectation for continued growth in this field; and the retention rates in the current program are high. IBHE guidelines state at the Bachelor level we have 8 years from first enrollment to report data. The program underwent a cyclical review in AY21 (see summary report in Section III). The program was approved in good standing this year. Recommend a continued review after three full years have elapsed, next review **FA24**.
- Theatre and Performance Studies, BA: Fall 2020 was the program's 7th year of enrollment. Enrollment is slowly increasing, with expectation for continued growth in this field. Challenges to enrollment growth were detailed in this year's cyclical review (see summary report in Section III). IBHE guidelines state at the Bachelor level we have 8 years from first enrollment to report data. There is a need for the institution to address feedback from the external reviewer. Recommend a continued review after three full years have elapsed, next review **FA24**.

Table 6
Programs undergoing “Phase Out” per May 2017 GSU BOT Action

	CIP	Enrollment				Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
Program		2018	2019	2020	3-year Avg.	2018	2019	2020	3-year Avg.	2018	2019	2020	3-year Avg.	FY18	FY19	FY20	3-year Avg.
Economics, BS (CLOSED August 2020)	45.06 01	2	2	0	1	12	15	0	9	1	1	0	1	2	0	2	1
Entrepreneurship, BA (CLOSED August 2020)	52.07 01	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reading, MA (Will CLOSE August 2021)	13.13 15	1	1	0	1	3	3	0	2	0	0	0	0	0	0	2	1

III. Summary of Program Evaluations from 2020-2021 Cyclical Academic Program Reviews

The information below is a summary of the Program Reports, including the APRC and/or Provost recommendations for those programs reviewed for the 2020-2021 academic year.

2020-2021 Cyclical Program Review Summary	
B.S. in Accounting	<p>The undergraduate program in Accounting became AACSB accredited in 2016. The program has a clear plan for assessment of learning outcomes. There is a Course Packet provided to each instructor teaching the required course sections that consists of (1) Interventions previously adopted, (2) Program Goals, (3) Program Map, (4) Curriculum Map, (5) Assessment Schedule, (6) Master Syllabus, and (7) Assessment Reports and Materials previously conducted. Being provided this information assures consistency in delivering the program content, regardless of the section instructor for each course. Additionally, the undergraduate accounting “program service hours” for the non-accounting majors, have provided a three-year average of over 1300 student credit hours. The program has a three-year average retention rate of 83.3%.</p> <p>The program has a robust set of co-curricular activities offered to all students in the major. The Accounting, Finance, & Economics Club has hosted events such as an Accounting Hall of Achievement, a Becker CPA Review, and recognition of outstanding alumni. The Accounting Hall of Achievement merged with the College of Business Hall of Achievement to create a Hall of Certified Public Accountants. The Accounting students are encouraged to apply for scholarships and to participate in future career preparation opportunities. An example of this is that many accounting students have been selected for the Mary T. Washington Wylie Internship Preparation Program and many have participated in the Illinois CPA Society Jumpstart events. Data provided on program graduates show that the majority move into accounting positions and graduate school. Several are in tax preparation or have gone on to internships.</p> <p>There are five full-time Unit A program faculty members, one senior lecturer, and the program has used on average six adjunct instructors during this evaluation period. Program faculty members have engaged in many scholarship and creative activities during this review period. Their five-year summary of activities includes nine peer-reviewed journal articles, five editorial reviewed journals and articles, two peer-reviewed academic/professional meeting proceedings, four peer-reviewed academic or professional meeting presentations, two contributing to professional practice standards or public policy, and the publication of one textbook.</p> <p>Review Decision of the <i>Cyclical Review Report</i> for the Bachelor of Science in Accounting: Program in Good Standing. Next review AY26.</p>
M.S. in Accounting	<p>The graduate program in Accounting became AACSB accredited in 2016. The program has a clear plan for assessment of learning outcomes and while preparing for their fall 2021 AACSB reaccreditation visit conducted an</p>

	<p>assessment of outcomes are the course level. In the fall of 2021, they will be providing a Course Packet provided to each instructor teaching the required course sections that consists of (1) Interventions previously adopted, (2) Program Goals, (3) Program Map, (4) Curriculum Map, (5) Assessment Schedule, (6) Master Syllabus, and (7) Assessment Reports and Materials previously conducted. Being provided this information assures consistency in delivering the program content, regardless of the section instructor for each course. Additionally, the graduate accounting “program service hours” for the non-accounting majors, have provided a three-year average of close to 300 student credit hours. The program has a three-year average retention rate of 71%.</p> <p>The program has a robust set of co-curricular activities offered to all students in the major. The Accounting, Finance, & Economics Club has hosted events such as an Accounting Hall of Achievement, a Becker CPA Review, and recognition of outstanding alumni. The Accounting Hall of Achievement merged with the College of Business Hall of Achievement to create a Hall of Certified Public Accountants. The Accounting students are encouraged to apply for scholarships and to participate in future career preparation opportunities. An example of this is that many accounting students have been selected for the Mary T. Washington Wylie Internship Preparation Program and many have participated in the Illinois CPA Society Jumpstart events. Data provided on program graduates show that the majority move into accounting positions.</p> <p>There are five full-time Unit A program faculty members, one senior lecturer, and the program has used on average six adjunct instructors during this evaluation period. The program faculty members have engaged in many scholarship and creative activities during this review period. Their five-year summary of activities includes nine peer-reviewed journal articles, five editorial reviewed journals and articles, two peer-reviewed academic/professional meeting proceedings, four peer-reviewed academic or professional meeting presentations, two contributing to professional practice standards or public policy, and the publication of one textbook.</p> <p>Review Decision of the <i>Cyclical Review Report</i> for the Master of Science in Accounting: Program in Good Standing. Next review AY26.</p>
B.F.A. in Art	<p>The undergraduate program in Art was redesigned in AY17. This redesign was made with an eye on seeking National Association of Schools of Art and Design (NASAD) accreditation in the future. Program changes that have been implemented since restructuring include: The Unit-A tenure-track Art History and Graphic Design positions filled by Assistant Professors in AY21; addition of a Film track; creation of Graphic Design courses and an increase in the number of online course offerings; the contact hours for studio courses were increased from three-hours per week to six to align to accreditation standards; the program instituted BFA portfolio reviews for program admittance and for registration in Senior Capstone, and the program required BFA Capstone Exhibitions. The program also created an Assessment Committee.</p>

	<p>While strides have been made in moving closer to meeting NASAD accreditation standards there is still much work to be done. With an increase in studio hours there were changes that needed to be made in faculty workloads and course offerings. Despite these challenges, with the increase in contact hours more faculty guidance in the development in skills with fundamental materials, tools, and practices was achieved as evident by student portfolios and alignment with Program Outcome 1. Tangentially, a more vibrant studio community has been developed with the increase in studio attendance overall which has in turn increased student retention and graduation as evident in statistics and alumni success.</p> <p>The program should continue to move towards accreditation with National Association of Schools of Art and Design (NASAD) to elevate the profile of the art program and increase its ability to recruit and retain top quality faculty and students as recommended by the external reviewer. The external review that was held in the Fall of 2020 highlighted many known issues and gave the program faculty confidence in what they are doing well. The program faculty members recognize that they have much work to do with facility safety, space utilization, and access as well as a web presence for both recruitment and the interface for current students. Both facility and web issues are being taken up at a program and University level. The program faculty have a goal to work on those particular items over the next review cycle in the hope that they improve program retention and recruitment going forward.</p> <p>The program faculty are encouraged by the impact the changes they have implemented have had on the program to date, and are committed to produce research in their fields to meet NASAD requirements by maintaining a record of exhibition, publication, and design to provide a solid contemporary teaching practice. Since the last review the Art Faculty have participated in:</p> <p>68 Regional/National/International Group Exhibitions (juried and invitational/curated)</p> <p>6 Solo Exhibits</p> <p>artworks included in 6 publications</p> <p>published 8 articles and 1 book</p> <p>participated in 7 conference presentations, 17 panel discussions/ lectures/ juries</p> <p>completed multiple commissions</p> <p>received 15 grants (both internal and external)</p> <p>Director of 2 Feature Films, Director of Photography for 2 Feature and 4 Short films, 12 Film Screenings</p> <ul style="list-style-type: none"> Completed 2 Residencies (one of which was International) Faculty Award Highlights include <p>1 Faculty Excellence Award</p> <p>2 Best in Shows</p> <p>1 Merit Award</p>
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	<p>Chicagoan of the Year for Film</p> <p>Review Decision of the <i>Cyclical Review Report</i> for the Bachelor of Fine Arts in Art: Program in Good Standing for all review elements other than enrollment numbers and graduation rates, which have shown a steady increase since the restructuring process was implemented. Next review will be a priority review Fall 2024.</p>
B.A. in Business Administration	<p>The undergraduate program in Business Administration became AACSB accredited in 2016. The program has a clear plan for assessment of learning outcomes. There is a Course Packet provided to each instructor teaching the required course sections that consists of (1) Interventions previously adopted, (2) Program Goals, (3) Program Map, (4) Curriculum Map, (5) Assessment Schedule, (6) Master Syllabus, and (7) Assessment Reports and Materials previously conducted. Being provided this information assures consistency in delivering the program content, regardless of the section instructor for each course. Additionally, the undergraduate Business Administration “program service hours” for the non-majors, have provided a three-year average of over 1000 student credit hours. The program has a three-year average retention rate of 70.3%. The BSAD program’s curriculum was strengthened by adding new courses. All concentrations were revised to 15 hours. Several new courses were developed in response to trends and shifts in the business environment and employer needs.</p> <p>The program has a robust set of co-curricular activities offered to all students in the major. The Supply Chain Club and the International Business Club toured several businesses and several students participated in business case competition at Georgia State University in spring 2019. Students in the Supply Chain club were invited to attend dinner meetings with three external groups: Traffic Club of Chicago, ASCM (APICS) and CSCMP. The Supply Chain Club has invited various speakers from companies like PMI and Cold Storage Executive to speak to members. The club organized company tours each year during the review period and participated in an APICS case competition. Two of the last Student Senate presidents were students in the program. Internships is an elective and Business administration students are actively encouraged to complete internships as did several did the period. Additionally, students participated in study abroad trips to India, South Africa, Hungary, Czech Republic and Austria. All Business Majors have an opportunity to participate in several clubs, including the International Business Club, Human Resource Management Club, Supply Chain Student Club, Accounting, Finance, and Economics Club, Management Information Systems, and the Sustainability Club. Additionally, there is an honors society for business students, Beta Gamma Sigma. Data provided on program graduates show that the majority move into management positions or human resources.</p> <p>There are eleven full-time Unit A program faculty members spread across the ranks of assistant to full professor, two lecturers with one at senior rank, and the program has used on average eleven adjunct instructors during this evaluation period. The program faculty members have engaged in many scholarship and creative activities during this review period. Their five-year</p>

	<p>summary of activities includes fourteen peer-reviewed journal articles in the area of accounting, twenty-two in economics, twenty-eight in the area of management, eleven in management information systems, and seven in marketing.</p> <p>Review Decision of the <i>Cyclical Review Report</i> for the Bachelor of Arts in Business Administration: Program in Good Standing. Next review AY26.</p>
M.B.A. in Business Administration	<p>The graduate program in Business Administration became AACSB accredited in 2016. The program has a clear plan for assessment of learning outcomes and all faculty are involved in collecting, analyzing and processing data to use for overall program improvement. Additionally, the graduate Business Administration “program service hours” for the non-majors, has a three-year average of 89 student credit hours. The program has a three-year average retention rate of 72.16%.</p> <p>The program has a robust set of co-curricular activities offered to all students in the major. Students in the International Business Club toured several businesses, including CN Railway. Students in the Supply Chain club were invited to attend dinner meetings with three external groups: Traffic Club of Chicago, ASCM (APICS) and CSCMP. The Supply Chain Club has invited various speakers from companies like PMI and Cold Storage Executive to speak to members. The club organized company tours each year during the review period and participated in an APICS case competition. Students participated in study abroad trips to India, South Africa, Hungary, Czech Republic and Austria. All Business Majors have an opportunity to participate in several clubs, including the International Business Club, Human Resource Management Club, Supply Chain Student Club, Accounting, Finance, and Economics Club, Management Information Systems, and the Sustainability Club. Additionally, there is an honors society for business students, Beta Gamma Sigma. Data provided on program graduates show that the majority move into management positions or human resources.</p> <p>There are eleven full-time Unit A program faculty members spread across the ranks of assistant to full professor, two lecturers with one at senior rank, and the program has used on average eleven adjunct instructors during this evaluation period. These same faculty teach in the undergraduate Business Administration program. The program faculty members have engaged in many scholarship and creative activities during this review period. Their five-year summary of activities includes fourteen peer-reviewed journal articles in the area of accounting, twenty-two in economics, twenty-eight in the area of management, eleven in management information systems, and seven in marketing.</p> <p>Review Decision of the <i>Cyclical Review Report</i> for the Master of Business Administration: Program in Good Standing. Next review AY26.</p>
B.A. in Communication	<p>The undergraduate program in Communication has undergone a program revision in the last few years. The program has gone from four concentrations (Advertising and Public Relations, Journalism, Filmmaking and Multimedia, and Human Communication) to two concentrations (Human Communication</p>

