



FIVE-YEAR SUMMARY OF NEW, CONSOLIDATED, CLOSED, AND LOW PRODUCING PROGRAMS AT ILLINOIS' PUBLIC UNIVERSITIES

Presentation to the Illinois Board of Higher Education

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Origin and History of the Report

- Originated in a 2012 amendment to the Board of Higher Education Act
- Metrics were developed with stakeholder input
- First report released in 2015
- Originally, programs were classified as low producing based on completion thresholds only; in 2018 enrollment was added
- Efforts to streamline the reporting process have been ongoing
- Fifth year edition this year includes analysis of five-year trends



What's New This Year?

- Report intended to inform strategic planning process
- Five-year trend analysis for New, Consolidated, Closed and Low Producing Programs
- Programs categorized using Educational Advisory Board (EAB) meta-majors

Abbreviation	Meta-Major
AHCD	Arts, Humanities, Communication, and Design
BUSN	Business
EDUC	Education
HESC	Health Sciences
INMC	Industry/Manufacturing and Construction
PBST	Public Safety
SBHS	Social and Behavioral Sciences and Human Services
STEM	Science, Technology, Engineering, and Mathematics



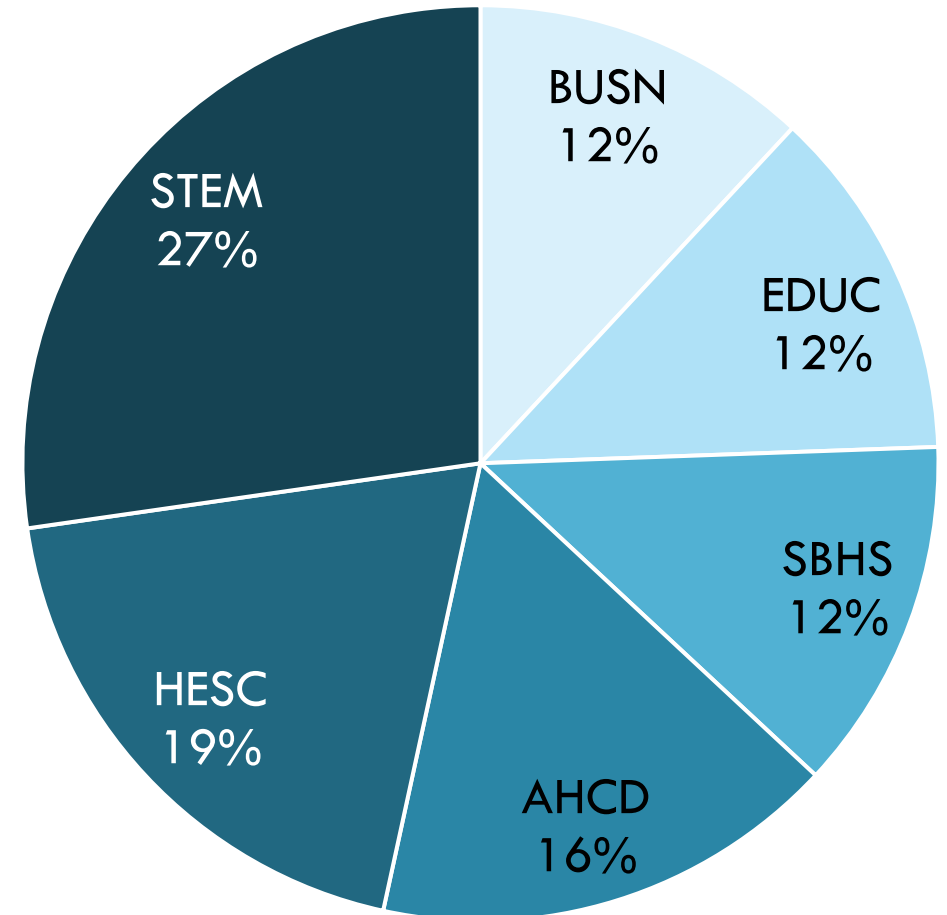
Three Clear Trends in the Five-Year Data

1. STEM and Health Sciences meta-majors made up the largest proportions of New and Consolidated programs.
2. Education programs made up the largest proportion of Closed programs.
3. Programs in the Arts, Humanities, Communication and Design meta-major comprised the largest proportion of Low Producing Programs and nearly one quarter of Closed programs.

All these trends are consistent with national data.

