



**Appendices to the
Annual Report on New, Consolidated,
Closed, and Low Producing Programs
at Illinois Public Universities
(110 ILCS 205/7)**

**Submitted by
the Illinois Board of Higher Education**

December 2020

APPENDIX A – CHICAGO STATE UNIVERSITY

Illinois Public Universities' Academic Program Efficiency and Effectiveness Report

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	
Chicago State University		Enrollments				Completions				Status*	Cost/Credit Hour
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2016	Fall 2017	Fall 2018	3-Yr Avg	FY 2016	FY 2017	FY 2018	3-Yr Avg		
<i>Bachelor's Level Programs</i>											
05.0201	B.A. in African-American Studies	8	9	12	9.7	2	5	3	2.7	3	572
13.0201	B.S. in Bilingual Elementary Education	12	13	7	10.7	0	0	4	1.3	4a	958
13.1314	B.S.Ed. in Physical Education	31	27	27	28.3	2	6	6	4.7	4a	958
16.0905	B.A. in Spanish	10	9	6	8.3	5	7	1	4.3	3	586
23.0101	B.A. in English	40	34	40	38	12	7	3	7.3	3	704
40.0501	B.S. in Chemistry	39	34	25	32.7	6	7	13	8.7	4a	808
40.0801	B.S. in Physics	11	12	16	13	6	3	1	3.3	4a	1831
50.0901	B.A. in Music	14	18	25	19	4	1	3	2.7	5	1890
54.0101	B.A. in History	24	16	13	17.7	8	3	4	5	5	873
<i>Master's Level Programs</i>											
13.1202	M.A.T. in Elementary Education (1-6)	7	1	5	4.3	3	6	0	3	3	746
13.1205	M.A.T. in Secondary Education	2	5	10	5.7	5	1	1	2.3	3	746
13.1210	M.A.T. in Early Childhood Education	6	6	7	6.3	2	2	1	1.7	3	746
54.0101	M.A. in History	6	6	5	5.7	7	1	0	2.7	5	876
<i>Doctoral Level Programs</i>											
	<i>Both meet the metrics</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



**OFFICE OF ACADEMIC AFFAIRS
ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT (APEER)
FALL 2019**

The Program Review Committee, composed of faculty from the academic colleges of Chicago State University, regularly reviews programs on an established cycle for mission, quality, and staffing. Evaluation metrics include enrollment, degree completion, and cost per student credit hour.

This report must be considered in the context of the State of Illinois budget crisis and declining student enrollments throughout public universities in Illinois. The current report includes the average of enrollment data from Fall 2016, Fall 2017, and Fall 2018, a period in which Chicago State University experienced enrollment declines. Additionally, during a significant portion of this period CSU was in a declared financial exigency. Fall 2019 enrollment data, not included in this report, reflects an increase of 2.5% in total enrollment, with a significant increase in undergraduate FTE of 4.1%. The Fall 2021 APEER will more accurately reflect the turnaround at Chicago State University.

Eliminated Program Options

Bachelor of Science in Education in Early Childhood, Family Studies Option
Bachelor of Science in Education in Early Childhood, Child Studies Option

Program in Phase Down

Bachelor of Arts/Bachelor of Science, University Without Walls (CIP 24.0102)

New Programs

Bachelor of Arts/Bachelor of Science in Adult Integrated Learning (AIL) (24.0102)

The BA/BS in Adult Integrated Learning (AIL) opened to admission in the Spring 2019 semester. The Adult Integrated Learning Program is designed to provide nontraditional students an opportunity to earn an undergraduate degree in a manner compatible with their education needs and lifestyle. The enrollment of 43 (Fall 2019) exceeds expectations.

Master of Business Administration (52.0201)

The MBA was inaugurated for the Fall 2019 semester. Twenty students are enrolled, surpassing the initial metric of twelve. The program was designed to meet the needs of working business professionals, with coursework on weekends.

Programs Flagged for Low Enrollment and Low Degree Conferral

Bachelor of Arts in African-American Studies (05.0201)

Historically, the African American Studies program has been strong in comparison with other universities in the state of Illinois. For example, from 2009 to 2011, Chicago State University had more students enrolled in African American Studies than the largest university in the state, University of Illinois at Urbana-Champaign¹. In 2011, we had the same number of students enrolled in our programs, which stood at 11. CSU's African American Studies program experienced a decrease in enrollment in 2016 and the number of students dropped from 15 in 2015 to 8. Arguably, this is a reflection of the overall drop in enrollment at CSU and all state universities in response to the absence of a budget. Enrollment in the program fluctuated in 2017, 2018 and 2019, with numbers standing at 9, 12, and 10 respectively.

Currently, we are working to hire a strong addition to our African American Studies faculty after losing a key faculty member, July 2019. The new hire will have the support of current African American Studies faculty and faculty from other disciplines, who are invested in the interdisciplinary nature and vision of the program. The mission is to improve the program in a number of ways. First, we will be actively participating in recruitment activities in conjunction with the university. Under the leadership of the new president, CSU has bolstered its recruitment efforts and African American Studies plans to find ways to capitalize on them. We have established an ongoing relationship to have a weekly recruitment table at the Chicago City College, Olive Harvey, and the current department chairperson has gone personally to represent and recruit for the African American Studies Program. In addition, we are currently embarking on efforts to gain access to area high schools to advertise and recruit into the program.

Another way the issue of enrollment will be addressed is by redesigning the curriculum and creating new African American Studies courses that are core to the program and identifying existing courses in other disciplines that can be cross listed with the African American Studies Program. This is will achieve two things; it will broaden the range of courses from which students have to choose which will aide in retaining students in the major. Second, by cross-listing courses that are housed in other disciplines, we will create opportunities to attract current students major and/or minor. We will also work to redesign our AFAM 1000 Introduction to African American Studies and AFAM 1020 Cultural Diversity, as these are two General Education courses where we heavily recruit students early in their educational career and transfer students from local community colleges who have yet to declare a major.

In terms of retention and graduation, there are specific measures that will be implemented as a means of addressing and increasing them. African American Studies is housed in a department that contains a total of four different disciplines. A departmental expectation of each discipline or program is that faculty will come together and hold meetings with their majors at least two times per semester. The purpose of these meetings is to discuss issues related to advising, particular courses, academic deadlines and any other issues students feel are pertinent to discuss. These meetings also provide majors opportunities to interact with faculty from the discipline in an informal setting outside of the classroom. In addition, they bring together all of the majors, as many of them may not necessarily have the opportunity to meet and interact with one another in their classes. Both the program and the department are working closely with the university's Office of Career

¹ Per the IBHE degree program inventory.

Development and Experiential Resource Center to expose current students to opportunities outside of the university and to the range of ways they may consider using their B.A. in African American Studies upon completion of the program. All of these efforts combined should produce a healthy increase in the program's enrollment and graduation rate in the coming two years.

The program was reviewed in Fall 2014 with a status of Good Standing. The next review is scheduled for Fall 2021.

Bachelor of Science in Bilingual Elementary Education (13.0201)

The Bilingual Education Program provides valuable teacher preparation that continues to be in great demand. Many school districts have had difficulty in hiring qualified teachers in bilingual education and foreign languages. Increasing enrollment of minorities, coupled with a shortage of minority teachers is expected to cause efforts to recruit minority teachers to intensify. Also, the number of non-English-speaking students will continue to grow, creating demand for bilingual teachers and for those who teach English as a second language. The 2018 graduates in CSU's program were all Hispanic females.

In the past three years the CSU College of Education lost all faculty with a specialization in Bilingual education. This year marks the return of a faculty member to coordinate and teach in the Bilingual program.

As we move forward, a more aggressive marketing campaign would be beneficial; the degree is in high demand and neighboring schools and districts have expressed a need. A review of the program will be undertaken to ensure that it reflects all ISBE requirements and recent changes.

The program has moved toward online delivery to add flexibility. The licensure program is now over 40% online; the non-teaching options are over 50% online.

The program was reviewed in Spring 2014 with a status of Good Standing. The next review is scheduled for Spring 2021.

Bachelor of Science in Education, Physical Education (13.1314)

The B.S. Ed. Physical Education (Initial Licensure) prepares students to teach in a K-12 setting. Successful completion of this program results in the student earning the Professional Educator License.

The Physical Education Non-Licensure (PENL) option follows a similar curriculum as above, but does not result in earning a teaching license. Students following this curriculum do not take the Methods courses and do not student teach, but are required to complete elective courses in the field and a capstone project.

Three-Year Enrollment Trends

	2016	2017	2018	3-Year Average
Enrolled	31	27	27	28.33
Degrees Conferred	2	6	6	4.7

The BSED program is fully accredited by NASPE (SHAPE America). The program is accredited until 2026 when it will come up for review. This recognition is a strength of the program as we continually strive to meet national and state standards.