	<p>and Strategic Communication). The Filmmaking and Multimedia track was split with Film, becoming a specialized track in the Art BFA program, and Multimedia courses were folded into the Media Studies BA program. The program condensed the Advertising/Public Relations concentration with Journalism to create a more all-encompassing Strategic Communication concentration. The goal with the Strategic Communication concentration is to</p> <p>1) allow students to see how strategic communication can be used in many different industries, and 2) to better utilize the background and skills of our faculty. As part of the revision, program faculty evaluated Core requirements (those courses that are required of all Communication students regardless of concentration focus) and created a Strategic Writing course, which is now a requirement for all communication students. The program revised concentration requirements by creating selective groupings where students can pick from a longer list to meet course requirements. This not only allows for greater flexibility in scheduling courses, but also allows students to pick courses that better fit their goals after graduation. The “program service hours” for the non-majors, have provided a three-year average of 913 student credit hours. The program has a three-year average retention rate of 64%, a figure they are focusing in on through their new plan for program assessment.</p> <p>This program was reviewed by an external reviewer who noted that “the undergraduate program in Communication (COMM) is thoughtful, innovative, and relevant, grounded in the best practices of the discipline, and meets the needs of GSU’s diverse student population.” Program faculty considered this high praise and embraced noted criteria as a goal within the program. The external reviewer found that students described the faculty overwhelmingly as approachable and supportive. The reviewer also offered a few suggestions for improvement that included revisiting required credit hours, which tend to be higher than comparable programs; increasing number of online courses offerings, and expand recruitment outside of local area. During this review period the program formed an assessment committee, created a curricular map aligned to program learning outcomes, and have begun using assessment for course and program improvements.</p> <p>The students are provided a number of opportunities to engage in co-curricular activities related to the program. The Communication faculty created a Presidential Debate Watch (2016), and have been active with Constitution Day programming for Fall ‘19 (“Honoring the Constitution by Being Active Citizens”) and ‘20 (“The Constitution and Citizenship in the age of BLM”), tying in course concepts with political communication and our public discourse curriculum, in addition to other relevant courses. One faculty member created an event associated with the spring 2018 Honors Seminar called #EndTheRedZone Hunger Day Outreach. The faculty member and students organized an event that centered around raising awareness and helping combat hunger in the GSU community, bringing in a variety of Comm courses and faculty to contribute and participate. The Communication program offers a number of diversity selectives for students exploring topics</p>
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	<p>of gender, sexuality, identity and culture. Communication faculty (as well as Gender and Sexuality studies affiliated faculty) created a number of film screening and discussion events, including <i>Gender Revolution</i>, <i>Miss Representation</i>, and <i>Southwest of Salem</i>, as well as participated in the screening and discussion of the Netflix mini-series, <i>Alias Grace</i>. Faculty have served as advisors for the American Advertising Federation Student Chapter, where we had enough students participating in AY18/19 to be part of the Student Contest for the client Ocean Spray (we have to have 10 students minimum to participate). Students placed 4th in the first qualifying round in their division. Data provided on program graduates show that the majority move into public relations and digital marketing positions.</p> <p>During the review period (AY14/15-AY19/20), the scholarship and creative activities for the five Unit A and four Unit B (including 2 part-time) COMM faculty includes: 2 books (1 solo authored, 1 co-authored), 7 peer-reviewed journal articles, and 13 book chapters. Faculty also secured internal/external grants and received 2 university-wide Excellence Awards. Faculty have presented research at local, regional, national, and international conferences including, Central States Communication Association Conference, Conference on College Composition and Communication, National Communication Association Conference, Organization for the Study of Language & Gender Conference, and the International Communication Association Conference.</p> <p>Review Decision of the <i>Cyclical Review Report</i> for the Bachelor of Arts in Communication: Program in Good Standing. Next review AY26.</p>
<p>M.A. in Communication, Media, and Performance</p>	<p>The graduate program in Communication, Media, and Performance provides a breadth of study of subfields of communication leading to knowledge and skills for career advancement and social advocacy. Students have the opportunity for strong theoretically grounded work in their field as well as the applied skills needed in the professional world. It underwent a revision in 2018, with the major change in focus from communication and training, to one which included a focus on the research and methodology to support sound research (both new quantitative and qualitative methods). Students engage in a public presentation of their capstone experience during their last semester. In the presentation, students are required to provide a self- assessment of their learning across the program as synthesized in the capstone experience. Both the capstone proposal and the final presentation must address and provide evidence for how the student has achieved all of the program objectives. The external reviewer expressed some concerns regarding the recent curricular revisions, encouraging equal opportunities for applied skills while engaged in theoretical research.</p> <p>Regarding curriculum changes to improve enrollment and retention, program faculty members are developing an online corporate communication certificate program to cast a wider net for potential graduate students who may or may not continue on to our MA program. They expect to start the approval process by Fall 2021. The courses included in the certificate will be largely cross listed with those in the CMP program and will help us with our</p>

	<p>enrollment numbers as we work to build our recruitment and retention in the CMP program.</p> <p>The “program service hours” for the non-majors, have declined since the redesign was implemented, thus providing a three-year average of only 55 student credit hours. The program has a three-year average retention rate of 80%. 72.2% of graduates report employment upon graduation, yet many came to the program employed, seeking the advanced degree for career advancement with their current employer. Program graduates are working in government at the local and regional level, one went into digital marketing after graduation to work at the Chicago Loop Alliance and has started his own company (Ureka Lab), and another graduate took a position as a Communication Specialist with a local School District, a connection she made through her Capstone Internship project</p> <p>The students are provided a number of opportunities to engage in co-curricular activities related to the program. Through an increased coordination of activities from the Center for Community Media and the Digital Learning and Media Design (DLMD) center at GSU, students have had opportunities to work with internal clients such as <i>This Week at GSU</i> and the <i>Respond to Violence Project</i>. External clients include the Department of Children and Family Services and the American Psychological Association. Other activities students and faculty have engaged in included the Presidential Debate Watch (2016), Constitution Day Activities, Lambda Pi Eta Communication Honors Society, One Book, One University: <i>Fahrenheit 451</i> workshops, two mainstage TAPS productions each year, Homewood- Flossmoor Peaceology Forum, Adjudicator for Illinois High School Association (IHSA) Sectional and Regional Speech Tournaments, 2016- present, and the Central States Communication Association Conference: two graduate student papers were competitively selected for presentation.</p> <p>During the review period (AY14/15-AY19/20), the scholarship and creative activities for the eight Unit A and two Unit B faculty includes: Presentations at local, regional, national, and international conferences including Central States Communication Association Conference, Conference on College Composition and Communication, National Communication Association Conference, Organization for the Study of Language & Gender Conference, The Modern Language Association Annual Convention, Association for Theatre in Higher Education, Literary Managers and Dramaturgs of the Americas, Illinois Communication and Theatre Association, National Center for the Study of Collective Bargaining in Higher Education and the Professions, Chicago Southland International Film Festival, Organic Theatre, Kentucky Foreign Language Conference, Northeast Modern Language Association, International Communication Association, 2020 Gateway Course Experience Conference, and the Conference on Communication and Environment. In this time frame the GSU CMP faculty published 31 books, book chapters, book reviews, and journal articles and 5 creative works. CMP faculty have been awarded</p>
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	<p>grants from several agencies including GSU Excellence Awards, GSU Intellectual Life Grants, Center for the Junior Year Research Grants, University Research Grants, and Waterhouse Family Institute Research Grant.</p> <p>Review Decision of the <i>Cyclical Review Report</i> for the Master of Arts in Communication, Media, and Performance: Program in Good Standing. Next review AY26.</p>
B.H.A. in Community Health	<p>The undergraduate program in Community Health is an actively enrolled program with a three-year average retention rate of 84%. The curriculum is a strong mix between theoretical and practical skills, with students completing a 100-clock-hour field experience as part of their senior capstone course. The program completed a self-study with a focus on its ability to earn national accreditation through the Council on Education for Public Health (CEPH). They will be submitting their study to CEPH at the end of spring 21 semester.</p> <p>Students in Community Health have many opportunities for co-curricular activities uniquely tied to the discipline. In their courses the program faculty invite guest lecturers who are medical residents, medical and dental students, and practicing pharmacists. Through these presentations the students learn about many options available to them upon graduation. In fact, graduates in this program have continued their students in dentistry, medicine, occupational and physical therapy, and public health. The program also sponsors the Health and Wellness Student Club. The club's activities focus on reducing health disparities and promoting health within the GSU and surrounding communities. Recent activities include a winter coat drive, food drive, wellness fairs. Students in the Community Health Program are also eligible for admission into Alpha Eta Honors Society, an honor society for allied health students and professionals. To be admitted, a student needs to have a minimum grade point average of 3.5 and be nominated by a current Alpha Eta member.</p> <p>The faculty members in this program include two tenure/tenure track professors, two lecturers, each with terminal degrees (doctoral level) and it makes use of one adjunct instructor. These five faculty members and their department chair have submitted over ten grants during this review period with 6 currently funded at a combined value of over \$3.4M. Faculty have published eight research articles in peer reviewed journals and made over ten local and national presentations.</p> <p>Review Decision of the <i>Cyclical Review Report</i> for the Bachelor of Health Administration in Community Health: Program in Good Standing. Next review AY26.</p>
B.A. in Early Childhood Education and Post-B.A	<p>The undergraduate program in Early Childhood Education (ECE) integrates real-world, practical field experiences for our students leading up to a full-time student teaching residency. These placements are in diverse settings across the region giving them a rich foundation as they move into their careers. ECE underwent a curriculum redesign in 2018, where some unique approaches to the arts and sciences were implemented with the addition of a STEAM in</p>

Certificate in ECE	<p>Education Course, designed to prepare the early childhood educators with the knowledge and skills needed to address the STEM standards through integration into the arts. The program, recognizing the need for qualified bilingual/ESL educators, built into it an 18-hour ESL concentration that earns program graduates the ESL K-12 Endorsement for ESL. Also, upon completion of the revised ECE curriculum, graduates earn the Illinois EC Special Education approval with their initial license. This program is approved by the Illinois State Board of Education (ISBE), and is fully aligned with the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC) standards. It is also nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).</p> <p>This program provides its students a variety of opportunities to engage in co-curricular activities related to the discipline. Through their coursework faculty invite professionals in the field, including alumni from the program, to speak to the students regarding job searches, first year of teaching, completion of courses, student teaching, and content exams. The students are provided opportunities to participate in professional development workshops and interactions with community organizations in various areas in early childhood. Also, the program requires service learning within the courses designed to engage and expose students to organizations and professions in the field.</p> <p>Additionally, the students may participate in the Student Education Association (SEA – a preprofessional organization for IEA and NEA) and Kappa Delta Pi Honor Society. Graduates of the BA in ECE have secured employment in a wide variety of areas. Data indicates that over 98% of Early Childhood candidates find jobs within 1 year of graduation. Of the 55% of Early Childhood teachers who work in Illinois public schools, 84% of the students work in high needs schools.</p> <p>The program also offers courses with facilitation from professional, experienced instructors. The program has two tenure/tenure track professors, and two full time lecturers. On average four adjuncts are used to teach courses in the program. The instructors have experience as teachers and administrators in early childhood and are up to date on issues and trends. The program faculty during this reporting period have earned 15 grants, completed 50 presentations, 18 publications, and have engaged in ten creative activities, and facilitated 16 professional development events.</p> <p>Review Decision of the <i>Cyclical Review Report</i> for the Bachelor of Arts in Early Childhood Education: Program in Good Standing. Next review AY26.</p>
B.A. in Elementary and Middle School Education	<p>The undergraduate program in Elementary and Middle School Education prepares students for an initial certificate for teaching grades 1-6. This program received continuing national recognition without conditions from its accrediting body, Association for Education of Childhood International (ACEI), in 2017. ACEI evaluators remarked: “It is clear that faculty review data and make decisions based on the data for strengthening the program and supporting improvement of candidates’ performance in knowledge, skills, and</p>