New Programs*

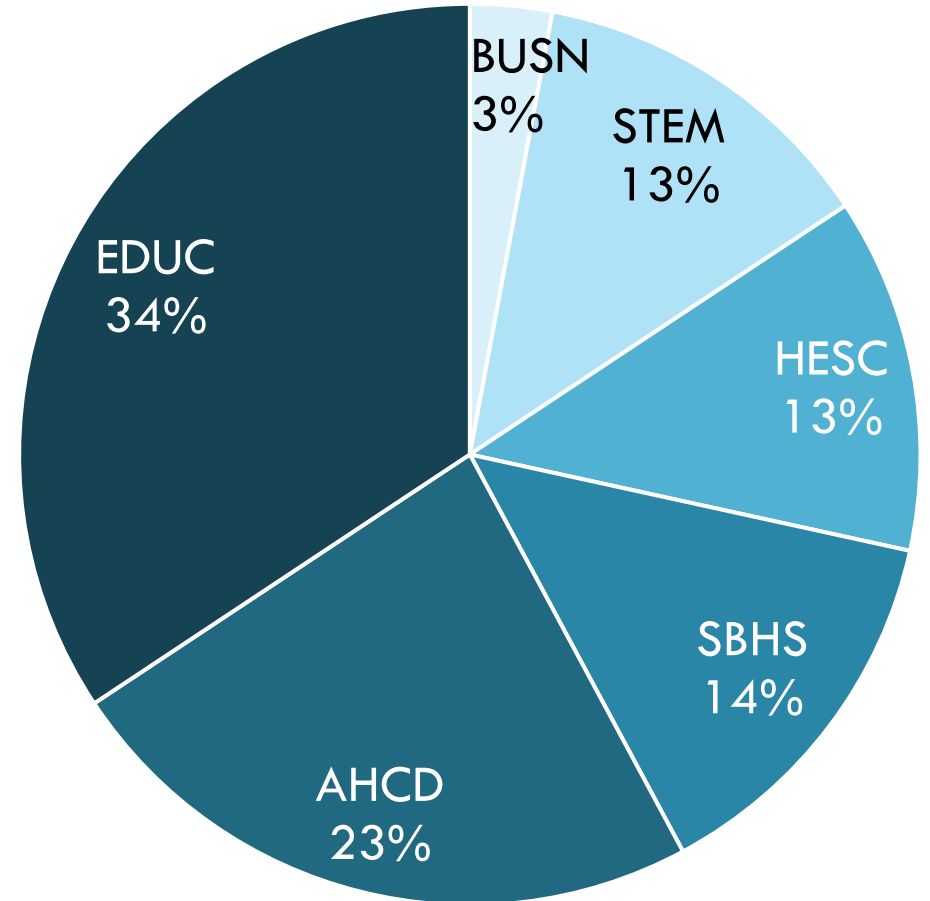
- 180 new programs were established from 2014-2019.
- STEM and HESC programs made up 46% of all new programs.
- EDUC comprised 12%, but largely represented compliance with changes to ISBE licensure standards rather than truly new programs.
- New programs can be attributed to:
 - Market demand
 - Changes to accreditation and licensure standards
 - Strategic redesign of degrees in SBHS and AHCD meta-majors to include technical skills



**New programs are sometimes created through the reorganization, elevation, or consolidation of existing Board-approved programs in an effort to incrementally adjust academic offerings to meet market demand.*

Closed Programs

- 80 academic programs were closed from 2014-2019.
- EDUC made up over 1/3 of closed programs (30).
- AHCD made up nearly 1/4 of closed programs (19).
- Both are consistent with national trends, but still concerning given the teacher shortage, the well-documented benefits of an education in the arts and humanities, and strategic DEI priorities.



Closed EDUC Programs

Education		
Adult & Community Education, BS	Foundations of Education, MS Ed	Multi-categorical Special Education, MA Music Education, B
Agricultural & Environmental Communications & Ed, BS	French Teacher Education, BA*	Physical Education Teacher Education, BS
Career & Technical Education, BS Ed	Health Education, BS Ed, MS Ed	Reading, MA
Curriculum & Instruction Secondary Education, MAT	Health & Wellness Secondary Education, BA	Secondary Teaching, MS
Early Childhood Education, MA	Instructional Technology & Design, MS	Spanish Teacher Education, BA*
Earth & Space Science Education, BS	Instructional Technology, MS	Special Education, BS
Education, MA	Language Arts, MAT	Teaching of Reading, MS Ed
Educational Psychology, MS	Master Teacher, MS Ed*	Theater Arts – Teacher Licensure option, BA
Elementary Education, MS Ed (2)**	Media & Instructional Technology, MS	Urban Teacher Education, MAT



*Program redesigned or otherwise replaced. **At one institution, program was replaced, at another it was eliminated.