There are several reasons that enrollment and graduation numbers have held relatively steady in this program. One of the main factors militating against growth is students' difficulty with obtaining a score of 22 on the ACT. After taking the core courses and passing some of the professional education courses, teacher candidates are unable to obtain admission into the College of Education. With the passage of a new law, signed by Gov. Pritzker, removing the requirement for the basic skills requirement as a condition for admission into the College of Education, students who had completed core courses and could not be admitted into the College of Education and/or obtained a non-licensure degree, are returning to obtain their licensure. New students are also being admitted into the program.

At the beginning of the data cycle, a professional advisor was in place. The advisor had to advise a significant number of students from various disciplines. The workload of these advisors did not provide opportunities for them to go out and recruit new students. Beginning Fall 2017, a new advising model was adopted. Advising shifted to a faculty member who is also the program advisor and program coordinator of the undergraduate program. This model works best as teacher candidates are directed towards courses that will lead to their degree and the teacher candidate is held accountable for graduating on schedule. The advisor, in collaboration with the student, designs a complete graduation plan that lets the student know how long it would take to graduate. Each semester, following the posting of grades, degree plans are updated and these are used to select courses for the following semester. Teacher candidates are advised to meet with the advisor on a regular basis to monitor the progress of the student. Three times during the semester, each quarter, progress grades are posted to inform the student about progress they are making in the program.

The program anticipates an upsurge in enrollment once the College of Education makes a decision about the requirement for the ACT. Currently, the state does not require the basic skills exam. However, to maintain CAEP accreditation, candidates are still required to pass the ACT as a requirement to meet the standards put in place by CAEP. This has resulted in a conflict of state law and national accreditation recognition.

As a direct result of the TMM (The Movement Movement) plan, which was finalized in September 2013, the Chicago Public Schools crafted a Physical Education Policy that was passed by the Chicago Board of Education on January 22, 2014. The new policy requires that all students grades K-12 receive daily physical education, sets standards for high quality instruction, and provides guidelines for allocating resources to physical education. In addition, TMM, along with the Physical Education Policy, have set the stage for other districts across the country to model this exemplary commitment to providing children with the opportunity to develop a foundation of skills for lifelong health and academic achievement. This has resulted in a high demand for physical education teachers.

All of our recent graduates have been successful in obtaining jobs within our field. We have a strong partnership with the local schools (both within the Chicago city limits and the suburbs), and we often get calls from teachers and/or principals offering their services to our students, such as for observation hours or student teaching. This partnership not only serves to better prepare our students to teach in the field, but it also can serve as a recruitment tool when our faculty and students visit

the schools. Our field-based supervisors are consistently highly satisfied with the capabilities of our teacher candidates. The reputation of our graduates is strong; we routinely get contacted with notifications of job openings from schools desiring our graduates.

The program was reviewed in Spring 2014 with a status of Good Standing. The next review is scheduled for Spring 2021.

Bachelor of Arts in Spanish (16.0905)

The Spanish major includes a B.A. in Spanish and Spanish Secondary Education. Currently, the program is engaged in streamlining curriculum to increase student completion rates. Planning sheets are being updated to assist students with completion. The program has established an enrollment, recruitment and retention committee to establish programming in recruiting and retaining majors.

The program has sought to reinvigorate the study abroad program. The program is working with other programs such as CINSAR, International Studies and the International Program office to offer new study abroad opportunities in the Caribbean and South America. The program has hired a new professor in Spanish with a background in Afro Caribbean studies who will teach course offerings in this area.

The program was reviewed in Spring 2015 with a status of Good Standing. The next review is scheduled for Spring 2022.

Bachelor of Arts in English (23.0101)

The English program has streamlined curriculum for the three concentrations: literature, writing, and secondary education in English. Due to low enrollment in recent years, the English program developed a core of 15 courses. Program hours were then reduced from 66 to 45 credit hours, which is in keeping with other programs at CSU and around the state. This change frees up 21 credit hours, allowing students to take a minor or to pursue interests in other academic departments. This change should make it easier for majors to complete in a timely fashion, which will help with completion rates.

For the time under consideration, the number of majors was 38.0 and completion was at 7.3 which is close to the enrollment and completion threshold of 40 (enrollment) and 9 (completion).

The English program has updated degree planning sheets for all concentrations and committed to a consistent rotation of courses so students can anticipate core course offerings and plan for graduation.

The program was reviewed in Spring 2014 with a status of Good Standing. The next review is scheduled for Fall 2019.

Bachelor of Science in Chemistry (40.0501)

The Department of Chemistry has four options: the American Chemical Society Accredited General Chemistry Option, the Industrial Chemistry Option, the Biochemistry Option, and the Secondary Teaching Option. The option currently approved and undergoing implementation is the Dual Degree in Pharmacy Option. Chemistry has a robust research program and has received or is currently receiving external support from agencies such as the National Science Foundation, the National

Institutes of Health, the Department of Energy, the Department of Defense, the Illinois Board of Higher Education, and NASA. If a student is qualified and wants to conduct research in the department, there are opportunities available. Research provides an excellent tool for retaining students, as students are doing work that directly relates to their academics. The majors in our department are involved in 180 hours or more of research during their undergraduate careers culminating in a senior thesis. The department also has an active teaching and education research program that has led to several innovations in the chemistry classroom, including an expanding Learning Assistant Program. Recent graduates in chemistry were accepted to the University of Illinois-Urbana, Purdue University, University of Illinois-Chicago, and the University of Nebraska, Lincoln. The curriculum of Chicago State University's B. S. in Chemistry program is approved by the American Chemical Society (ACS). Over 90% of our chemistry majors go to graduate or professional school or find a job in STEM within three months of graduation.

The Chemistry program plays an essential role in increasing diversity in the number of chemistry majors in undergraduate and Ph.D. Programs. It addresses the national need to increase the number of highly qualified chemistry teachers. State employment data suggests that there will be modest growth in the chemical profession as well as in the ancillary fields such as medicine, pharmacy, nursing, materials science. This fact is particularly true in the allied health fields, where several of our majors go on to professional school in a health-related field. Additionally, we provide numerous service courses for other majors, such as pre-pharmacy, biology, pre-med, and nursing, whose students go on to allied health careers. The Chemistry program at Chicago State University (CSU) plays a critical role in the education of African-American chemists. According to the American Chemical Society, only 4% of practicing chemists in America are underrepresented minorities and that CSU is the top producer of African-American chemists in the state of Illinois, and usually one of the top in the country. Our target for enrollment is to reach 40 to 50 majors, which is the level of three years ago. We hope to achieve this level within the next three years. The implementation of the Dual Degree in Pharmacy option where students will receive both a bachelors and a PharmD degree at an accelerated pace will be relevant to this end. The program recently received an instrumentation grant from the Department of Defense for \$460,000, and we are reviewing the curriculum of the upper-level lab classes to provide further hands-on educational opportunities to our students that will position our program to offer a unique experimentally-enriched program when compared to other universities in the area similar to CSU.

The program was reviewed in Spring 2013 with a status of Good Standing. The next review is scheduled for Spring 2020.

Bachelor of Science in Physics (40.0801)

Physics has always been a selective discipline with small numbers compared to other STEM degrees. The 2017 data from the American Institute of Physics (AIP) from 445 US institutions offering only undergraduate degrees in physics show that the average number of physics bachelor's degrees conferred per program is 7.5. In 2017 the Physics Program at CSU graduated three majors, situating CSU in the lower 34% of the distribution. However, 95% of our physics majors identify as African American, which positions CSU as one of the leading producers of African American bachelor degrees in physics in the nation. For the last three years, on average, CSU has produced around 2% of the nation's African American physics graduates.

Despite the national trend of a decreasing percentage of African American physics majors and the decreasing number of students in the majority of IL Universities, our program has seen steady growth

in enrollment since 2007, except for a dip during the two-year budget impasse. This rise in the number of majors is due to high-quality student support, innovative teaching, and diverse research opportunities in our department. In 2018, CSU, along with two other institutions, received the APS Award for Improving Undergraduate Physics Education. In 2019, the Society of Physics Students Magazine, Radiations, featured an article about CSU and its role in preparing its students. In 2019 the American Institute of Physics visited our program to learn about and disseminate our approach to supporting students.

Increased support from CSU and grants from NASA, the Department of Education and the National Science Foundation, and degree options that prepare students for a variety of careers in the STEM professions and increased faculty and peer mentorship have led to increased enrollment, improved retention and student success upon graduation. The enrollment in the CSU Physics program has nearly doubled since AY 2006-2007 (12 majors) to the AY 2015-2016 (22 majors). Due in part to the State of Illinois' budget issues, our enrollment declined in AY 2016-2017 (10 majors). However, since then, it is again increasing, to the point that the AY 2018-19 number of physics students is 16. The number of physics bachelors conferred by CSU is comparable (according to AIP data) to other undergraduate institutions in Illinois. For example, for the 2018 academic year, Benedictine University graduated 2 students, Eastern Illinois University graduated 4 students, and Northeastern Illinois University graduated 5 students. It is important to note that each of these institutions graduates mostly white students. In terms of diversity, Chicago State exceeds the national average in graduating students of color and female students. According to an APS data from 2015-2017, 31% of our graduates identified as female (compared to 19% nationally), and 77% identified as underrepresented minorities (compared to 13% nationally). During the last four years, 100% of CSU physics graduates have either taken STEM jobs in teaching or industry, or entered graduate programs in physics.