	<p>dispositions for learning to teach.” This program has a robust plan for assessment of learning with learning outcomes aligned with the standards of the Illinois Professional Teaching Standards (IPTTS), the Council for Accreditation of Educator Preparation: Elementary Teacher Preparation Standards (CAEP ETPS), the Interstate Teacher Assessment and Support Consortium Standards (InTASC) and the International Society for Technology in Education Standards (ISTE). EMED candidates <i>do</i> progress through the program as a cohort; candidates are tracked from entry in the program at the beginning of their junior year through graduation. Enrollment in the first required EMED course indicates that six cohorts, or a total of 75 candidates began the program during the academic years 2017-2018, 2018-2019, 2019- 2020. Of those 75 candidates, 73 graduated from the program in the planned two years. One candidate transferred into the Early Childhood Education program; one candidate, a recent immigrant from Venezuela, tried to complete the first semester courses three times but finally withdrew until her English comprehension and expression skills improved. Thus, the retention/ graduation rate for the baccalaureate program in Elementary Education was actually 97% for this period. At Olivet Nazarene, a local competitor for Elementary Education majors, graduation rate <i>in eight years</i> is 65.5%.</p> <p>Nationwide, the average graduation rate for first-time, full-time undergraduate Elementary Education majors is 35.8% <i>after four years</i> and 47.8% <i>after eight years</i> (collegefactual.com). 100% of the EMED graduates are employed 6 months after graduation.</p> <p>This program provides its students a variety of opportunities to engage in co-curricular activities related to the discipline. Candidates in the Elementary Education program are frequently engaged in co-curricular activities. Candidates regularly experience guest speakers in EMED 3333 Educational Linguistics (Topics: code-switching and differentiating instruction for ELLs), EDUC 3440 Educational Psychology II (Topics: classroom management; remote learning), EMED 4406 Teaching Social Studies in Elementary Grades (Topic: culturally relevant teaching), and EMED 4999 (Topics: racial equity in the classroom; job search/interviewing). Like other candidates for initial teaching licensure in Illinois, Elementary Education candidates participate in 100 hours of observation, co-teaching, and solo teaching in a number of area partner public schools with varied student populations to fulfill this field experience requirement. Elementary Education candidates also participate enthusiastically in projects through affiliation with the highly active Student Education Association and Kappa Delta Pi, the education honor society.</p> <p>Examples of these activities include such opportunities for growth as participating in live-streamed read-alouds of timely and topically significant children’s books (in March, Women’s History Month, such children’s books as <i>Under My Hijab</i> and <i>Kamala Harris: Rooted in Justice</i>); volunteering for the “Reading Showcase,” a reading competition for Pre-K through 1st grade students; attending presentations such as the “LGBTQ Awareness Workshop” led by GSU educators; joining community-focused activities such as blanket- making for local animal shelters, packing bags of staple foods for distribution to the homeless, and preparing/delivering “comfort kits” for hospitalized veterans.</p>
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	<p>The program has five tenure/tenure track professors, two lecturers, and on average three adjuncts per year. All EMED faculty have been engaged in research and creative activities during the review period for this report. These activities include: making regional and national conference presentations (28); writing small and large grants (2), peer-reviewed journal articles, book chapters, and books (17); serving as journal editor and editorial board members; and submitting a Fulbright Teaching Grant proposal.</p> <p>Review Decision of the <i>Cyclical Review Report</i> for the Bachelor of Arts in Elementary and Middle School Education: Program in Good Standing. Next review AY26.</p>
M.A. in Educational Administration	<p>The graduate program in Educational Administration currently has one focus area – Principal Leadership (EDAD PL). In February 2019, the program earned national accreditation through the Council for the Accreditation of Educator Preparation (CAEP). It is also fully recognized by the Illinois State Board of Education (ISBE) and their program is fully aligned to the National Education Leadership Preparation (NELP) standards. The program has a strong assessment plan, capturing student progress toward meeting outcomes, and student success on licensure exams. Feedback from their most recent CAEP accreditation report praised the program for collaborative assessments and use of data to make program improvements. The program uses a sequential benchmark process, a distributed series of Key Assessments, and data from state licensure exams to check student learning and inform program improvement. The program also uses data from a candidate exit survey to measure completor satisfaction. This program has a 90% retention rate.</p> <p>This program provides its students a variety of opportunities to engage in co-curricular activities related to the discipline. The program has joined the Chicago Principal Pipeline Project in which GSU students employed by CPS are eligible to apply for a unique mentoring program for aspiring principals in CPS. IN AY20 eight GSU EDAD students were accepted to the AY21 program. All students in the EDAD PL program engage in a rigorous, three- semester internship as prescribed by Illinois School Code, working under the supervision of a mentor principal. While enrolled in these capstone experiences the student seminars include guest presentations by members of the Illinois Principals Association to discuss school leadership job searches. Additionally, during these seminars students participate in workshops on preparing for the state licensure exam for the principalship.</p> <p>The program has four tenure/tenure track professors, and two full time lecturers. On average two adjuncts are used to teach courses throughout the academic year. During this reporting period the program's faculty members have published in five different national journals, earned two grants, and gave 22 different peer-reviewed presentations.</p> <p>Review Decision of the <i>Cyclical Review Report</i> for the Master of Educational Administration: Program in Good Standing. Next review AY26.</p>

<p>M.F.A. in Independent Film & Digital Imaging</p>	<p>The graduate program in Independent Film and Digital Imaging has a strong curriculum with a rigorous plan for assessment. The strength of this program was recognized in its most recent external peer review (Dec. 2020) with feedback that recognized the reputation of the program, “Governors State University has developed a standout graduate program in film and digital imaging. With its award-winning faculty and strong curriculum, the Independent Filmmaking and Digital Imaging MFA Program attracts a diverse and talented pool of candidates into its ranks. The addition of more industry standard equipment, the increase in access to lab computers and software and the construction of studio space recommended in this report will foster continued growth and relevance of the MFA program. The allocation of graduate teaching assistantships to improve the employability of MFA graduates in the educational market should also be implemented. Expanding investment in the IFDI MFA Program by adding an audio specialist and by increasing funding for travel and faculty projects will ensure that IFDI MFA Program faculty members provide a high-quality educational experience for its students. With this commitment and support, the Independent Filmmaking and Digital Imaging MFA Program will be poised to continue its crucial role to fulfill a critical need for diverse filmmakers and digital imaging specialists in the rapidly expanding film and digital media industry in Illinois.” This feedback underscores the need for additional resources as the program builds upon its successes. Despite the challenges, the program has a 78% retention rate, and continues to build on feedback from the National Association of Schools of Art and Design (NASAD) as it works toward seeking national accreditation.</p> <p>This program provides its students a variety of opportunities to engage in co-curricular activities related to the discipline. In the period under review, the program has hosted regular guest speakers, set up as many internships as it has students (internships are required), and offered a range of student creative activities, including required exhibitions of student photography from our Digital Imaging concentration. Three guest speakers engaged with our students during this reporting period, ranging from Peabody Award winning producers, leaders in Chicago Film Industry, and accomplished alumni of the program. Students screened their capstone films in several film festivals, and participated in internships and community work.</p> <p>The program has three tenure/tenure track professors, and one full time lecturer. On average five adjuncts are used to teach courses throughout the academic year. During this reporting period the program’s faculty members have prepared and presented or participated in 22 presentations, screenings, or exhibitions. They have also earned 8 grants during this reporting period.</p> <p>Review Decision of the <i>Cyclical Review Report</i> for the Master of Fine Arts in Independent Film and Digital Imaging: Program in Good Standing. Next review AY26.</p>
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<p>Ed.D. in Interdisciplinary Leadership</p>	<p>The graduate program in Interdisciplinary Leadership offers a core set of leadership courses that unify the three concentrations of Higher Education/ Not for Profit – Social Entrepreneurship/ School Superintendent. The Superintendent concentration leads to Licensure in Illinois and is fully recognized by the Illinois State Board of Education. In 2019, the program received recognition on TheBestSchools.org as it named GSU's Doctorate in Educational Administration degree programs among the top 50 in the US. The ranking is based on a mix of factors, including strength of faculty, academic excellence, and program reputation. It is an honor for this program and are looking to get more exposure as we grow our marketing outside the Chicagoland area. The program continues to be a space of diversity at GSU, bringing in strong numbers of male and female candidates, racial diversity within our candidates, and students with a variety of disabilities. Since the last review, in addition to the concentration coordinators, the program has installed a program director that is responsible for overseeing all three concentrations, marketing, course assignments, wrap-around programming, and other duties as assigned.</p> <p>This program provides its students a variety of opportunities to engage in co-curricular activities related to the discipline. At the beginning of each semester, all program participants are strongly encouraged to participate in program workshops including, but not limited to professional development, guest speakers, leadership growth opportunities, and workshops supporting graduate work and research. Students are also encouraged to participate in opportunities for conference presentations, grants, and publishing research with faculty support. Students meeting the criteria are also invited to participate with Kappa Delta Pi Educational Honor Society.</p> <p>The program has five tenure/tenure track professors, and one full time lecturer. On average eleven adjuncts are used to teach courses throughout the academic year. Please note, due to offering three unique concentrations for this doctoral program, when adjuncts are used, they are sharing their expertise as recognized experts within one of the three program concentrations. During this reporting period the program's faculty members have been actively engaged in scholarly activities resulting in over 40 articles published, earning four grants, and giving over 65 different peer-reviewed presentations.</p> <p>Review Decision of the <i>Cyclical Review Report</i> for the Doctorate (Ed.D.) in Interdisciplinary Leadership: Program in Good Standing. Next review AY26</p>
<p>B.A. in Media Studies</p>	<p>The undergraduate program in Media Studies is very strong with a retention rate of close to 90%. This program implemented an assessment plan (formal and informal) with outcomes-driven changes which were evidenced by program and course revisions, course additions, course realignments, and the systematic development of a program focused internship program. To support this work, the program coordinator developed foundational strategic course pathway documents to support faculty in meeting student progression through the <i>Media Industry and Production</i> and <i>Social Networking and Participatory Culture</i> concentrations. In FA19 Media Studies faculty began research, discussion with</p>