Closed AHCD Programs

Arts, Humanities, Communication, and Design

African American Studies, BA

German, BA

Russian, BA

African Studies, BA

Music, BA

Spanish, BA

Archaeology, MA/MS

Philosophy, BA

University without Walls, BA/BS

Art, BS, MA

Psychology, MA

Women's Studies, BA

Design, BA

Religious Studies, BA

Writing, MA/MS



Low Producing Programs – Thresholds and Status Options

Threshold for Low-Producing Program Determination*

Degree level	# Enrolled	# Completed
Associate	24	11
Bachelor	39	8
Master	9	4
Doctoral	9	1

Options for Action

1. **Sunset status** – A teach-out period established and no new or transfer students admitted
2. **Consolidation** – Reducing multiple degrees into one by, for example, changing multiple 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
5. **Priority Review** – Program placed into program review to best determine the appropriate status over the next academic year

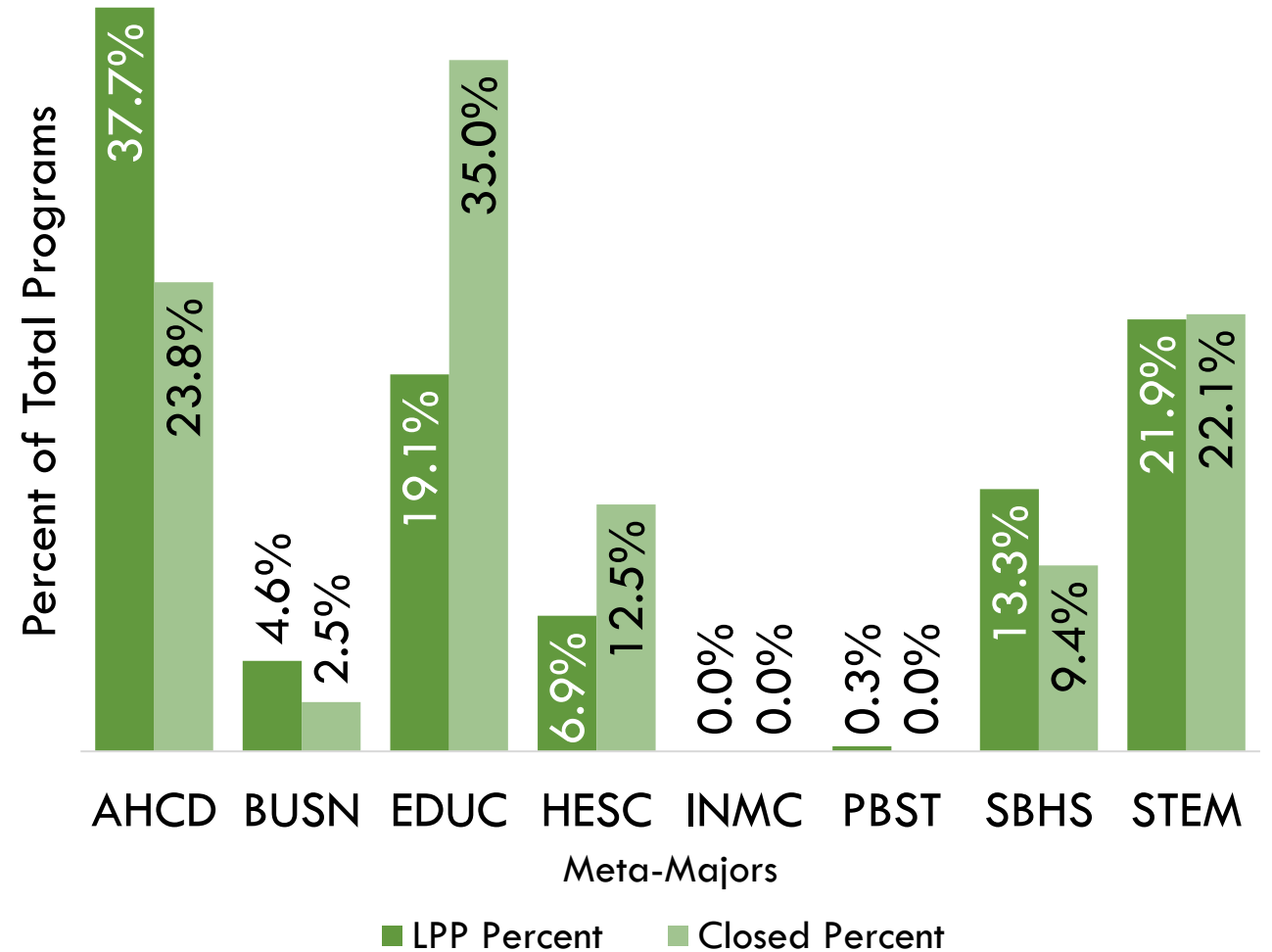
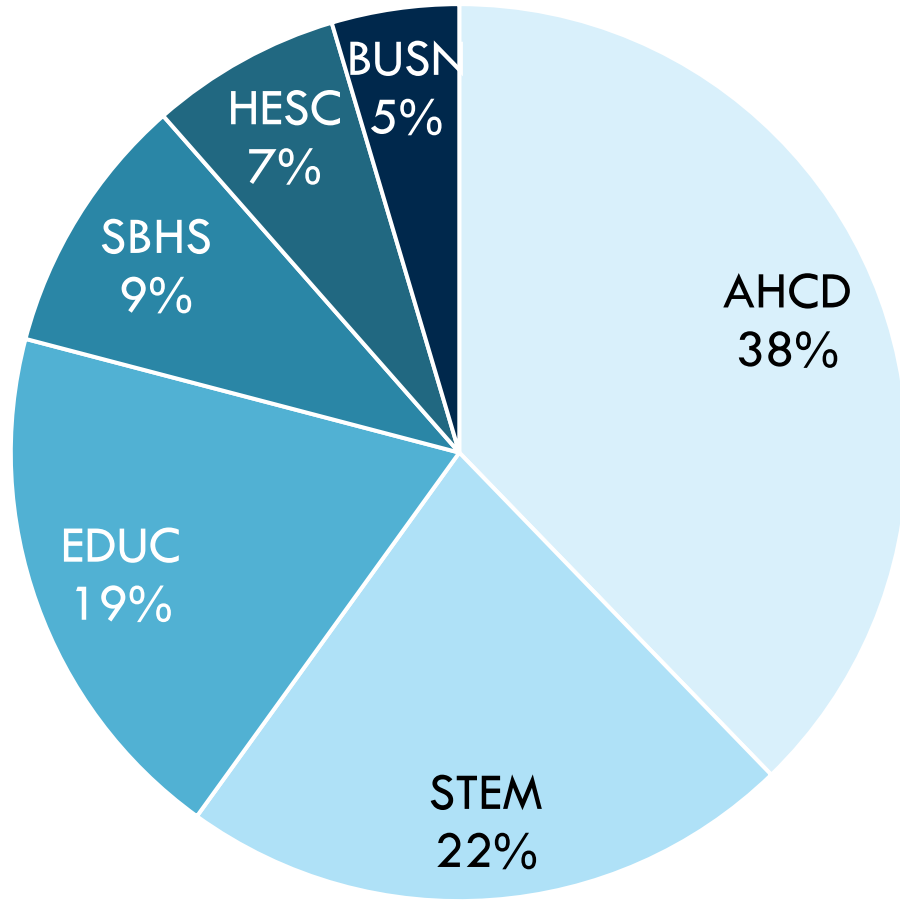


*Based on a three-year average. Programs must fall below **both** enrollment and completion thresholds to be flagged as low producing.

Low-Producing Programs from 2014-2019

- A total of 393 unique programs were flagged as low producing from 2014 to 2019.
- “Justification” was the most common status assigned to low producing programs. Common reasons for Justification include:
 - Importance to general education curricula: course enrollments by non-majors are high, and offering majors does not result in additional expense
 - External grant funding
 - Programs small by design
 - Master’s programs offered as exit path for students who do not complete a PhD
- “Priority Review” was also commonly assigned as institutions awaited the results of internal or external program evaluations already taking place.

Low-Producing Programs



Summary and Implications

- Reporting period (2014-2019) coincided with the budget impasse during which Illinois' public universities struggled financially.
- Market demand for and high wages in STEM careers likely motivated growth in this area.
- Changes to accreditation and professional standards in many health fields likely fueled growth in these programs.
- Education program options decreased at a time when Illinois faces a critical teacher shortage.
- Arts and humanities were well represented among low producing and closed programs. Institutions tended to retain these programs due to their contributions to general education curricula and importance to institutional mission, but some programs relevant to strategic priorities were closed.
- The analyses and findings in this report are foundational to the strategic planning process.