We are in the planning phase of creating a 4 (Engineering Physics BS) + 2 (Engineering Master's Degree) program with the University of Illinois and Northern Illinois University. We are exploring the creation of a dual Physics + Engineering Degree with the Illinois Institute of Technology and the University of Illinois at Chicago. We are also seeking accreditation from the Accreditation Board for Engineering and Technology (ABET) for our Engineering Physics option. The Physics Program has implemented innovative instructional materials that are research-based, has engaged in outreach to local High Schools, and has implemented the nationally recognized Learning Assistant Model to support students in all our courses. Through these efforts and others, we are anticipating additional growth and believe we can reach an enrollment of over 30 in the next three years.

The program was reviewed in Spring 2013 with a status of Good Standing. The next review is scheduled for Spring 2020.

Bachelor of Arts in Music (50.0901)

In Fall 2016, enrollment was 14 majors. In response, the program consolidated music degrees into the Bachelor of Arts degree and implemented a redesign in Fall 2017. The Bachelor of Music Education (CIP Code 13.1312) was sunset Spring 2016. Continuing majors in music education were moved to a Bachelor of Arts in Music Education (CIP Code 50.0901). In addition, to attract students and increase enrollment, the program implemented two new concentrations: a B.A. in Music with a concentration in Music Production, and a B.A. in Music with a concentration in Gospel Music. Our initial marketing efforts have gone into the Music Production concentration, which has yielded positive results. Starting in Spring 2019, our recruitment and marketing expanded to include a new

marching band at the university. This too has had positive results on our music major headcount. It also increased enrollment in other programs as 30% of the marching band members are majors in other disciplines. To date, we have not enrolled students in the Gospel Music concentration. We plan to expand our marketing and recruitment for this concentration in Spring 2020.

The department enrollment decline leading up to Fall 2016 paralleled the university enrollment decline at that time. The data the table below shows a 193% increase in our aggregate enrollment from Fall 2016 to Fall 2019.

	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
Bachelor of Music Ed	5		Sunset		Sunset		Sunset	
BA in Music	9		12	+33%	11	-9%	15	+55%
BA in Music Ed.			4	-20%	10	+150%	16	+60%
BA in Music Prod.			2	NA	4	+100%	10	+150%
BA in Gospel Music			NA	NA	NA	NA	NA	NA
Enrollment total	14		18	+28.5%	25	+39%	41	+64%

The program was reviewed in Fall 2018 with a status of Priority Review. The next review is scheduled for Fall 2021.

Bachelor of Arts in History (54.0101)

Historically, the B.A. History program has been on par with its sister school in the Chicagoland area, Governor's State University. In 2016, CSU has 24 majors, whereas Governor's State had a total of 16. CSU experienced a serious drop in majors beginning in 2017, which is largely attributable to the fallout of the 2016 budget crisis. As a result, in 2017 and 2018, the history program retained 16 and 13 majors respectively. Governor's State also experienced a decline in majors, as there were only 13 majors reported in 2017. However, unlike CSU, they were able to rebound quickly and reported 20 majors enrolled in their history program in 2018². Different from other state universities, CSU has experienced a slower comeback from the 2016 crisis and, as such, the history program has recently identified some ways to preserve the program's enrollment and retention in spite of this.

In the past the program engaged in some key recruiting activities, which will be reinstated. The program's faculty participated in the annual History Day for Chicago area high schools, a significant site where recruitment for first-time full-freshman occurred. After the budget crisis and having lost some history faculty, the program has not participated in recent years, but we are working on inclusion in the current and future History Days. Given the importance of social media to young people today, the program has gone out of its way to maintain a constant social media presence on Facebook and plans to start an Instagram page soon. Currently, the Facebook page has 193 followers and many are from outside the university.

² Governor's State University Office of Institutional Research and Effectiveness
https://www.govst.edu/uploadedFiles/About/University_Governance/gsu/PAM%20Fall%202018%20v2.pdf

To aid with both recruitment and retention, the program will create a solid email list and reach out to alumni to better promote the program and establish an ongoing relationship with them. The ultimate goal is to create a mentorship program with alumni and current students to guide students through the program and more importantly, expose them to options around how to use their degree upon completion. Similarly, both the program and the department are working closely with the university's Office of Career Development and Experiential Resource Center to expose current students to opportunities outside of the university and to the range of ways they may consider using their B.A. in History.

History is housed in a department that contains four different disciplines. All programs in the department are embarking on an initiative to hold meetings with all enrolled majors twice per semester. The purpose of these meetings is to keep students abreast of issues and changes in their major department and the university at large. These meetings are also open forums for students to discuss with one another and faculty from the program topics of interest, in a fashion different from that in the classroom. These meetings include both the History B.A. and M.A. students, so they also create an opportunity for students in the B.A. program to hear and potentially learn from the students in the graduate program. These meetings create a sense of community among students, which goes a long way in regard to student retention. We expect all of these efforts to be met with great success in the coming years.

The program was reviewed in Fall 2018 with a status of Priority Review. The next review is scheduled for Fall 2021.

Master of Arts in Teaching, Elementary Education (1-6)

At the present time we have been working on recruitment strategies by creating partnerships with community colleges and high school districts in an effort to grow the program.

We will be hiring a faculty member for the fall semester and we will redesign the program to make it more convenient by adding some classes online.

The program was reviewed in Spring 2014 with a status of Good Standing. The next review is scheduled for Spring 2021.

Master of Arts in Teaching, Secondary Education (13.1205)

The Master of Arts in Teaching in Secondary Education encompasses students in the College of Education, in content areas from the College of Arts and Sciences that include Biology, Chemistry, Physics, English, History, and Mathematics at the secondary level. Also included are areas of Music, Spanish, and Visual Art for K-12. Enrollment and completion rates have been lower than in the past, in part due to a drastic reduction in enrollments in all MAT programs, coincident with the higher threshold requirements to pass the TAP exam. This exam or the other option of obtaining the threshold score on the ACT/SAT before students could take professional education courses, left many students in limbo. In general, many students who sought the MAT degree were older, often working professionals, and had never taken the ACT/SAT or not taken one for many years. Students who left the MAT program report that they sought other degree paths that were more flexible and concise and had less cumbersome credentialing requirements.

The MAT in Secondary Education has increased in numbers over the last three years, from a low of two students to ten students enrolled across the above subject areas. The College of Education is in the process, following the elimination by the State of Illinois of the TAP exam, of the elimination of ACT/SAT requirements for students entering the College of Education and taking the professional education sequence of courses. In addition, the education faculty in the College of Arts and Sciences has revised the MAT course sequence and program content so courses can be taught in primarily a cohort model, with students completing in fourteen months instead of the previous 2 to 2.5 years. Some courses have blended or online components and focus on achievement of competencies. The College of Education has worked closely on this project and the process has strengthened ties among the College of Arts and Sciences educator preparation programs. Both full course and program approval is expected for Fall 2020, with initial enrollment in June 2021. MAT students have the 2020-2021 academic year to make up any undergraduate deficiencies before starting the program.

With the elimination of the TAP and ACP/SAT scores for entry into the College of Education and as a prerequisite for selective professional education courses, enrollment should increase and subsequently so should completion rates. The fourteen-month MAT course sequence will qualify STEM students for tuition scholarships that were not available previously. The fourteen-month MAT program also enables CSU to seek teacher scholarship grants. It is expected that other students will be drawn to the shorter time frame and more flexible coursework for degree completion, boosting both enrollment and completion.

The program was reviewed in Spring 2014 with a status of Good Standing. The next review is scheduled for Spring 2021.

Master of Arts in Teaching, Early Childhood Education (13.1210)

Although we had worked around the edges of this program over the past few years, a serious revision of it had not occurred in a very long time. The redesign of this program was put on hold while we redesigned the undergraduate and graduate licensure programs by the ISBE deadline imposed for that work. In the meantime, we did not recruit, but worked to assist students in the program to finish.

The faculty worked over the course of last year to redevelop core courses and redesign degree options to update it and better align it with the changing demands of the profession and the employment market. The changes are based on conversations with the Chicago Public Schools and changes to the Illinois Gateways Credentialing system. It moved through the curriculum process and was approved, but not until August, when it was too late to recruit for it.

Over the past couple of years there have been inquiries about this program. Without recruitment we currently have three students in the program but are struggling to accommodate adding the courses within faculty workloads. It is our intent to recruit for the Spring 2020 semester. Materials for the program have been added to college-level recruitment efforts.

The program was reviewed in Spring 2014 with a status of Good Standing. The next review is scheduled for Spring 2021.