	<p>the division chair, and pre-planning in the form of identifying alignment to the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) outcomes and program outcomes through course assessment of MST 4991. Feedback from the external reviewer identified other elements the program should consider as they move toward earning national accreditation. Challenges to address include additional access to equipment and editing space and increase in faculty members to address the expanded curriculum.</p> <p>This program provides its students a variety of opportunities to engage in co-curricular activities related to the discipline. Through Internships the MST developed partnerships defined by a Memorandum of Understanding (MOU) with <i>external</i> internship sites: Hazel Crest TV (Village of Hazel Crest) starting in 2021; Big Shoulders Video Production, Chicago starting in 2018; and Shoulder Hill Entertainment, NY/LA starting in 2016. Additionally, students have completed internal internships through our Digital Learning and Media Center (DLMD) gaining experiences in auxiliary media production services, Sports Broadcasting, Southland Health and Wellness Hour podcasts, and through the Center for Community Media. Our students have also participated in state and national student media competitions such as submissions to Broadcast Educators Association Festival of Media in F19, and the National Association of Television Arts & Sciences (Midwest Chapter) student Emmy competition in Sp19 resulting in one award nomination. Through courses our students are exposed to guest speakers who are working professionals and since 2019 seven students have been awarded \$26,000 in scholarship from the Creative Arts Scholarship – Distinction in Media Arts.</p> <p>The program has two tenured professors, and on average three adjuncts are used to teach courses throughout the academic year. During this reporting period the two faculty members had four publications, 9 research presentations, 2 teaching presentations, won two research awards, one teaching/research award, earned a teaching fellowship, one internal grant and one external grant.</p> <p>Review Decision of the <i>Cyclical Review Report</i> for the Bachelor of Arts in Media Studies: Program in Good Standing for all review elements other than enrollment numbers and graduation rates. Next review will be a priority review Fall 2024.</p>
D.N.P in Nursing Practice	<p>The graduate program in the Doctorate of Nursing Practice (DNP) utilizes direct and indirect methods of assessment to determine successful attainment of program outcomes and student satisfaction with the DNP. Direct assessment includes course grades, papers, presentations and the signature assignment which is a capstone proposal and project, that requires the student to present a defense of both. The defense is evaluated and approved by the proposal/project committee chairperson members of the committee and department chairperson. Indirect measures of assessment include elements such as performance indicators Skyfactor Benchmark – an industry standard, alumni surveys, and student reflective evaluations. The program has been approved for candidacy by its national organization, Accreditation Commission for Education in Nursing (ACEN), and is preparing for an</p>

	<p>accreditation site visit in FA21. The program had a pre-pandemic average retention rate of 87%, and experienced a slight decrease in retention (73% FA21) due to family and job responsibilities during the pandemic for our students. The program has a 100% job placement rate for its graduates.</p> <p>This program provides its students a variety of opportunities to engage in co-curricular activities related to the discipline. The program faculty make use of guest speakers across other health professions for students to best understand the value of collaboration across disciplines within the field; they invite the Library Liaison to the health professions to their Policy, Power, and Politics in Nursing Leadership course for students to learn about legislation and policy related to health research. Additionally, the students in their Leadership Internship course develop an institutional/departmental change project that is mutually agreed upon between the preceptor (clinical site supervisor) and the student. The goal is to enhance or change some aspect of the organization that is assessed to be needed. All DNP program graduates are expected to prepare an article for publication as a part of the project completion for degree conferral.</p> <p>The program has four tenure/tenure track professors, and two full time lecturers. On average one adjunct is used to teach courses throughout the academic year. Two of four tenured professors have co-authored two publications and two others have co-authored genetic nursing case studies published in a multidisciplinary health textbook. Additionally, the program coordinator has published a textbook chapter, and one faculty member co-authored a publication which was also presented at the State of the Science Congress. That faculty member also received a grant from the National Cancer Institute.</p> <p>Review Decision of the <i>Cyclical Review Report</i> for the Doctor of Nursing Practice: Program in Good Standing. Next review AY26.</p>
<p>M.P.A. in Public Administration</p>	<p>The graduate program in the Public Administration (PADM) prepares students to serve effectively as citizens and as professional managers in the nonprofit, private, and administrative branches of American governments at all levels—federal, state, county, and local. The primary emphasis of the Program is to imbue the students with an understanding and respect for the normative, ethical, and political environment within which American public administration is conducted and with the ability to apply sound reasoning and critical thinking to develop viable solutions to problems within that environment. The MPA Program's basic approach is to provide rigorous professional education accessible to full-time working adults on a part-time basis. The Program assists lower and middle-level civil servants to achieve promotions to middle and upper-level positions. Often times the rigor of the program presents challenges to its students of which the majority are working full-time, making it difficult to pursue degree completion in a timely fashion.</p> <p>Pre-pandemic the three-year retention rate was around 60%, unfortunately the number of students returning FA20 decreased that 3-year average substantially to 40%. A typical student in the Program is a police officer who, as a result of obtaining the MPA, advances to Sergeant, Lieutenant, Captain, or Chief.</p>

	<p>About two-thirds of the alumni work in municipal governments. The others are divided among private industry, county, state, and federal employment. Many of the alumni are department heads, and at least six are currently serving as village managers. A few of our alumni are elected officials, and they hold positions of community leadership. The program is approved by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) and recently had its Annual Accreditation Maintenance Report accepted by the Commission on Peer Review and Accreditation (COPRA) from NASPAA.</p> <p>This program provides its students a variety of opportunities to engage in co-curricular activities related to the discipline. Through the NASPAA sponsored honor society, Pi Alpha Alpha, it has provided extensive extra-curricular programming under supervision of a Public Administration faculty member. Since 2016 Pi Alpha Alpha has sponsored over 50 community service projects that range from coat, toy, and voter drives to community document shredding events, food and supply giveaways, and community clean-up projects. They have hosted 5 fora, and led four panel discussions.</p> <p>The program has six tenure/tenure track professors, and on average uses one adjunct instructor. The PADM faculty members hold terminal degrees in Political Science, Public Administration, and Urban Planning. The faculty members have published 37 scholarly journal articles, presented at 23 conferences, and serve on multiple committees within the Division of Arts and Letters, College of Arts and Sciences, and University-wide committees.</p> <p>Review Decision of the <i>Cyclical Review Report</i> for the Masters of Public Administration: Program in Good Standing. Next review AY26.</p>
<p>B.A. in Theatre and Performance Studies</p>	<p>The undergraduate program in Theatre and Performance Studies is just completing its seventh year of existence. It is making progress in growing enrollment and has utilized its many theater productions over the years to bolster its enrollment numbers. Additionally, the program revised the curriculum to allow students greater course choice as well as more time in the selected area of specialization which include theory and practice, technical production, and history and criticism. The program has developed a process for program assessment which identifies courses aligned to program objectives and a plan for collecting data to demonstrate student mastery of those objectives. The external reviewer acknowledged that the curriculum is sound, but challenges to delivering it include inadequate dedicated space for course and production needs and inadequate staffing to consistently offer the technical production courses. This program offers on a three-year average, 129 credit hours of service courses, many of which come from students participating in the Theatre and Performance Studies minor. The three-year average for student retention is 67%. Student exit survey results underscore the need for strengthening the Technical Production specialization, as data indicate one contributing factor to lost students is lack of courses offered in the Technical Production specialization. The program faculty are working with the Division of Arts and Letters Chair and Dean of the College of Arts and Sciences to address this need.</p>

	<p>This program provides its students a variety of opportunities to engage in co-curricular activities related to the discipline. Student in the program have opportunities to participate in two mainstage productions each year. The program is particularly proud of the fact that the mission of these productions is to produce socially conscious art that engages the GSU community in dialogue about important issues, with a focus on storytelling as a necessary part of the human experience; the development of vital “soft” skills (e.g., oral communication/interpersonal skills, problem solving abilities, leadership skills, collaboration, self-confidence, and empathy) that can be applied to all programs of study and professions; and providing students with course and performance opportunities to work with arts professionals, such as guest directors and designers on mainstage productions and theater artists as adjuncts, to name several. Our students also participate in end-of-semester performance showcases, in student panels at the Illinois Communication and Theatre Association conference, a student improv club, and have opportunities to fill federal work study positions at the GSU Center for Performing Arts.</p> <p>The program has two tenured professors, and uses one to three adjunct faculty each year. Those two faculty members during this reporting period have produced 6 peer reviewed articles, one book chapter, two invited publications, 12 conference presentations, 3 invited presentations, directed three mainstage productions, completed 5 creative activities, gave one workshop, and completed one residency. In addition to these scholarly activities the TAPS faculty have assumed directing and costuming responsibilities for TAPS productions, each of which require dedicating a large block of time in addition to teaching and research activities. As was noted by the external reviewer for this program, this program can benefit by the addition of at least one more full-time faculty member. In particular, by hiring a full-time faculty member with expertise in technical production, it will strengthen the curricular offerings and increase the frequency of offering courses in the technical production specialization.</p> <p>Review Decision of the <i>Cyclical Review Report</i> for the Bachelor of Arts in Theatre and Performance Studies: Program. Next review – priority review Fall 2024.</p>
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IV. Summary of 2020-2021 Curricular Changes

The information below is a summary of curricular changes approved through the curricular review process during FY21.

2020-2021 Curricular Change Requests

2020-2021 Curricular Change Requests

Type	Program Name	College	Notification/ Approval
Change in Annual Listing Change in program selective courses	Bachelor of Science in Chemistry	Arts and Sciences	IBHE notified
Request for Reasonable and Moderate Extension (RME)	Center for Community Media	Arts and Sciences	IBHE approval needed (received 6/16/21)
Change in Annual Listing	Bachelor of Social Work	Health and Human Services	IBHE notified
Change in Annual Listing – Revision of Curriculum	Master in Occupational Therapy	Health and Human Services	IBHE notified and HLC – approval as decrease in hours at just under 25% (see attached HLC approval)
Revised Certificate with an Existing Major	Early Childhood Education Endorsement	College of Education	IBHE notified

V. 2020-2021 Report of Off Campus Programs

There were no new requests for external sites to HLC during AY21 as this AY institutions were operating under Covid-19 conditions. Most courses were delivered remotely with no direction instruction at off campus sites.

APPENDIX D: ILLINOIS STATE UNIVERSITY

Programs must miss the following thresholds for BOTH enrollments and completions to be flagged. Programs flagged in the previous report should not be included unless placed into Priority/Continued Review.												
Associate's Level: Enrollment: <25 majors Completion: <12 degrees conferred		Bachelor's Level: Enrollment: <40 majors Completion: <9 degrees conferred		Master's Level: Enrollment: <10 majors Completion: <5 degrees conferred		Doctoral Level: Enrollment: <10 majors Completion: <2 degrees conferred						
Name of Institution		Enrollments				Completions				Cost	Status*	Explanation for Status Chosen (please expand as necessary)
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	AY 2018	AY 2019	FAY 2020	3-Yr Avg			
<i>Bachelor's Level Programs</i>												
None to report												
<i>Master's Level Programs</i>												
None to report												
<i>Doctoral Level Programs</i>												
None to report												

*Status Options: 1. Sunset; 2. Consolidation 3. Redesign; 4a. Justification-Good Standing/Review in ___ Years; 4b. Strong Institutional Justification and No Further Action; 5. Priority/Continued Review

APPENDIX E: NORTHEASTERN ILLINOIS UNIVERSITY

Programs must miss the following thresholds for BOTH enrollments and completions to be flagged. Programs flagged in the previous report should not be included unless placed into Priority/Continued Review.												
Associate's Level: Enrollment: <25 majors Completion: <12 degrees conferred		Bachelor's Level: Enrollment: <40 majors Completion: <9 degrees conferred				Master's Level: Enrollment: <10 majors Completion: <5 degrees conferred				Doctoral Level: Enrollment: <10 majors Completion: <2 degrees conferred		
Name of Institution		Enrollments					Completions			Cost per credit hour	Status *	Explanation for Status Chosen (please expand as necessary)
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	AY 2018	AY 2019	FAY 2020	3-Yr Avg			
<i>Bachelor's Level Programs</i>												
450201	BA Anthropology	22	20	19	20	11	7	5	8	\$343	3	Adding online modality/4 yr review
400601	BS Earth Science	28	20	13	20	6	0	8	7	\$360	3	Curricular changes/4 year review
30103	BS Environmental Studies	14	13	18	15	2	4	2	3	\$265	4b	Central to general education
450701	BA Geography	18	13	9	13	9	7	4	7	\$225	5	
302001	BA Global Studies	20	15	14	16	1	4	3	3	<u>\$343</u>	5	
502099	BA Latina/o & Latin American Studie	16	11	10	12	6	2	1	3	\$86	5	
<i>Master's Level Programs</i>												
130301	MS in Instruction in Language Arts			1	1	1			1		1	
131203	MAT in Middle Level Education	3	8	9	7	1	0	0	1	\$102	5	Priority review
50299	MA in Inner City Studies	21	17	4	14	19	10	5	11		3	redesigned and named Urban Community Studies
<i>Doctoral Level Programs</i>												



2020 Northern Illinois University's Low-Producing Programs Report

November 5, 2021

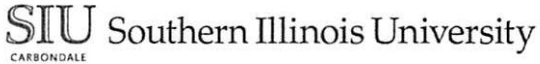
Contact: Gregory P. Barker, Executive Director for Institutional Research and Analytics

gbarker1@niu.edu

Northern Illinois University (NIU) monitors programs on a regular basis to ensure that programs are well-aligned with our mission and that students are offered an array of programs that best meet their needs. Per the request of the Illinois Board of Higher Education (IBHE) all programs with low average enrollments and/or low average number of degrees conferred over the previous three year are listed in Tab 2: (1) three year averages for enrollments and degrees conferred, (2) cost per credit hour for FY 2020, and (3) current program status. In addition, NIU routinely reviews programs at the department level and initiates elimination of programs as needed. Tab 3 presents a list of NIU's a list of deleted programs, minors, concentrations, specializations, emphases, and certificates for the past three years.

Programs must miss the following thresholds for BOTH enrollments and completions to be flagged. Programs flagged in the previous report should not be included unless placed into Priority/Continued Review.												
Associate's Level: Enrollment: <25 majors Completion: <12 degrees conferred		Bachelor's Level: Enrollment: <40 majors Completion: <9 degrees conferred			Master's Level: Enrollment: <10 majors Completion: <5 degrees conferred				Doctoral Level: Enrollment: <10 majors Completion: <2 degrees conferred			
Name of Institution		Enrollments				Completions				Cost	Status*	Explanation for Status Chosen (please expand as necessary)
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	Fall 2018	Fall 2019	FY 2020	3-Yr Avg			
<i>Bachelor's Level Programs</i>												
16.0501	BA German	7	8	4	6.3	3	1	2	2.0	206	Sunset	
16.0901	BA French	15	15	14	14.7	4	5	3	4.0	206	Sunset	

50.0703	BA Art History	15	12	10	12.3	1	4	6	3.7	432	Continued Review	Review begun, will continue with input from accrediting body, NASAD. Accreditor's visit delayed due to Covid 19. Visit rescheduled for Spring 2022.
30.9999	BS Applied Management	5	3	23	10.3	4	1	6	3.7	219	Redesign	Priority review completed 2019-2020 and redesign has begun.
<i>Master's Level Programs</i>												
13.1202	MSEd Elementary Education	0	0	0	0.0	0	0	0	0.0	N/A	Sunset	Cost is N/A as no students are currently in program.
13.0901	MSEd Foundations of Education	0	0	0	0.0	1	0	0	0.3	N/A	Sunset	Cost is N/A as no students are currently in program.
13.1399	MS Teaching	1	1	0	0.7	3	1	1	1.7	438	Sunset	
45.0601	MA Economics	4	4	6	4.7	5	8	4	5.7	292	Justification/No Further Action Needed	Students do not generally take this as a stand-alone program but earn the M.A. while progressing to the Ph.D. in Economics.
16.0901	MS Foreign Language (French)	0	0	0	0.0	0	0	0	0.0	N/A	Sunset	Cost is N/A as no students are currently in program.
<i>Doctoral Level Programs</i>												
40.0601	PhD Geology	5	8	7	6.7	1	1	0	0.7	453	Redesign	The Department has approved of a merger with the Department of Geography and Atmospheric Sciences into a new unit called the Department of Earth, Atmosphere, and Environment. They are planning to revise the Ph.D. to reflect the change. The program will be reviewed in three years.



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NOVEMBER 4, 2021

MEMORANDUM

TO: Daniel F. Mahony
President

THROUGH: Austin A. Lane
Chancellor

FROM: Meera Komarraju
Provost and Vice Chancellor for Academic Affairs

SUBJECT: FY2021 Low-Producing Programs Report

Attached is the FY2021 Low-Producing Programs Report from SIUC. The data presented was obtained from Institutional Research and is publicly available (<https://irs.siu.edu/interactive-factbook/>). The metrics are established by IBHE. This report is submitted annually to your office as part of a system report that includes a similar report from SIUE.

MK/jl

Attachments

cc: Lizette Chevalier, Associate Provost for Academic Programs

SIU.EDU

Programs must miss the following thresholds for **BOTH** enrollments and completions to be flagged.
Programs flagged in the previous report should not be included unless placed into Priority/Continued Review.

Associate's Level:		Bachelor's Level:				Master's Level:				Doctoral Level:		
Enrollment: <25 majors		Enrollment: <40 majors				Enrollment: <10 majors				Enrollment: <10 majors		
Completion: <12 degrees conferred		Completion: <9 degrees confer				Completion: <5 degrees conferred				Completion: <2 degrees conferred		
Name of Institution		Enrollments				Completions				Cost	Status*	Explanation for Status Chosen (please expand as necessary)
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	AY 2018	AY 2019	AY 2020	3-Yr Avg			
Bachelor's Level Programs												
05.0201	B.A. in Africana Studies	12	6	2	6.7	2	3	5	3.3	1.18	4b, 5	Continued Review; last review was in 2020-21
13.1306	B.S. in French	1	0	0	0.3	0	0	0	0	0.079	1	Enrollment Suspended
40.0601	B.A./B.S. in Geology	28	29	25	27.3	14	7	4	8.3	1.73	5	Priority Review
13.1306	B.S. in German Studies	4	4	3	3.7	0	1	0	0.3	0.079	5	Priority Review
38.0101	B.A. in Philosophy	10	11	12	11	1	3	4	2.6	0.76	5	Priority Review; last reviewed in 2020-21
13.1314	B.S. in Physical Education Teacher Education	3	1	0	1.3	3	2	1	2	1.13	1	Enrollment Suspended
40.0801	B.S. in Physics	23	24	16	21	9	1	7	5.7	0.5	5	Priority Review
26.0301	B.A./B.S. in Plant Biology	25	26	20	23.6	4	5	10	6.3	0.81	5	Priority Review
13.1307	B.S. in Public Health	22	10	13	15	8	8	7	7.7	1.13	5	Priority Review
51.2399	B.S. in Rehabilitation Services	23	19	15	19	13	6	6	8.3	0.99	5	Priority Review
13.1306	B.S. in Spanish	6	3	6	5	3	2	1	2	0.079	5	Priority Review
24.0101	B.A./B.S. in University Studies	10	16	21	15.6	9	4	9	7.3	0.89	4b	Programs enable degree completion which is part of the institution's mission and values.
Master's Level Programs												
30.0601	P.S.M. in Advanced Energy and Fuels Management	0	1	1	0.7	1	0	0	0.3	n/a	1	Enrollment Suspended
01.0901	M.S. in Animal Science	6	5	7	6	4	3	3	3.3	1.6	5	Priority Review

50.0703	M.A. in Art History and Visual Culture	0	0	0	0	0	0	0	0	1.19	1	Enrollment Suspended
26.0101	M.S. in Biological Sciences	6	11	14	10.3	6	4	1	3.7	1.35	5	Priority Review
14.0501	M.E./M.S. in Biomedical Engineering	3	3	5	3.7	2	1	0	1	1.75	5	Continued Review; M.E. was reinstated in 2021. A review will be conducted in 2024-25 for both programs.
09.0102	M.F.A. in Mass Communication and Media Arts	9	9	9	9	5	1	2	2.7	1.3	5	Priority Review
13.1299	M.S. in Mathematics and Science Education	0	0	0	0	0	0	0	0	1.54	1	Enrollment Suspended
09.0102	M.A. Media Theory and Research	4	5	3	4	1	1	1	1	1.3	5	Priority Review
13.1001	M.S.Ed. in Special Education	2	1	0	1	0	1	1	0.7	1.18	1	Enrollment Suspended
30.9999	M.S. in Supply Chain Management	0	0	0	0	0	0	0	0	n/a	1	Enrollment Suspended
<i>Doctoral Level Programs</i>												
13.1101	Ph.D. in Education - Counselor Education	6	5	4	5	1	0	1	0.7	1.64	1	Enrollment Suspended
45.0102	Ph.D. in Education - Quantitative Methods	3	1	1	1.7	1	3	0	1.3	1.38	1	Enrollment Suspended
13.1001	Ph.D. in Education - Special Education	3	2	2	2.3	0	1	0	0.3	1.38	1	Enrollment Suspended
40.0601	Ph.D. in Geology/Geosciences	8	8	8	8	1	2	0	1	1.14	5	Priority Review

*Status Options: 1. Sunset; 2. Consolidation 3. Redesign; 4a. Justification-Good Standing/Review in __ Years; 4b. Strong Institutional Justification and No Further Action; 5. Priority/Continued Review

UNDERGRADUATE PROGRAMS

Low producing criteria Enrollment: < 40 majors

Completion: < 9 degrees conferred

COLLEGE: Liberal Arts Major: Africana Studies Degree: B.A.

School/Dept: Africana Studies CIP: 05.0201

	Enrollments				Completions			
	Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
Primary Major	10	3	1	4.7	1	3	4	2.7
Secondary Major	2	3	1	2	1	0	1	0.6

The B.A. in Africana Studies underwent program review this last cycle. There have been three new tenure/tenure-track hires with cross-appointments with other programs. Under re-organization, the program is now within the School of Africana and Multicultural Studies. The Department Chair is working with faculty to develop a strategic plan that will identify ways to increase enrollment and opportunities for students.

Action: Strong Institutional Justification with Continued Review

COLLEGE: Education Major: French Degree: B.S.

CIP: 13.1306

Enrollments				Completions			
Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
1	0	0	0.3	0	0	0	0

Enrollment is suspended. Action: Sunset

COLLEGE: Agricultural, Life, and Physical Sciences Major: Geology

Degree: B.A./B.S.

School/Dept: Earth Systems and Sustainability CIP: 40.0601

		Enrollments				Completions			
		Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
Primary Major	BA	2	4	2	2.7	1	0	2	1
Primary Major	BS	25	24	23	24	13	7	2	7.3
Secondary Major		1	1	0	0.6	0	0	0	0

The Department of Geology merged with the Department of Geography and Environmental Resources to form the School of Earth Systems and Sustainability. The School is in the new College of Agricultural, Life, and Physical Sciences. New marketing strategies are in place to increase the visibility and enrollment in the program.

Action: Priority Review

COLLEGE: Education Major: German Studies Degree: B.S.

CIP: 13.1306

COLLEGE: Liberal Arts

Major: Languages, Cultures, and International Studies Degree: B.A. Specialization in German-Teacher Education

CIP: 16.0101

		Enrollments				Completions			
		Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
German Studies	BS	4	4	3	3.7	0	1	0	0.3
LCIS Spec. German-Teacher Ed	BA	0	0	0	0	0	0	0	0
LCIS Spec. German	BA	9	9	9	9	5	2	4	3.7

The B.S. in German Studies (Teacher Education) is offered through the School of Education. The B.A. in Languages, Cultures, and International Studies (LCIS) offer language programs as specializations in order for the B.A. degree to meet IBHE metrics. For students studying German in the College of Liberal Arts, the specialization for the B.A. in LCIS can be German or German-Teacher Ed.

With both pathways combined for students majoring in German teaching, the enrollment is below the low-producing metrics. Combined with the B.A. LCIS specialization in German, the numbers are still low.

Action: Priority Review

COLLEGE: Liberal Arts Major: Philosophy Degree: B.A. School/Dept: Philosophy CIP: 38.0101

	Enrollments				Completions			
	Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
Primary Major	10	8	9	9	1	3	3	2.3
Secondary Major	0	3	3	2	0	0	1	0.3

A program review was conducted in 2020-21 of the programs in Philosophy (B.A., M.A., Ph.D.). The Department of Philosophy merged with the Department of History to form the School of History and Philosophy. The School is in the College of Liberal Arts. The School has been asked to conduct a priority review of the undergraduate programs that will address low enrollment. In addition, new marketing strategies are in place to increase the visibility and enrollment in Philosophy.

Action: Priority Review

COLLEGE: Health and Human Sciences Major: Physical Education Teacher Education Degree: B.S. School/Dept: Human Sciences CIP: 13.1314

Enrollments				Completions			
Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
3	1	0	1.3	3	2	1	2

Enrollment is suspended. Action: Sunset

COLLEGE: Agricultural, Life, and Physical Sciences Major: Physics
Degree: B.S. School/Dept: Physics CIP: 40.0801

Enrollments				Completions			
Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
23	24	16	21	9	1	7	5.7

As part of the campus reorganization, the Department of Physics has been redefined as the School of Physics and Applied Physics. The School resides in the new College of Agricultural, Life, and Physical Sciences. New marketing strategies are in place to increase the visibility and enrollment in the program.