Master of Arts in History (54.0101)

The MA History program at CSU has traditionally been a relatively small program and has had a steady number of students enrolled. In 2015, there were 11 students enrolled in the program and there were six in 2016. However, in the 2015/2016 academic year, seven students graduated from the program, which impacted the current number of students enrolled the following year. During the budget crisis of 2016, the program lost two tenured faculty members and the program was one of the most heavily impacted at CSU. Thus, it came as no surprise that the number of students enrolled in 2016 and 2017 was low and stood at 6 and 5 respectively. Since that time, the university was able to rehire one of the tenured faculty members and the program has since begun to stabilize.

The program is already in the process of creating opportunities for students enrolled in the BA to come into contact with those in the MA. We hope those interactions with current MA students will encourage students to also enter into the program. Similarly, we are working to provide all of our students, in both the BA and MA program more opportunities to interact with graduates and other individuals who are in the field to expose them to the variety of ways in which they can use their history degree. This is an effective way to enhance enrollment and retention and also advertise the MA program at the same time to entities outside of the university.

The program is committed to doing a better job of retaining students and encouraging them to graduate within a two to three year window. As such, we have increased the number and points of contact that program faculty have with students. We will place special focus on the period of time when students are writing the MA thesis. We are in the process of establishing a bi-weekly check-in process between the student and their thesis advisor. We recognize this is critical period in the program where we have lost students in the past and we are working hard to rectify this. The program was reviewed in Fall 2018 with a status of Priority Review. The next review is scheduled for Fall 2021.

Program with Low Enrollment

Master of Science in Mathematics (27.0101)

During the current review cycle the program was designated as falling slightly below the threshold for enrollment, but it is at or exceeds the threshold for graduation rates. The Program has no previous designation as a Low Producing Program.

CSU Program serves a predominantly African American community. The following IBHE data shows the African American enrollment in the State's MS programs in Mathematics (27.0101) in its twelve public universities. The CSU program has significantly contributed to the African American master's degrees, which is a primary value of the program.

Year	# enrolled in CSU	#Black MS enrolled/ all public universities
2014	21	39
2015	21	35
2016	12	23
2017	9 (IBHE # is 7)	13
2018	7	

Since 2017, the Program has been strengthened by undergoing several structural changes that will help in enrollment, retention, and graduation.

- A. The BS/MS integrated degree is a vehicle for the better prepared students to earn a MS degree within two semesters of obtaining a BS degree in mathematics and seek matriculation in doctoral programs.
- B. Greater articulation between the Mathematics and Computer Science programs at the graduate level were made. Courses in AI, such as Machine Learning, are now cross-listed in both Mathematics and Computer Science programs. Python (or Python based programs) are used in computational mathematics courses and abstract algebra courses. R language is taught in statistics courses.
- C. Program has been diversified to provide more research opportunities and increased access to faculty in computer science. The University–Industry partnerships that are built in the computer science program will provide opportunities for the mathematics majors to be involved in industrial projects. It will enable them to gain practical experience in mathematical modeling and statistics as well as professional behaviors to be successful in an industrial career.

Specific Steps to Increase Enrollment

1. Provide financial support. Find means of financially supporting students. Offering evening classes makes us competitive but lack of financial support, in addition to Federal student loans, makes us non-competitive; especially, in the domestic student markets. Financial support includes finding funded research opportunities to graduate students. Item #3 is such a large project.
2. Sustain the current efforts in modernizing the curriculum. The curricular revisions will see a greater articulation between the graduate and undergraduate programs in mathematics; a greater articulation between the mathematics and computer science programs centered around the core area of data science and cognitive enterprises; and shifting of the synergy between the mathematics and physical sciences programs to mathematics and biology programs. These changes will result in better branding and more marketable programs and graduates who are better prepared for careers in academia, industry, and self-employment. Using Learning Analytics to drive change. The University and the Department have access to data sets of student performance. Using techniques from Big Data Analytics from computer science (of which the Department has significant experience and expertise) to develop data driven curricular pedagogies/assessment is one of the emerging, fast growing areas in STEM education. Learning Analytics will enable the Department to use technology to deliver a more personalized learning environment and, thus, better serve our student population of adult learners, first in family to go to college, working mothers, etc. The Department has made the first steps in acquiring expertise in Learning Analytics by getting more familiar with the research

of the Michigan Institute for Data Science at the University of Michigan, Ann Arbor and establishing formal links with its faculty.

The program was reviewed in Spring 2014 with a status of Good Standing. The next review is scheduled for Spring 2021.

Programs with Low Degree Conferral

Bachelor of Science in Computer Science (11.0701)

The Program was identified as a Low Producing Program (the number of graduates was below the acceptable threshold) in Fall 2016. Consequently the Program was redesigned and the number of graduates has increased, albeit slightly below the current metric.

The outcomes of the Redesigned Program:

1. To graduate students who are ready to lead, innovate, reverse engineer; be industry-ready and entrepreneurial.
2. To graduate students with core competencies in programming, project management, databases/data security, and computer networks/cyber security.
3. To graduate students with behavioral skills reading, comprehension, writing, presentation and time management

The following table of IBHE data on the baccalaureate degree in computer science shows the enrollment and graduating numbers for African Americans in the State's twelve public universities. The CSU program has significantly contributed to the African American baccalaureates, which is a primary value of the program. For the review period, the number of graduates: 9 (Fall 2016), 8 (Fall 2017), 7 (Fall 2018), averaged to 8, which is slightly below the acceptable threshold of 9. This number has improved significantly from the previous review. It also needs to be viewed in comparison with other public universities: e.g., in 2016, CSU graduated 9 students. The other 11 universities graduated 30 students (the average per university = 30/11 which is far less than the CSU number).

Year	Fall enrollment/ CSU	# grads/ CSU	# Black grads/ all public univ.	# Black enrolled/ all public univ.
2009	82	8	26	192
2010	95	1	8	213
2011	87	2	23	210
2012	92	4	20	246
2013	---	6	21	---
2014	86	5	32	310
2015	74	6	31	303
2016	42	9	39	291
2017	48	8	27	309
2018	58	7	---	---

The redesigned program distinguished itself by successfully embedding innovation and promoting entrepreneurship in the computer science curriculum. The Program has built a rudimentary Innovation Lab where first-year students are provided an environment for ideation to convert a burning issue into a solvable problem. Being a major is a pathway to solve that problem, even commercialize it.

An Inquiry Based Learning (IBL) pedagogy is practiced in the freshmen programming classes and project based interactive pedagogies are practiced in junior-senior classes. As a consequence of exposure to innovation and IBL, the Program has seen significant rise in Fall – Spring retention in the traditional filter course *Introduction to C++ Programing*.

The senior students are encouraged to take graduate classes to graduate to be more specialized and industry ready. The program regularly provides activities to expose students to industry and academic leaders.

Specific Steps to Increase Enrollment and Graduation

For the next evaluation cycle the base number of majors will include the relatively low enrolled years. To minimize the effect on the graduation yield the Program recognizes the pivotal role of retention.

1. Retention. The program recognizes the centrality of the role of effective advising and mentoring in retention and timely graduation. The program works with the University on promoting best practices in advising. It recognizes *Exposure* to faculty and industry leaders as a central element in molding a student and increasing retention. To increase *Exposure*, the program arranges regular conferences and workshops to promote student – faculty – industry interactions.
2. Enrollment. The program is working with IBM to establish a P-TECH program in Artificial Intelligence to increase enrollment by building pipelines to local high schools.
3. Build synergy between the undergraduate and graduate programs to enroll and retain better students. An integrated BS/MS program that permits students graduating with a BS degree to earn a MS degree with two semesters of their baccalaureate is now working its way through curricular committees. The integrated program will enable the University to recruit and retain better prepared students and graduate them with a BS and MS degrees. As an added value, the undergraduate program will also help to address the issue of dearth of African American with a MS degree in computer science.

The program was reviewed in Fall 2016 with a status of Good Standing. The next review is scheduled for Fall 2023.

Bachelor of Arts in Art (50.0701)

The B.A. in Art major consists of three options: Design with concentrations in Graphic Design and Interactive Media, Art with concentrations in 2D Studio and 3D Studio, and Art Education (K-12). In Fall 2016 changes were made to remove one independent study and add a free elective to the Interactive Media requirements, bringing requirements more in line with the other options and concentrations. In addition, the Art Option concentrations of 2D Studio and 3D Studio were created from previous concentrations in the Art Option of Studio Art and Studio Craft. Both curricular changes were made to facilitate matriculation through the senior year, enabling earlier graduation. In Fall 2018 the requirements for graduation were revised to allow a “D” grade in one required art history course. Art majors are required to take four art history courses, one more than necessary

for accreditation with the National Association of School Art and Design. In addition, students take a one credit hour freshman seminar, *Writing about Art*, that is an art history foundation course. Art history courses traditionally have a history of high failure and withdrawal rate for our students, requiring students to retake two or three times, thus delaying graduation a year or two. Over the trajectory of the three-year periods reviewing enrollment and completion rates, the completion rate has been increasing gradually, even with recent lower enrollment in the major. The average of students to completions per year has risen from 59.3 enrolled and 7 completing to the most recent average of 51 enrolled and 8.3 completing.