The program is planning to submit two RMEs this year: add a specialization in Quantum Information; add an accelerated master's program. The program faculty note that these areas have the potential to increase enrollment.

Action: Priority Review

COLLEGE: Agricultural, Life, and Physical Sciences Major: Plant Biology
Degree: B.A./B.S.
School/Dept: Biological Sciences CIP: 26.0301

	Enrollments				Completions			
	Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
BA	4	1	0	1.6	0	1	1	0.6
BS	21	25	20	22	4	4	9	5.7

Combining the B.A. and the B.S. degrees in Plant Biology still leads to low-producing metrics. The programs underwent a program review in 2019-20. In addition, the program moved from the Department of Plant Biology to the School of Biological Sciences. This school merged previous departments of plant biology, microbiology, and zoology with the biological science programs and joint programs with the School of Medicine. It is anticipated that the new school will promote collaboration and synergy. There is preliminary discussion on a proposal to move the low-producing plant biology undergraduate degrees to a specialization in the B.S. in Biological Sciences. New marketing strategies are in place to increase the visibility and enrollment in the program.

Action: Priority Review

COLLEGE: Health and Human Sciences Major: Public Health

Degree: B.S.

School/Dept: Human Sciences CIP: 13.1307

Enrollments				Completions			
Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
22	10	13	15	8	8	7	7.7

The B.S. in Public Health was reviewed in 2018-19. The degree name was changed in 2017 from Health Education to Public Health to better align the program with current trends in employment and academics. In the re-organization of SIUC, this program has moved from the Department of Health and Recreation Professions into the School of Human Sciences. New marketing strategies are in place to increase the visibility and enrollment in the program.

Action: Priority Review

COLLEGE: Health and Human Sciences Major: Rehabilitation Services Degree: B.S.

School/Dept: Health Sciences CIP: 51.2399

	Enrollments				Completions			
	Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
Primary Major	23	19	15	19	12	5	6	7.7
Secondary Major	0	0	0	0	1	1	0	0.6

As part of campus reorganization, this program now resides in the School of Health Sciences in the College of Health and Human Sciences. The enrollment and graduation rates have been declining in this program.

Action: Priority Review

COLLEGE: Education Major: Spanish Degree: B.S.
CIP: 13.1306

COLLEGE: Liberal Arts

Major: Languages, Cultures, and International Studies Degree: B.A. Specialization in Spanish-Teacher Education
CIP: 16.0101

		Enrollments				Completions			
		Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
Spanish	BS	4	3	6	4.3	1	1	1	1
LCIS Spec. Spanish-Teacher Ed	BA	2	0	0	0.7	0	1	0	0.3
Spanish*	BA	0	0	0	0	2	0	0	0.7
LCIS Spec. in Spanish	BA	10	5	3	6.0	6	6	5	5.7

*The B.A. in Spanish offered through COLA was discontinued in 2014 and moved to a specialization under LCIS. The graduates in FY 2018 represent the teach-out of the program.

The B.S. in Spanish (Teacher Education) is offered through the School of Education. The B.A. in Languages, Cultures, and International Studies (LCIS) offer language programs as specializations in order for the B.A. degree to meet IBHE metrics. For students studying Spanish in the College of Liberal Arts, the specialization for the B.A. in LCIS can be Spanish or Spanish-Teacher Ed.

With both pathways combined for students majoring in Spanish teaching, the enrollment is below the low-producing metrics. Combined with the B.A. LCIS specialization in Spanish, the numbers are still low.

Action: Priority Review

COLLEGE: Liberal Arts Major: University Studies Degree: B.A./B.S. School/Dept: College level CIP: 24.0101

	Enrollments				Completions			
	Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
BA	10	15	21	15.3	8	0	4	4
BS	0	1	0	0.3	0	0	0	0
Secondary Major	0	0	0	0	1	4	5	3.3

These programs enable a pathway for students to complete their degree. This is part of the institution's mission and values.

Action: Strong Institutional Justification and No Further Action

GRADUATE PROGRAMS

Enrollment < 10 majors Completion: < 5 degrees conferred

COLLEGE: Engineering

Major: Advanced Energy and Fuels Management Degree: P.S.M.

School/Dept: Mechanical, Aerospace, and Materials Engineering CIP: 30.0601

Enrollments			Completions				
Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
0	1	1	0.7	1	0	0	0.3

Enrollment in the program has been suspended. Action: Priority Review

COLLEGE: Agricultural, Life, and Physical Sciences Major: Animal Science

Degree: M.S.

School/Dept: Agricultural Sciences CIP: 01.0901

Enrollments			Completions				
Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
6	5	7	6	4	3	3	3.3

The Animal Science programs underwent program review this cycle. The Director of the School of Agricultural Sciences has assigned a faculty member with the task of conducting a priority review of the M.S. program that targets strategies for increasing enrollment. Action: Priority Review

COLLEGE: Arts and Media

Major: Art History and Visual Culture Degree: M.A.

School/Dept: Art and Design CIP: 50.0703

Enrollments			Completions				
Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
0	0	0	0	0	0	0	0

Enrollment is suspended. Action: Sunset

COLLEGE: Engineering, Computing, Technology, and Mathematics Major: Biomedical Engineering

Degree: M.E./M.S.

School/Dept: Electrical, Computer, and Biomedical Engineering CIP: 14.0501

Enrollments				Completions			
Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
3	3	5	3.7	2	1	0	1

The program was reviewed in 2019-20. Since that time and since the last LLP report, the M.S. in Biomedical Engineering has moved from being offered at the College level to a degree program in the newly formed School of Electrical, Computer, and Biomedical Engineering. In addition, the undergraduate specialization in biomedical engineering that was previously offered under the B.S. in Electrical Engineering has been approved as a stand-alone B.S. degree in Biomedical Engineering. New faculty hires in the area will promote activities in both teaching and research. However, enrollment in the programs still lag.

The enrollment in the M.E. in Biomedical Sciences was suspended in 2018 but reinstated in 2021 at the request of the College and School.

Action: Priority review

COLLEGE: Arts and Media

Major: Mass Communication and Media Arts Degree: M.F.A.

School/Dept: College level CIP: 90.102

Enrollments				Completions			
Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
	9	9	9	5	1	2	2.7

The M.F.A. program was previously offered at the college level in the College of Mass Communication and Media Arts. After campus re-organization, the program is now at the college-level in the College of Arts and Media. An RME is under review to move the program as well as the Ph.D. in Mass Communication and Media Arts to the School of Media Arts. By placing the program in a School, the intent is to promote the visibility and student interest in the programs. The faculty have re-envisioned the curriculum and are considering whether to rename the program to an M.F.A. in Interdisciplinary Media Art. The program is accredited by NASAD.

Action: Priority Review

COLLEGE: School of Education

Major: Mathematics and Science Education Degree: M.S.

CIP: 13.1299

Enrollments				Completions			
Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
0	0	0	0	0	0	0	0

Enrollment is suspended. Action: Sunset

COLLEGE: Arts and Media

Major: Media Theory and Research Degree: M.A.

School/Dept: College level CIP: 09.0102

Enrollments				Completions			
Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
4	5	3	4	1	1	1	1

The program was scheduled for a program review this cycle, but was granted an extension. The self- study report should address strategies to improve low enrollment. As with the M.F.A. in Mass Communications and Media Arts, there is an RME under development to move this college-level program to the School of Media Arts.

Action: Priority Review

COLLEGE: School of Education Major: Special Education Degree: M.S.Ed.

CIP: 13.1001

Enrollments			Completions				
Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
2	1	0	1	0	1	1	0.7

Enrollment is suspended. Action: Sunset

COLLEGE: Engineering, Computing, Technology, and Mathematics/College of Business and Analytics Major:
Supply Chain Management and Engineering

Degree: M.S.

School/Dept: Applied Engineering and Technology/Management and Marketing CIP: 30.9999

Enrollments			Completions				
Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
0	0	0	0	0	0	0	0

Enrollment is suspended. Action: Sunset

DOCTORAL PROGRAMS

Enrollment < 10 majors Completion: < 2 degrees conferred

COLLEGE: School of Education

Major: Education: Counselor Education Degree: Ph.D.

CIP: 13.1101

Enrollments				Completions			
Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
6	5	4	5	1	0	1	0.7

Enrollment is suspended. Action: Sunset

COLLEGE: School of Education

Major: Education: Quantitative Methods Degree: Ph.D.

CIP: 45.0102

Enrollments				Completions			
Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
3	1	1	1.7	1	3	0	1.3

Enrollment is suspended. Action: Sunset

COLLEGE: School of Education Major: Education: Special Education Degree: Ph.D.
CIP: 13.1001

Enrollments				Completions			
Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg
3	2	2	2.3	0	1	0	0.3

Enrollment is suspended. Action: Sunset

COLLEGE: Agricultural, Life, and Physical Sciences Major: Geology/Geosciences
Degree: Ph.D.
School/Dept: Earth Systems and Sustainability CIP: 40.0601

	Enrollments				Completions			
	Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3- Yr Avg
Geology	1	1	1	1	0	0	0	0
Geosciences	7	7	7	7	1	2	0	1

The degree program changed from a Ph.D. in Geology to Geosciences in 2011. There is one student remaining in the Ph.D. in Geology program that is included in the enrollment data. The Department of Geology merged with the Department of Geography and Environmental Resources to form the School of Earth Systems and Sustainability. New marketing strategies are in place to increase the visibility and enrollment in the program.

Action: Priority Review

COST STUDY INFORMATION

The comparison of cost study data below utilized the State Normative data (4-Digit CIP Code: SIUC vs All 13 State Institutions) for the yearly Unit Cost Study. The data below reflects the totals for fiscal year 2019.

Department	FR/SO	JR/SR	MStr	PhD	Total Instruction	Organized Research	Public-Serv	Total All
Africana Studies (Black American Studies)	0.94	1.20	1.33	0.70	1.11	0.81	4.35	1.18
French/German Studies/Spanish/ Mathematics and Science Education (Curriculum and Instruction)	0.89	1.00	1.46	0.92	1.01	0.00	0.35	0.93
Geology/Geosciences (Geology)	2.12	1.59	1.54	1.17	1.56	5.56	0.00	1.79
Philosophy	0.62	0.76	2.46	1.09	0.81	0.00	6.32	0.91
Physical Education Teacher Education/Public Health (Health Care Professions)	0.89	0.83	0.78	0.11	0.82	1.16	1.07	0.84
Physics	1.26	0.39	1.84	0.86	0.68	2.85	3.50	0.88
Plant Biology	0.92	0.98	0.80	0.84	0.93	0.74	0.00	0.88
Rehabilitation Services/ Education - Counselor Education (Rehabilitation Institute)	0.64	0.96	0.74	1.75	0.89	1.23	1.72	0.95
University Studies (Liberal Arts)	1.03	1.02	1.46	0.85	1.05	1.09	4.08	1.11
Animal Science (Animal Science, Food and Nutrition)	1.21	0.95	1.37	1.31	1.03	0.78	0.26	0.89
Art History and Visual Culture (Art)	1.08	1.10	1.57	2.26	1.19	0.05	2.54	1.18
Biological Sciences (Science)	0.99	0.84	1.27	1.08	0.96	1.37	2.04	1.00
Biomedical Engineering (Electrical Engineering)	1.88	1.25	2.14	1.28	1.42	0.72	0.21	1.36
Mass Communication and Media Arts/Media Theory and	1.18	1.07	1.36	1.06	1.11	2.51	0.79	1.05

Research (Mass Communication and Media Arts)								
Special Education/ Education - Quantitative Methods/Education - Special Education (Educational Psychology)	2.95	1.13	1.29	1.26	1.25	0.00	0.08	0.76

I. NEW, CONSOLIDATED, AND CLOSED PROGRAMS**NEW PROGRAMS**

CIP Code 14.0801 Post-Bacc Certificate in Water Engineering	2.04.21 - System CIP Code
14.0801 Post-Bacc Certificate in Transportation Engineering	2.04.21 - System CIP Code
44.0401 Post-Bacc Certificate in Professional Leadership Strategies	6.22.21 - System CIP Code 44.0701
Post-Master's Certificate in Social Work	6.07.21 - System

ELIMINATED PROGRAMS

B.S. in Middle Level Education
 Post-Master's Certificate in Literacy Specialist
 M.S.Ed. in Literacy Education

II. LOW PRODUCING PROGRAMS

SIUE has programs meeting the criteria for low-producing programs. 1 is at the baccalaureate level and 1 is at the master's level.