The first students registered from this redesign of Interactive Media, 2D Studio, and 3 D Studio have just started to graduate as of Spring 2019, and so did not affect the completion numbers for this review period. The effect will show up in later years. The same is true with the change in art history, which is only in effect for students entering starting Fall 2018. We are on track to graduate nine majors in 2019-2020.

Based on earlier changes to Interactive Media, 2D Studio, and 3D Studio, and to the one art history course grade, some students should graduate one or two semesters earlier than previously. An additional student or two per year puts the completion rate at nine or more per year. There are pending changes to the Art Education option, with the elimination of the TAP and ACT/SAT scores for entry into the College of Education and as a prerequisite for selective professional education courses, including student teaching. This will encourage more students to enroll in Art Education and complete the degree. In addition, Art & Design had its enrollment stabilize after three years of decline of approximately 20% each year over a three-year period. The university has increased recruitment activities, including creating community college articulation agreements, and is extending financial assistance to students who stopped out recently due to financial difficulties. The department is reaching out to students who are a few credit hours short of completing their degrees. As enrollment increases, so should completion rates with the above changes.

Art & Design Enrollment		Art & Design Completion Rates	
2006	71	2005-06	6
2007	69	2006-07	8
2008	60	2007-08	6
2009	59	2008-09	11
2010	57	2009-10	7
2011	58	2010-11	11
2012	63	2011-12	3
2013	64	2012-13	7
2014	76	2013-14	7
2015	77	2014-15	9
2016	62	2015-16	9
2017	50	2016-17	7
2018	41	2017-18	9
2019	41	2018-19	

Note: From Fact Books

The program was reviewed in Spring 2013 with a status of Good Standing. The next review is scheduled for Spring 2020.

Master of Science in Education, Physical Education (13.13.14)

The MSED Physical Education (PE) program is designed for practicing teachers to analyze and enhance their teaching in the field of Physical Education. The courses in the program enable the students to ensure their practices are up to date and on trend. They are assigned hands-on projects and work collaboratively, exiting the program with a deeper understanding of their own strengths and weaknesses, and ultimately, are better teachers.

Three-Year Enrollment Trends

	2016	2017	2018	3-Year Average
Enrolled	11	17	17	15
Degrees Conferred	3	2	3	2.67

Program Outcome Designation:

- **Justification/No Further Action**
- Redesign
- Consolidation
- Sunset

Explanation of Outcome Designation:

The MSED PE program at Chicago State University is an HLC-approved 100% online program. The online environment is desirable in the current day for PE teachers who may also coach. This allows any interested student the flexibility of participating in a program where they do not have to commute to school. Online learning has improved significantly over the past decade, and students are provided a rigorous and quality program. There has been and continues to be a steady stream of interested students and applicants into the program; the online degree is appealing and marketable. Students admitted into the program are placed into cohorts based on the semester in which they began. The program is a two-year program, although there is the rare student who chooses to take longer with his/her studies. In the past five years of students who should have graduated, only four students dropped out of the program for reasons including medical, family responsibilities, or a lost job. However, had these students finished the program, we would have met the required metrics for graduation over the three-year cycle. It should be noted that since this data cycle ended, from fall 2018 to fall 2019, 11 students have graduated (CSU has both fall and spring commencements).

At the beginning of the data cycle for this report, a professional adviser was in place. This person was hired from outside the university and oversaw a significant number of students in the College of Education. There was little recruitment occurring. Since fall 2016, advising was shifted to the faculty member who is also the program director of the MSED PE program. This model works much better to streamline recruitment, advising, and retention given the faculty member's knowledge of the program and the needs of the students. Since then, the number of students enrolled has increased in the program, leading to subsequent increases in graduation. There is no plan at this time to return

to a previous model of advising, instead keeping the advising housed with the program director faculty member.

Although the MSED PE program at CSU is viable, there is always room for higher enrollment. Based on the previous data of only losing four students in the past data cycle, higher enrollment would lead to higher degree conferrals. One means of increasing enrollment in the past three to five years has been an increase of teachers of other content areas pursuing a PE endorsement. Because PE endorsement students take our online MSED courses, many of them have decided to continue in the MSED program since they have completed a significant number of the courses in pursuit of their endorsement. The MSED PE program is non-licensure, so these students still must submit their transcripts to ISBE for conferral of their endorsement, but at the end of the program, they would not only have their PE endorsement but also their Master's in Education. This is appealing. The MSED PE program director will continue to work with the endorsement students and encourage them to continue their studies in the MSED program. As stated earlier, the more students in a cohort, the higher graduation numbers will be. We are confident that once students are admitted they will graduate, given the structure and strength of the program. We also foresee a continued interest in our program from licensed PE teachers based not only on the online degree but also on the strength of our reputation. We are proud of the reputation we have of producing strong PE teachers and have potential students apply based on word of mouth from our alumni.

One concern that does not relate to graduation rates but does to enrollment rates is the fact that Illinois is a state with mandated daily Physical Education, yet K-12 schools have historically been successful in obtaining waivers for PE as the waivers have frequently gone unchallenged due to funding shortages. An unintended consequence of this is that K-12 students are not routinely exposed to PE, particularly in high school, thus they do not recognize that being a PE teacher is a viable career option. This results in a decrease in enrollment of new students to the field of Physical Education pedagogy. Thus, if there are fewer students earning their initial license, there may be fewer students in the future seeking their MSED. Importantly, however, the Chicago Public School (CPS) District decided to let their PE waiver expire and not renew it. This has resulted in schools being mandated to return to daily PE, which is being phased in over time. The mandate has created an immediate need for PE teachers in CPS. It is predicted that the future need for educators in Illinois elementary and secondary schools in PE will be quite high. This is a driver not only for MSED PE teachers to stay in the field, but to also gain more enrollment (and ultimately completers) from PE endorsement students.

A target over the next five years would be to achieve an average of five graduates per year consistently. This can be achieved with large enough cohorts. If a student begins to struggle in the program, the adviser will continue the practice of adjusting the graduation plan. This means the student may not graduate with his/her cohort, but this is advisable compared with dropping out. The faculty has discussed opening the admission requirements to students with a Bachelor's in a field related to Physical Education, such as Kinesiology or Exercise Science, while retaining a pedagogical focus.

The program was reviewed in Spring 2014 with a status of Good Standing. The next review is scheduled for Spring 2021

Master of Science, Library Science (25.0101)

The program provides an ALA- accredited Master of Science degree in Library and Information Science with specializations in school libraries, public libraries, academic libraries and archives and records management. The program also provides an ISBE approved endorsement program in School Information Specialist and an IBHE approved post baccalaureate certificate in Archives and Records Management.

When the program was identified as low-producing in November 2017, the program performed a review of its performance and made the following recommendation: “Redesign—Further redesign and program changes will be applied to remediate performance, the program will be reviewed in ____ years; • a. Justification-Good Standing/Review in ____5_ Years.” The program selected justification and review at a later date. The program is not considered low enrolled, so it analyzed its data about students who were dismissed or who withdrew or stopped attending to determine whether the completion problem was a result of admission practices or not providing adequate support for students while they are enrolled. The program concluded that “the low number of degree graduates is a lagging factor that is linked to the enrollment rate and the amount of time to complete the degree. The enrollment rate does meet the state minimum standard, however it takes participants in a non-initial licensure degree program approximately 3.5 years to complete the program on a part-time basis (nearly all students in the program are part-time). Because of the typical length of time it takes a student to complete the program, to meet the minimum standard for average graduation rates, the enrollment rate would need to be much higher than the minimum set by the state.” The program further concluded that “The major contributing factor to low program enrollment is the lack of specialized professional accreditation; the program does not have accreditation from the American Library Association (ALA).”