BACHELORS PROGRAMS**Economics CIP 45.0601**

	Fall 18	Fall 19	Fall 20	3-yr Average
Enrollment	29	36	28	31

	2017-2018	2018-2019	2019-2020	3-yr Average
Completions	8	8	8	8.3

Status: Justification-Good Standing/Review in 5 years

Students interested in Economics can major in Business Administration with specialization in Economics or pursue an Economics major, housed in the College of Arts and Sciences, which, however, is managed by the Business faculty and utilizes their resources. Some students who declare Economics as a major in CAS eventually move on to complete the Economics specialization in the BSBA degree, and there are also students who double major with Business. As such, the 31 students on average must be considered in the context of the Economics specialization in Business since courses and faculty are the same. The graduation data still does not indicate an upward trend. The program recognizes this challenge and has committed to develop strategies to attract students by communicating the differences in job outlooks and the unique analytical and multi-disciplinary skills that a degree in economics can bring for future professional success. Additionally, the program just underwent an internal program review in 2019-2020, and will be working on implementing the recommendations of the review, including streamlining and further fine-tuning the curriculum in order to make its focus on competencies related to job outcomes that will appear appealing to potential students interested in

pursuing economics as a major. Additionally, the program is going to focus on increasing recruiting efforts outside the University and into local and regional high schools. Because the faculty and courses share two academic schools/colleges and multiple programs, we are confident in this program's viability. We will continue to find ways to improve timely graduation.

Cost: In FY20 the Economics program had expenses of \$857,074 and delivered 5,956 undergraduate credit hours at a cost of \$343,538 and 708 graduate credit hours.

MASTERS PROGRAMS

Environmental Science Management (PSM) CIP 03.0199

	Fall 18	Fall 19	Fall 20	3-yr Average
Enrollment	3	3	1	2.3

	2017-2018	2018-2019	2019-2020	3-yr Average
Completions	1	0	0	.3

Status: Priority Review

The program underwent interim review in 2019-2020, addressing progress made since the last program review cycle. The program has recognized that there has been increased support for graduate students through assistantships, some of which assist faculty in delivering course instruction at the undergraduate level. Others are supported by internal and external faculty grants. Faculty explain low completion as a result of students taking on full-time employment while pursuing the degree or dropping out entirely to do so. Additionally, the capstone course is capped at 5 students because of internship site agreements. They have acknowledged the low number of enrolled students, have proposed and are implementing curriculum changes to improve the retention of graduate students through improved mentoring and research and more internship opportunities. The Dean will work with the faculty to secure additional internship opportunities.

Cost: The Department of Environmental Sciences expenses for FY 20 was \$518,409, generating 1,176 student credit hours. Of these hours, 443 were at the graduate level, with a cost of 118,626.* Environmental Science Management PSM courses are generally shared with other programs such as Environmental Sciences and the MBA program. Nevertheless, SIUE recognizes the need to strengthen the program.

**The Department of Environmental Sciences was formed in FY 17. It houses three programs, including a master's in integrative studies in environmental management, the PSM and an undergraduate degree. The departmental expenses included in this cost report cover all three programs and the graduate credits reflect the two graduate degrees combined.*

Programs must miss the following thresholds for BOTH enrollments and completions to be flagged.											Programs flagged in the previous report should not be included unless placed		
into Priority/Continued Review.													
Associate's Level: Enrollment: <25 majors Completion: <12 degrees conferred		Bachelor's Level: Enrollment: <40 majors Completion: <9 degrees confer			Master's Level: Enrollment: <10 majors Completion: <5 degrees conferr			Doctoral Level: Enrollment: <10 majors Completion: <2 degrees conferred					
Southern Illinois University Edwardsvill		Enrollments				Completions				Cost	Status*	Explanation for Status Chosen (please expand as necessary)	
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	AY 2018	AY 2019	FAY 2020	3-Yr Avg				
<i>Bachelor's Level Programs</i>													
45.0601	B.S/B.A. in Economics	2 9	3 6	2 8	3 1	8	8	8	8. 3	In FY20 the Economics program had expenses of \$857,074 and delivered 5,956 undergraduate credit hours at a cost of \$343,538 and 708 graduate credit hours.	Justification-Good Standing/Review in 5 years	Students interested in Economics can major in Business Administration with specialization in Economics or pursue an Economics major, housed in the College of Arts and Sciences, which is managed by the Business faculty and utilizes their resources. Some students who declare Economics as a major in CAS eventually move on to complete the Economics specialization in the BSBA degree, and there are also students who double major with Business. As such, the 31 students on average must be considered in the context of the Economics specialization in Business since courses and faculty are the same. The graduation data still does not indicate an upward trend. The program recognizes this challenge and has committed to develop strategies to attract students by communicating the differences in job outlooks and the unique analytical and multi-disciplinary skills that a degree in economics can bring for future professional success. Additionally, the program just underwent an internal program review in 2019-2020, and will be working on implementing the recommendations of the review, including streamlining and further fine-tuning the curriculum in order to make its focus on competencies related to job outcomes that will appear appealing to potential students interested in pursuing economics as a major. Additionally, the program is going to focus on increasing recruiting efforts outside the University and into local and regional high schools. Because the faculty and courses share two academic schools/colleges and multiple programs, we are confident in this program's viability. We will continue to find ways to improve timely	

Master's Level Programs												
.0199	Environmental Science Management (PSM)	3	3	1	2. 3	1	0	0	0. 3	The Department of Environmental Sciences expenses for FY 20 was \$518,409, generating 1,176 student credit hours. Of these hours, 443 were at the graduate level, with a cost of 118,626.* Environmental Science Management PSM courses are generally shared with other programs such as Environmental Sciences and the MBA program. Nevertheless, SIUE recognizes the need to strengthen the program. *The Department of Environmental Sciences was formed in FY 17. It houses three programs, including a master's in integrative studies in environmental management, the PSM and an undergraduate degree. The departmental expenses included in this cost report cover all three programs and the graduate credits reflect the two graduate degrees	Priority Review	<p>The program underwent interim review in 2019-2020, addressing progress made since the last program review cycle. The program has recognized that there has been increased support for graduate students through assistantships, some of which assist faculty in delivering course instruction at the undergraduate level. Others are supported by internal and external faculty grants. Faculty explain low completion as a result of students taking on full-time employment while pursuing the degree or dropping out entirely to do so. Additionally, the capstone course is capped at 5 students because of internship site agreements. They have acknowledged the low number of enrolled students, have proposed and are implementing curriculum changes to improve the retention of graduate students through improved mentoring and research and more internship opportunities. The Dean will work with the faculty to secure additional internship opportunities.</p> <p>Cost: The Department of Environmental Sciences expenses for FY 20 was \$518,409, generating 1,176 student credit hours. Of these hours, 443 were at the graduate level, with a cost of 118,626.* Environmental Science Management PSM courses are generally shared with other programs such as Environmental Sciences and the MBA program. Nevertheless, SIUE recognizes the need to strengthen the program.</p>
Doctoral Level Programs												

*Status Options: 1. Sunset; 2. Consolidation 3. Redesign; 4a. Justification-Good Standing/Review in Years; 4b. Strong Institutional Justification and No Further Action; 5. Priority/Continued Review

Report on New, Consolidated, and Closed Programs

Reported as of July 1, 2020 through June 30, 2021

Level	New	Consolidated	Closed
Bachelor's	<ul style="list-style-type: none"> • BA in Liberal Arts and Sciences, Major in Applied Psychology* • BS in Liberal Arts and Sciences, Major in Psychology* • BS in Computer Science and Design* • BS in Computer Science and Linguistics • BS in Data Science • BS in Pharmaceutical Sciences 	None	<ul style="list-style-type: none"> • BA in Liberal Arts and Sciences, Major in Psychology¹
Master's	<ul style="list-style-type: none"> • MFA in Art* 	<ul style="list-style-type: none"> • MFA in Moving Image² • MFA in New Media Arts² • MFA in Photography² • MFA in Studio Arts² 	<ul style="list-style-type: none"> • LLM in Estate Planning • LLM in International Business and Trade Law • LLM in Privacy and Technology Law • LLM in Tax Law
Doctoral	<ul style="list-style-type: none"> • Doctor of Occupational Therapy: Entry-Level³ • Doctor of Clinical Exercise Physiology⁴ 	None	None

Note 1: New programs with an asterisk were the result of the restructuring, consolidation, or elevation from an existing Board-approved degree program.*

Note 2: Consolidated and closed programs are all in phase down. Enrolled students are able to complete their degrees, but no new students will be admitted.

¹ Program was reorganized via RME into two new degrees: the BALAS, Major in Applied Psychology and BSLAS, Major in Psychology.

² One of four programs consolidated as the MFA in Art.

³ The IBHE approved the entry-level OTD degree on 12/8/2020. The program is for students who have a bachelor's degree in another subject, and will replace the MS in Occupational Therapy effective Fall 2022. The last cohort of MS students enrolled in Fall 2021, and the closure of the MS will appear in the 2022 *Report of New, Consolidated, and Closed Programs*.

⁴ The IBHE approved the Doctor of Clinical Exercise Physiology on 3/9/2021. The approval of the Higher Learning Commission was received 11/15/2021. UIC anticipates enrolling the first cohort of students in Fall 2022.

Low Producing Programs

Reported as of July 1, 2020 through June 30, 2021

See attached spreadsheet containing recent completion and enrollment data, cost per credit hour, assigned status and explanation of status for the two programs identified below.

Low Producing Programs 2021	Bachelor's	Master's	Doctoral
Sunset/Teach Out	0	0	0
Consolidation	0	0	0
Redesign	0	0	0
Justification	0	2	0
Priority Review	0	0	0
Total	0	2	0

Programs must miss the following thresholds for BOTH enrollments and completions to be flagged. Programs flagged in the previous report should not be included unless placed into Priority/Continued Review.												
Associate's Level: Enrollment: <25 majors Completion: <12 degrees conferred		Bachelor's Level: Enrollment: <40 majors Completion: <9 degrees conferred		Master's Level: Enrollment: <10 majors Completion: <5 degrees conferred				Doctoral Level: Enrollment: <10 majors Completion: <2 degrees conferred				
Name of Institution		Enrollments				Completions				Status*	Cost Per CH	Explanation for Status Chosen (please expand as necessary)
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg			
<i>Bachelor's Level Programs</i>												
	None											
<i>Master's Level Programs</i>												
451001	MA in Political Science	3	7	3	4.3	6	2	3	3.7	4a	563.82	The IBHE-required program review process will be finalized in Spring 2022. The self-study and external review were completed in Fall 2021, and internal review by UIC Senate Committee on Educational Policy is scheduled for Spring 2022. Program is anticipated to be reaffirmed as in good standing. Program shares a significant number of courses and other resources with the PhD in Political Science which has 33 students enrolled in AY2021-2022.