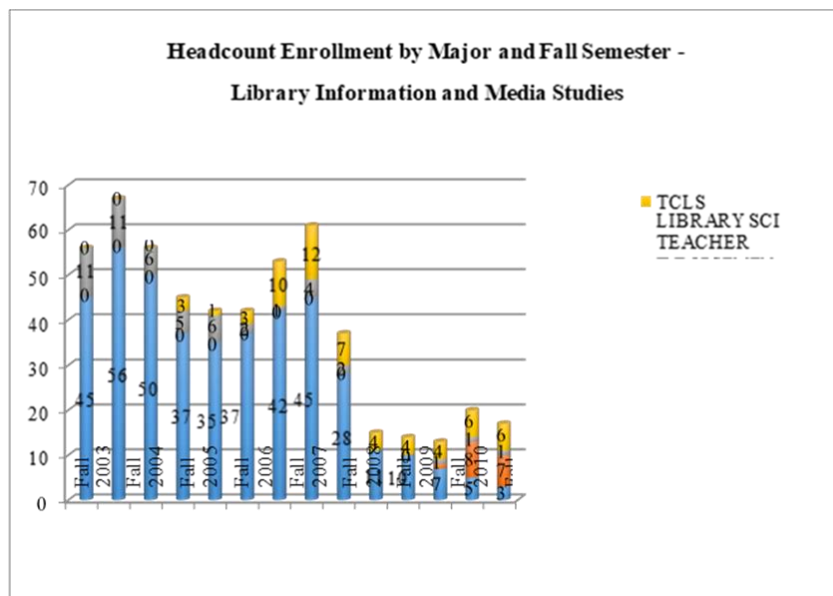
The program has been working on increasing its enrollment as a pathway to increasing its rate of graduation to meet the state minimum. The program employed the strategies to increase enrollment outlined in the 2017 report and has made modest gains in enrollment.

Year	Total Headcount Masters Students Fall Term	% Change in Enrollment Rate from Prior Year
2019	15	+20%
2018	12	0
2017	12	+17%
2016	10	---
2019	15	+20%

Year	Conferrals
2018	1
2017	4
2016	4

The latest three year average graduation rate is 3 students. An analysis of past enrollment trends when the program was producing an adequate number of seems to suggest that maintaining an enrollment of 30 students completing at the traditional rate (3.5 to 4 years) should produce a

graduation rate that would meet state minimums.



T

he LIS program received ALA accreditation during the summer 2019. The decision was received a month and a half before the fall term began, so there little opportunity to benefit from the change in enrollment status. Since the beginning of the fall 2019 term, the program has accepted eight new students into the LIS program and there are over 30 incomplete applicants in the process of applying to the program that are listed in the university CRM for graduate admission.

The program believes that with the attainment of accreditation and the continued improvement of the graduate application process the program will continue to grow its enrollment, which will eventually result in adequate rates of graduation.

The program was reviewed in Fall 2017 with a status of Good Standing. The next review is scheduled for Fall 2022.

Master of Arts in Geography (45.0701)

The graduate program in geography is actively working to increase its completion rate and ensure that students matriculate through the program in an effective and timely fashion. There have been some recent changes to the program, which should improve the overall completion rate.

We have recently made a very important adjustment to the program. While in the process of completing the thesis project students can now receive a grade of "T" until the completion of the thesis and its acceptance by the thesis committee. Previously, as students were working on the thesis, they would receive an incomplete for the thesis credits they were taking until the thesis was complete. There are time-sensitive university guidelines around incompletes on transcripts that would often create administrative and, at times, financial hardships on students. The "T" grade alleviates these concerns and allows students to center their focus on their academic progress. This programmatic change also better aligns the Geography program with CSU's College of Arts and Sciences and other regional universities' thesis course standards. To complement this change, the

program also consolidated the thesis credit courses into one course that can be taken for up to 6 total credit hours to better clarify and streamline the process for students.

For those students pursuing the GIS (Geographic Information Systems) option, the program recently officially omitted a requirement that will further aid in student completion. Previously, students in the program could be required to take additional courses if they lacked at least three hours of previous introductory GIS and three hours of computer programming. Most students pursuing the GIS option already had significant experience in this area and omitting the potential of adding courses to their program will help them matriculate through the program faster and more efficiently.

The program was reviewed in Spring 2015 with a status of Good Standing. The next review is scheduled for Spring 2022.

Master of Public Health (51.2201)

The program meets the enrollment metric but is slightly below for degree conferral.

To increase enrollment and align with the expectations of other institutions, the program will remove the GRE requirement for admissions and reduce the number of program credit hours to forty-five. Beginning in the Fall 2020 semester, courses will be shifted to a later evening start and offered in a hybrid delivery model to accommodate the needs of the target adult population.

The program was reviewed in Fall 2016 with a status of Good Standing. The next review is scheduled for Fall 2019.

APPENDIX B – EASTERN ILLINOIS UNIVERSITY

Illinois Public Universities' Academic Program Efficiency and Effectiveness Report

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*	Explanation for Status Chosen (please expand as necessary)
CIP Code	Degree Designation and Title (e.g. BS in Biology)		Fall 2016	Fall 2017	Fall 2018	3-Yr Avg	FY 2016	FY 2017	FY 2018	3-Yr Avg		
<i>Bachelor's Level Programs</i>												
	B.A. African-American Studies		4	4	1	3	0	1	0	0.33	1	See Memo
	B.S. Adult and Community Education		6	2	2	3.33	4	2	1	2.33	1	See Memo
	B.A. Art		26	16	19	20.33	8	7	8	7.66	4B	See Memo
	B.S.B. Business Administration		27	25	37	29.66	9	6	9	8	4B	See Memo
	B.S. Career and Technical Education		12	13	13	12.66	3	3	1	2.33	3	See Memo
	B.A. Chemistry		8	10	8	8.66	2	1	1	1.33	4B	See Memo
	B.S. Chemistry		35	26	38	33	6	6	2	4.66	4B	See Memo
	B.S. Clinical Laboratory Science		31	16	18	21.66	3	3	5	3.66	5	See Memo
	B.A Economics		29	24	16	23	3	15	3	7	4A	See Memo
	B.S. Engineering (Cooperative - U. of I		31	25	17	24.33	0	0	0	0	5	See Memo
	B.S. Geography		26	16	19	20.33	8	4	7	6.33	4a	See Memo
	B.S. Geology		16	14	8	12.66	5	10	5	6.66	4a	See Memo
	B.S. Mathematics an Computer Science		28	24	10	20.66	8	6	1	5	1	See Memo
	B.S. Ed. Middle Level Education		31	38	39	36	0	7	8	5	4B	See Memo
	B.A. Music		14	14	16	14.66	5	7	4	5.33	4B	See Memo
	B.A. Philosphy		9	11	14	11.33	5	1	3	3	4B	See Memo
	B.S. Physics		16	19	15	16.66	10	4	5	6.33	4B	See Memo
	B.S. Science with Teacher Certification		17	17	23	19	9	2	7	6	4B	See Memo
	B.A. Social Science Teaching		12	11	13	12	3	1	2	2	1	See Memo
	B.A. Theatre Arts		28	32	28	29.33	2	7	6	5	4A	See Memo
	B.A. World Languages & Cultures		24	28	21	24.33	10	8	5	7.66	4B	See Memo
<i>Master's Level Programs</i>												
	M.S. Chemistry		10	9	8	9	5	6	2	4.33	4A	See Memo
	PSM Geographic Information Sciences		8	11	9	9.33	1	3	2	3.167	5	See Memo
	MA Math		2	7	3	6.6667	5	9	4	4	3	See Memo

*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

Illinois Public Universities' Academic Program Efficiency and Effectiveness Report

[illegible]

*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



Academic Program Efficiency and Effectiveness Report (APEER) Summary

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

Undergraduate Programs

Africana Studies, BS and BA. Both programs have been flagged in prior years. The BS was in “teach out” in 2015-2016 and the BA was eliminated based on *Vitalization* recommendations in 2017 and is actively in “teach out”. **SUNSET.**

Adult & Community Education, B.S. This program has been eliminated. **SUNSET.**

Art, B.A. This is the first time the program has been flagged. Additionally, Art is one of the three outstanding performing arts programs that anchor the Doudna Fine Arts Center and the new School of the Arts started in 2018. At this time, we continue to see the program as central to EIU’s mission. **STRONG INSTITUTIONAL JUSTIFICATION – NO FURTHER ACTION.**

Business Administration, BSB. This is an off-campus and online degree completion program that serves a unique population. The observed enrollments declined during the budget impasse and the University anticipates a rebound. **STRONG INSTITUTIONAL JUSTIFICATION – NO FURTHER ACTION.**

Career & Technical Education, B.S. CTE continues to be a high demand program for k-12 school districts. This is a low cost of delivery program with limited standalone courses as the content is delivered by a variety of programs as part of existing majors. This program was identified as priority review in 2017 as it failed to meet the enrollment requirements. In 2017-2018, EIU undertook a major realignment across the division and CTE was reassigned to the College of Education beginning this year, 2019-2020. As part of this process, the program implemented in 2018-2019 and enrollment growth has been observed. The Fall 2019 enrollment in the major is 21 students or a 66% growth over the 3 year average. The structural redesign is still ongoing in 2019-2020. **REDESIGN.**

Chemistry, BA. As stated in prior years, the curriculum is entirely embedded within the BS in Chemistry. Hence, no additional instructional costs are associated with delivery and the combined enrollments and degrees awarded of the BA/BS programs exceed 2019 IBHE targets. Additionally, the BA and BS support the MS in Chemistry which is a high priority STEM graduate degree with an extramurally funded research program. The B.A. program provides students with additional opportunities to develop connections with other degree programs and future efforts to expand health-related programming will make this program essential to EIU’s future. Further, the Chemistry program supports numerous pre-professional programs, other STEM fields, and EIU’s general education program. As no instructional costs are associated solely with this program and the major

is consistent with the mission of the University, the University classifies the program as justified with no further review. **STRONG INSTITUTIONAL JUSTIFICATION – NO FURTHER ACTION.**

Chemistry, BS. As a result of the new criteria, the BS in Chemistry has been flagged as the mean number of majors is 38 and total graduates is less than 10. Prior to the severe enrollment impact of the budget crisis, the total number of majors did regularly exceed 40 including in fall 2015. For that reason, EIU anticipates the minimum number of majors will exceed the IBHE target of 40 in future years and the combined enrollments and degrees awarded for the BA and BS currently exceed the 2017 IBHE target. This program supports multiple pre-professional programs, other STEM majors, general education, and a productive MS in Chemistry. **STRONG INSTITUTIONAL JUSTIFICATION – NO FURTHER ACTION.**

Clinical Laboratory Science, BS. The program's course work is embedded primarily in existing majors and is low cost. Additionally, observed enrollments were impacted by the budget impasse. The program attracts high performing pre-professional first-time full-time students who migrate to other STEM majors. Finally, demand exists in the region to support the local healthcare industry. While the University believes the program is central to EIU's mission and the region, the institution is actively reviewing the priorities of the college and department to determine if continuation should be a priority. **PRIORITY-CONTINUED REVIEW.**

Economics, BA. This is the first time that this program has been flagged. Unfortunately, the degree was heavily impacted by the budget impasse. In addition to being flagged based on IBHE criteria, the program has been identified as a candidate for reorganization and enhanced efficiency as part of the earlier campus-wide Vitalization process. **JUSTIFICATION – REVIEW 2020-2021**

Engineering (CO-OP), BS. The program enrollments based on observed majors are reasonable; however, the majority of students transfer prior to the degree award to partner institutions UIUC and SIUC. While students may "transfer back", very few students do. This program is critical to the region as it provides students with a cost-effective pathway to completion of an engineering degree. In terms of EIU costs, the program is embedded within existing STEM course offerings and no additional costs are associated with delivery per se. Finally, the program is an important element of the program array as it relates to first-time full-time student recruitment. As EIU is starting a new B.S. in Electrical Engineering in Fall 2020, the faculty will review the viability and rationale for this program beyond the 2020-2021 academic year. **PRIORITY – CONTINUED REVIEW.**

Geology, BS. The program has been impacted by enrollment declines; but the courses are critical to the delivery of k-12 Science teacher licensure. The University anticipates reduced costs in the future and a program revision to enhance collaboration with other programs and reduce cost. The program did take steps to reduce the cost of delivery and a streamlined curriculum was approved that collaborates with geography. **JUSTIFICATION – REVIEW 2020-2021**

Geography, BS. The program has been impacted by enrollment declines; but the courses are critical to the delivery of k-12 Science teacher licensure. The University anticipates reduced costs in the future and a program revision to enhance collaboration with other programs and reduce cost. The program did take steps to reduce the cost of delivery and a streamlined curriculum was approved that collaborates with geography. **JUSTIFICATION – REVIEW 2020-2021**

Mathematics & Computer Science, BS. This program was flagged in prior IBHE reports, as well as identified by the *Vitalization* workgroup as an area of concern. In light of prior productivity concerns, the program was restructured and the IBHE approved a new BS in Computer Science

in 2017. With the creation of the standalone Computer Science program, this degree program was eliminated. **SUNSET.**

Middle Level, BSEd. The program's first cohort graduated in 2018-2019. This recent program is a niche licensure program and continued growth is expected. More importantly, k-12 teachers continue to be in high demand and the observed trend in the 3-year window has been growth. **STRONG INSTITUTIONAL JUSTIFICATION – NO FURTHER ACTION.**

Music, BA. Started in 2015-2016, the BA is a liberal arts alternative to the more extensive B.Mus. Additionally, the required coursework is contained within the B.Mus. degree and does not require additional resources. Further, Music (BA & B.Mus.) is one of the three outstanding performing arts programs that anchor the Doudna Fine Arts Center and the new School of the Arts started in 2018. The BA is a complement to the B.M. degree and does not result in additional costs. **STRONG INSTITUTIONAL JUSTIFICATION—NO FURTHER ACTION.**

Philosophy, BA. This program has been flagged by the IBHE in prior years. Additionally, the program was identified by *Vitalization Workgroup #7* as a program of concern in 2016-2017 and possible candidate for program elimination. For that reason, the department has worked with the administration to develop a revised reduced staffing plan for future years and the program enrollments will be reviewed during 2019- 2020 academic year. While the major performance does not yet meet IBHE guidelines per se, the academic department is highly efficient, philosophy contributes to the general education program, and the cost per credit hour are well below both college and university figures. During the priority review process outlined in the 2017 APEER submission, the department undertook a significant revision of the major. The revision was implemented in 2018-2019 and enrollment growth has been observed. The Fall 2019 enrollment in the major is 19 students representing a 68% increase in majors compared to the 3- year average. **STRONG INSTITUTIONAL JUSTIFICATION – NO FURTHER ACTION.**

Physics, BS. The program has been impacted by enrollment declines; but the courses are critical to the delivery of k-12 Science teacher licensure, as well as other pre-professional and STEM majors. The program submitted a revision in 2017-2018 that has reduced the cost of delivery. **STRONG INSTITUTIONAL JUSTIFICATION – NO FURTHER ACTION.**

Sciences Teacher Licensure, BA. The program is central to EIU's mission and historical strengths in k-12 teacher education. From a cost perspective, the discipline specific courses are embedded with existing STEM programs and are not stand alone. While total enrollments have declined, k-12 programs at EIU— and across the nation—have been impacted by changing market conditions. Given the shortage of k-12 educators (specifically STEM educators) and the specific staffing needs of Illinois districts, EIU anticipates program growth in the future. **STRONG INSTITUTIONAL JUSTIFICATION – NO FURTHER ACTION.**

Social Sciences Teacher Licensure, BA. The program has been replaced with a history-based social studies concentration to increase efficiency. EIU continues to offer secondary licensure to meet the needs and high demand of k-12 districts. **SUNSET.**

Theatre Arts, BA. The program has consistently produced more than ten graduates annually prior to the budget impasse. Additionally, the Theatre Arts program is one of the three outstanding performing arts programs that anchor the Doudna Fine Arts Center and the new School of the Arts started in 2018. For that reason, the 2017 *Vitalization* report (Workgroup 8) identified the performing arts as one of the candidates for EIU's signature program. Finally, the University

anticipates future program revisions – in addition to the new 2019 musical theater concentration, that will enhance efficiency and respond to student demand. **JUSTIFICATION – REVIEW IN 2020-2021.**

World Languages & Cultures (formerly Foreign Languages), BA. This is the first time that this program has been flagged. Unfortunately, the degree was heavily impacted by the budget impasse and is mission- centered. The degree also includes secondary language education which is in high demand. The program has revised the major – as well as changed the major's name and focus to include culture. **STRONG INSTITUTIONAL JUSTIFICATION – NO FURTHER ACTION.**

Graduate Programs

Geographic Information Science, PSM. This has once again been identified as not meeting enrollment or degree minima. While the program underwent an initial redesign in 2018-2019 to enhance enrollment through online delivery, the viability of this program is a concern. **PRIORITY – CONTINUED REVIEW.**

Chemistry, MS. This is the first time the program has appeared on the APEER report. The institution anticipates as enrollments rebound the program's high quality and emphasis on research will result in meeting or exceeding the threshold in 2021. In Fall 2018, the Department of Chemistry launched an accelerated MS pathway which has the potential to expand enrollment. **JUSTIFICATION – REVIEW IN 2020-2021.**

Mathematics, MA. The MA has not met the enrollment or earned degree requirements. In 2019-2020, the Graduate School Dean, College Dean, and Department faculty have been tasked with a redesign. The preliminary discussion focuses on a single Math Ed online program in the future with a curriculum revision. Additionally, the program, in consultation with the deans, is assessing the status of the traditional program and related funding (specifically assistantships) in the future. **REDESIGN.**

Natural Science, MS. This program has been eliminated. **SUNSET.**

APPENDIX C – GOVERNORS STATE UNIVERSITY


Illinois Public Universities' Academic Program Efficiency and Effectiveness Report

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		
Governor's State 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 2016	Fall 2017	Fall 2018	3-Yr Avg	FY 2016	FY 2017	2018	3-Yr Avg			
<i>Bachelor's Level Programs</i>												
50.0701	BFA in Art	37	33	25	32	5	8	10	8	4a		Changes reflect only 1 yr since redesign. Review again in Fall 2020.
<i>Master's Level Programs</i>												
50.07	MFA in Art	11	6	3	7	1	3	6	3	4a		Changes reflect only 1 yr since redesign. Review again in Fall 2022
<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

GOVERNORS STATE UNIVERSITY ANNUAL PROGRAM REVIEW

TO: SOPHIA GEHLHAUSEN ANDERSON, DPA, ILLINOIS BOARD OF HIGHER EDUCATION, ASSISTANT DIRECTOR OF ACADEMIC AFFAIRS
FROM: COLLEEN SEXTON, PH.D., ASSOCIATE PROVOST/ASSOC. V.P. ACADEMIC AFFAIRS, GSU
SUBJECT: ANNUAL PROGRAM REVIEW – LOW PRODUCING REPORT
DATE: NOVEMBER 18, 2019



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

I. IBHE Low Producing Program Report – Data and Analysis

Table 1: Program Data by census date FA16, FA17, and FA18

Legend:

- **Rose** highlight for the cell = GSU watch as one of the IBHE criterion not met;
- **Lime** highlight for entire row = 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 for entire row = program underwent redesign within last two AY – undergo future review based on APRC recommendations, e.g. see Table 3 in the Annual Program Review Report for date of next review, details regarding university action found at bottom of table.