*Status Options: 1. Sunset; 2. Consolidation 3. Redesign; 4a. Justification-Good Standing/Review in __ Years; 4b. Strong Institutional Justification and No Further Action; 5. Priority/Continued Review

512099	MS in Comparative Effectiveness Research	4	5	7	5.3	0	1	1	0.7	4a	546.95	<p>This online program is small by design. Enrollment numbers are on target with program's intention. At the time of its creation (2017), the college anticipated 10 students would be enrolled after 5 years. In Fall 2021, 11 students were enrolled. Because the program is designed for working professionals, most students take a part-time class load and it will take them more than 2 years to complete. The first graduate was in 2019. It is anticipated the number of degrees conferred will also grow over time. The new program review process has been initiated. The College of Pharmacy will submit a progress report to the UIC Office of Academic Program Review and Assessment in Spring 2022 describing its performance in meeting program objectives and detailing where improvements may be necessary.</p>
<i>Doctoral Level Programs</i>												
	None											

Programs must miss the following thresholds for BOTH enrollments and completions to be flagged. Programs flagged in the previous report should not be included unless placed into Priority/Continued Review.												
Associate's Level:		Bachelor's Level:		Master's Level:			Doctoral Level:					
Enrollment: <25 majors		Enrollment: <40 majors		Enrollment: <10 majors			Enrollment: <10 majors					
Completion: <12 degrees conferred		Completion: <9 degrees conferred		Completion: <5 degrees conferred			Completion: <2 degrees conferred					
Name of Institution		Enrollments				Completions				FY20 Cost per Credit Hour	Status*	Explanation for Status Chosen (please expand as necessary)
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	AY 2018	AY 2019	AY 2020	3-Yr Avg			
<i>Bachelor's Level Programs</i>												
131202	B.A. in Elementary Education	44	39	33	38.7	3	6	14	7.7	224.4	New	<p>Program started Fall 2015 Please Note: When established in 2015, the BAEE required a double major in a content area, such as English or Math. However, the double major requirement in the Elementary Education program is a deterrent to current and prospective students who want to become elementary teachers, as it adds both additional coursework and an additional financial burden. Prospective students often choose not to pursue an Elementary Education degree at UIS because of the double major requirement and opt instead to obtain their teaching degree at a different Illinois institution. For this reason, the double major requirement for the BAEE will be eliminated effective in Fall 2022.</p> <p>Moving the elementary education degree program from a double major to a standalone major is expected to increase enrollment in the program and will expedite degree completion for students, allowing students to finish their degree at UIS in fewer semesters with less financial burden.</p> <p>The double major is also problematic for</p>

												the BAEE as it is undercounted in terms enrollment. The number of students who list Elementary Education as their secondary major instead of their primary major are not routinely reported because only primary majors are typically reported to avoid duplicate counting.	
260202	B.S. in Biochemistry	37	38	33	36	4	7	8	6.3	214.8	New	Program started Fall 2016	
302001	B. A. in Global Studies	15	16	13	14.7	4	3	6	4.3	211.6	Justified	Program was resolved in the 2019 APEER report via Strong Institutional Justification, and No Further Action Needed.	
380101	B. A. in Philosophy	22	22	20	21.3	4	5	6	5	210.5	Justified	Program was resolved in the 2019 APEER report via Strong Institutional Justification, and No Further Action Needed.	
400501	B. S. in Chemistry	27	23	22	24	6	2	1	3	208.8	Justified	Program was resolved in the 2019 APEER report via Strong Institutional Justification, and No Further Action Needed.	
440401	B. A. in Public and Nonprofit Administration	8	9	9	8.7	0	0	3	1	198.9	New	<p>This program started in Fall 2016 as the Bachelor of Arts in Public Administration (BAPA). On 5/20/2021 UIS advised the IBHE (via the Annual Listing) that UIS will be renaming and reorganizing the BAPA. Effective Fall of 2022 the degree will be renamed Bachelor of Arts in Public and Nonprofit Administration and will be reorganized in the following ways which are expected to increase enrollment:</p> <ul style="list-style-type: none"> • Eliminate the current BAPA requirement for students to choose a required track • Expand nonprofit topics to be more central to all core courses • Add voluntary concentrations to the major • Expand the program to be offered fully-online 	
440501	B.A. in Public Policy	5	4	5	4.7	0	3	0	1	234.3	New	Program started Fall 2016	

450601	B.A. in Economics	21	13	17	17	6	7	4	5.7	212.2	Sunset	<p>Program will be eliminated in 2022.</p> <p>The Bachelor of Arts in Economics has been experiencing low enrollments for more than a decade. Despite declining enrollments, Economics is central to business activity and is an essential component of an undergraduate Business curriculum. To address these issues, the department has restructured the Economics program to better serve both on-ground and online students in the College of Business. As part of the restructuring plan, the Bachelor of Arts in Economics will be eliminated in 2022 and will be replaced by an Economics concentration within the Bachelor of Business Administration (BBA). Students currently enrolled in the degree program will be allowed to complete the degree within allowable time limits.</p>
451301	B.A. in Sociology / Anthropology	18	28	27	24.3	11	9	3	7.7	199	Strong institutional justification and no further action	<p>The Bachelor of Arts in Sociology/Anthropology (SOA) combines two social science disciplines important to a liberal arts university. SOA contributes significantly to UIS general education, including required courses for pre-nursing majors, the honors program, first year seminars, and diversity requirements. SOA has strong credit hour generation. Credit hours generated in SOA-prefix courses (Source: UIS Institutional Research) FY18 1795 FY19 2167 FY20. In FY20, SOA was ranked #9 in credit hour generation out of 53 subject codes, placing the department around the top 17% for credit generation. Over the past three academic years credit hour generation has grown by over 20% from 1,795 to 2,182. Enrollments have grown in the Sociology major and also in the minor, from 20 in F17 to 40 in F21. Institutional re-organization is expected to encourage growth in this department.</p>
500501	B.A. in Theatre	6	3	4	4.3	0	2	1	1	254.7	New	Program started Fall 2017
500702	B.A. in Visual Arts	29	29	26	28	9	3	5	5.7	276.3	Justified	Program was resolved in the 2019 APEER report via Strong Institutional Justification, and No Further Action Needed.

<i>Master's Level Programs</i>													
510913	Master of Athletic Training	0	3	7	3.3	0	0	0	0	767.2	New	Program started Fall 2018	
512202	M.P.H. in Environmental Health	0	10	11	7	0	0	2	0.7	290.9	New	Program started Fall 2019	
<i>Doctoral Level Programs - N/A</i>													

*Status Options: 1. Sunset; 2. Consolidation 3. Redesign; 4a. Justification-Good Standing/Review in __ Years; 4b. Strong Institutional Justification and No Further Action; 5. Priority/Continued Review

<p>Programs must miss the following thresholds for BOTH enrollments and completions to be flagged. Programs flagged in the previous report should not be included unless placed into Priority/Continued Review.</p>												
Associate's Level:		Bachelor's Level:		Master's Level:				Doctoral Level:				
Enrollment: <25 majors		Enrollment: <40 majors		Enrollment: <10 majors				Enrollment: <10 majors				
Completion: <12 degrees conferred		Completion: <9 degrees conferred		Completion: <5 degrees conferred				Completion: <2 degrees conferred				
Name of Institution		Enrollments				Completions				Cost	Status*	Explanation for Status Chosen (please expand as necessary)
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	AY 2018	AY 2019	AY 2020	3-Yr Avg			
<i>Bachelor's Level Programs</i>												
<i>Master's Level Programs</i>												
018108	MS in Veterinary Medical Science: Pathobiology	7	2	1	3.3	3	2	2	2.3	1379.95	4b	<p>The program is being revitalized as a means to prepare students for future job opportunities in infectious disease. The challenges created by COVID-19 are expected to increase interest in the M.S. in Pathobiology.</p> <p>For program cost per credit hour, there was no cost computed in the 2020 Program Cost Study. The discipline or university-wide cost is used.</p>

*Status Options: 1. Sunset; 2. Consolidation 3. Redesign; 4a. Justification-Good Standing/Review in __ Years; 4b. Strong Institutional Justification and No Further Action; 5. Priority/Continued Review

141101	MS in Theoretical and Applied Mechanics	4	6	1	3.7	4	4	6	4.7	595.92	4b	TAM Ph.D. students must complete a set of “core and breadth” courses to schedule a TAM Ph.D. qualifying examination. Completing these core and breadth courses satisfies the coursework TAM M.S. degree requirements. The availability of the TAM M.S. degree allows students who choose not to continue their Ph.D. to be awarded a degree they have earned through completion of the TAM M.S. requirements. So, while it may appear as though there are not TAM M.S. students enrolled, the TAM M.S. program is necessary, and there are TAM M.S. degrees being awarded.
260202	MS in Biochemistry	1	0	0	0.3	1	0	2	1.0	432.72	4b	The Department of Biochemistry does not admit students to the M.S. in Biochemistry degree program. Prioritization is given to the Ph.D. program. It is essential that the M.S. in Biochemistry degree program remain available for the rare instances where a student in the Biochemistry Ph.D. program does not pass a preliminary exam or elects to leave the Ph.D. program but has met the requirements for the M.S. Low enrollment numbers in the M.S. degree program means that students in the Biochemistry Ph.D. program are making good progress toward the degree, and this is viewed as a positive outcome.
260702	MS in Entomology	5	5	12	7.3	6	1	2	3.0	1100.90	4b	The program tries to match student enrollment with faculty strength to ensure sufficient capacity to accommodate student advising and to produce graduates in numbers consistent with changes in fluctuating patterns of job availability, which has been greatly affected by the COVID-19 pandemic. As a result of retirements, resignations, and hires since 2016-17, there has been a net loss of two faculty members. After hiring new faculty, fall 2021 enrollment increased, which will improve the three-year enrollment average going forward. Finally, students are not required to enter the M.S. program before entering the Ph.D.

												program. Therefore, students often enter the Ph.D. program directly after receiving their bachelor's degree and then write and deposit an M.S. thesis while officially enrolled in the Ph.D. program before continuing with their doctoral research.
400601	MS in Geology	4	2	9	5.0	4	1	3	2.7	635.21	4b	Emphasis has been placed on recruiting students into the Ph.D. program. While students are still recruited into the M.S. degree program, this degree also provides an option for Ph.D. students to exit the university prior to obtaining a Ph.D. while still earning a degree.
<i>Doctoral Level Programs</i>												
131302	PhD in Art Education	8	9	10	9.0	2	1	0	1.0	464.76	4b	The program is small by design. Enrollment and degree conferral numbers are on target with program's intention.
500501	PhD in Theatre	7	8	7	7.3	1	2	0	1.0	481.99	4b	The Ph.D. program is intentionally small due to the placement potential of graduates in the field. All recent graduates have academic or industry placements. The currently enrolled students are making excellent progress toward degree completion. In the past five years, the department has reduced time to degree by several years - an average of 4.5-5 years down from 7.
510204	PhD in Speech and Hearing Science	9	10	10	9.7	2	2	1	1.7	643.27	3	The program will be reviewed in two to four years. Enrollment and degree completion metrics were lowered by Ph.D. students who transferred to other degree programs or moved with faculty mentors to another institution. To increase retention, the department is working to improve the Ph.D. recruiting and admissions processes as well as to strengthen faculty mentoring. COVID-19 has been very disruptive to the program's Ph.D. students in the past two years, prolonging data collection for patient-oriented dissertations and postponing planned 2020-21 graduations by a year. However, total enrollment and new enrollments are on a positive increasing trajectory.

APPENDIX L: WESTERN ILLINOIS UNIVERSITY

Programs must miss the following thresholds for BOTH enrollments and completions to be flagged. Programs flagged in the previous report should not be included unless placed into Priority/Continued Review.												
Associate's Level:		Bachelor's Level:			Master's Level:				Doctoral Level:			
Enrollment: <25 majors		Enrollment: <40 majors			Enrollment: <10 majors				Enrollment: <10 majors			
Completion: <12 degrees conferred		Completion: <9 degrees conferred			Completion: <5 degrees conferred				Completion: <2 degrees conferred			
Western Illinois University			Enrollments			Completions				Status*	Cost	Explanation for Status Chosen (please expand as necessary)
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg			
<i>Bachelor's Level Programs</i>												
51.101	Clinical Lab Science	12	13	14	13	2	2	0	1	5	242	Continued Review: Internal review by Provost's Office, in consultation with faculty committee if necessary.
40.06	Geology	17	11	10	13	2	8	1	4	5	176	Continued Review: Internal review by Provost's Office, in consultation with faculty committee if necessary.
52.19	Apparel and Textile Merchandising	20	12	5	12	3	5	9	6	1	164	Sunset/Phase Down
16.01	Foreign Language & Cultures	20	18	16	18	7	9	3	6	5	262	Continued Review: Internal review by Provost's Office, in consultation with faculty committee if necessary.
<i>Master's Level Programs</i>												
<i>Doctoral Level Programs</i>												

*Status Options: 1. Sunset; 2. Consolidation 3. Redesign; 4a. Justification-Good Standing/Review in __ Years; 4b. Strong Institutional Justification and No Further Action; 5. Priority/Continued Review