Program	CIP	Enrollment				Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
		FA16	FA17	FA18	3-year Avg.	FA16	FA17	FA18	3-year Avg.	FA16	FA17	FA18	3-year Avg.	FY16	FY17	FY18	3-year Avg.
Accounting, BS	52.0301	164	175	168	169	1668	1877	1774	1773	111	125	118	118	54	44	45	48
Accounting, MS	52.0301	48	32	35	29	330	231	234	265	28	19	20	22	15	24	11	17
Addiction Studies, MHS	51.1501	142	128	106	125	932	847	666	815	78	71	56	68	36	14	23	24
Analytical Chemistry, MS	40.0502	21	11	9	14	180	85	56	107	15	7	5	9	5	10	6	7
Anthropology and Sociology, BA	45.1301	22	24	23	23	262	291	255	269	13	17	19	16	2	7	8	6
Art, BFA	50.0701	37	33	25	32	362	313	243	306	24	21	16	20	5	8	10	8
Art, MFA (note data reflects former MA in Art – MFA enrollment began SP19)	50.0701	11	6	3	7	64	39	24	42	5	3	2	3	1	3	6	3
Biology/Biology Education, BS	26.0101	137	113	78	109	1303	1162	789	1085	87	77	53	72	24	22	14	20
Business Administration, BA	52.0201	392	382	382	385	3913	3904	4018	3945	261	260	268	263	85	87	89	87
Business Administration, MBA	52.0201	95	101	87	94	610	639	531	593	51	53	44	49	37	17	32	29
Business and Applied Science, BA	52.0205	28	36	38	34	225	305	302	277	15	20	20	18	8	8	10	9
Chemistry/Chemistry Education, BS	40.0501	27	25	15	22	257	232	171	220	17	15	11	15	7	5	7	6
Communication, BA	09.0101	116	107	118	114	1217	1113	1199	1176	81	74	80	78	35	38	30	34
Communication, Media, and Performance, MA	09.0102	71	47	33	50	420	284	188	297	35	24	16	25	25	23	14	21
Communication Disorders, BHS	51.0201	75	77	81	78	741	740	799	760	49	49	53	51	31	22	23	25

Program	CIP	Enrollment				Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
		FA16	FA17	FA18	3-year Avg.	FA16	FA17	FA18	3-year Avg.	FA16	FA17	FA18	3-year Avg.	FY16	FY17	FY18	3-year Avg.
Communication Disorders, MHS	51.0203	100	106	101	102	812	959	777	849	68	80	65	71	29	38	24	30
Community Health, BHS	51.2208	107	102	133	114	1078	1114	1500	1231	72	74	100	82	33	32	42	36
Computer Science, BS	11.0701	116	97	151	121	1111	1059	1701	1290	74	71	113	86	18	16	25	20
Computer Science, MS	11.0701	359	151	77	196	3186	1212	609	1669	266	101	51	139	202	248	110	187
Counseling, MA	42.2803	190	170	155	172	1270	1122	1018	1137	106	94	85	95	39	32	42	38
Counselor Education & Supervision, EdD	13.1101	25	28	34	29	126	117	180	141	11	10	15	12	1	0	4	2
Criminal Justice, BA	43.0104	258	228	206	231	2654	2286	2073	2338	177	152	138	156	81	76	75	77
Criminal Justice, MA	43.0104	33	31	28	31	207	204	198	203	17	17	17	17	18	12	21	17
Early Childhood Education, BA	13.1210	75	83	89	82	756	825	983	855	50	55	66	57	14	11	11	12
Economics, BA (year 5 of	45.0601	6	6	7	6	76	51	78	68	5	3	5	4	N/A	2	2	N/A
Educational Administration, MA	13.0401	73	58	58	63	438	341	348	376	37	28	29	31	28	34	27	30
Elementary and Middle School	13.1202	98	73	82	84	1131	891	965	996	75	59	64	66	11	26	15	17
English/English Education, BA	23.0101	71	62	55	63	786	701	598	695	52	47	40	46	25	26	21	24
English, MA (redesigned	23.0101	12	14	19	15	81	85	97	88	7	7	8	7	4	4	4	4
Environmental Biology, Management and Policy, MS	26.1305	10	16	8	11	48	88	41	59	4	7	3	5	0	1	6	2

Program	CIP	Enrollment				Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
		FA16	FA17	FA18	3-year Avg.	FA16	FA17	FA18	3-year Avg.	FA16	FA17	FA18	3-year Avg.	FY16	FY17	FY18	3-year Avg.
General Studies (Lower	24.0102	358	344	328	343	5431	5225	4852	5169	362	348	323	344	N/A	N/A	N/A	N/A
Gender and Sexuality Studies, BA	05.0299	1	2	0	1	15	18	0	11	1	1	0	1	N/A	N/A	1	N/A
Health Administration, BHA	51.0702	128	122	119	123	1236	1193	1119	1183	82	80	75	79	51	41	29	40
Health Administration, MHA	51.0702	51	63	51	55	384	480	360	408	32	40	30	34	13	46	18	26
Health Informatics, BS (new SP19)	51.2706	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Health Informatics, MS (new FA19)	51.2706	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
History, BA	54.0101	17	13	20	17	189	114	207	170	13	8	14	12	2	4	1	2
Human Resource Management, MS (new FA19)	52.1001	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Independent Film and Digital Imaging, MFA	50.0602	21	19	19	20	162	168	166	165	14	14	14	14	8	8	8	8
Information Technology, BS	11.0103	120	126	140	129	1307	1461	1495	1421	87	97	100	95	27	26	48	34
Interdisciplinary Leadership, Ed D	52.0213	43	40	52	45	248	193	253	231	21	16	21	19	17	7	7	10
Interdisciplinary Studies, BA	24.0101	401	327	305	344	3413	2874	2543	2943	228	192	170	197	132	150	146	143
Management Information Systems, MS	52.1201	31	17	16	21	255	138	114	169	21	12	10	14	4	18	11	11
Manufacturing Management, BA (year 3 of	52.0205	4	4	3	4	24	30	24	26	2	2	2	2	N/A	N/A	1	N/A

Program	CIP	Enrollment				Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
		FA16	FA17	FA18	3-year Avg.	FA16	FA17	FA18	3-year Avg.	FA16	FA17	FA18	3-year Avg.	FY16	FY17	FY18	3-year Avg.
Mathematics/Mathematics Education, BA	27.0101	35	37	38	37	365	407	441	404	24	27	29	27	14	3	11	9
Mathematics, MS	27.0101	33	22	23	26	176	141	132	150	15	12	11	13	7	12	9	9
Media Studies, BA (year 5 of	09.0102	22	23	37	27	245	280	434	320	16	19	29	21	2	5	4	4
Multicategorical Special Education,	13.1007	43	17	11	24	278	112	67	152	23	9	6	13	12	16	4	11
Nursing Practice, DNP	51.3818	22	17	13	17	79	57	38	58	7	5	3	5	3	11	3	6
Nursing, BSN	51.3801	84	94	73	84	643	760	591	665	43	51	39	44	44	44	46	45
Nursing, MSN	51.3808	156	111	90	122	903	651	602	719	75	54	50	60	47	56	47	50
Occupational Therapy, MOT	51.2306	86	84	83	84	1143	1094	1082	1106	95	91	90	92	19	29	28	25
Occupational Therapy,	51.2306	9	8	5	7	32	40	37	36	3	3	3	3	8	7	3	6
Physical Therapy, DPT	51.2308	114	103	102	106	1434	1407	1407	1416	120	117	117	118	41	39	32	37
Political Science, BA	45.1001	25	25	28	26	271	330	337	313	18	22	22	21	10	6	7	8
Political and Justice Studies, MA (redesigned FY19)	45.1001	33	29	25	29	215	174	153	181	18	15	13	15	8	5	3	5
Psychology, BA	42.0101	341	337	323	334	3596	3804	3600	3667	240	254	240	245	119	93	101	104
Psychology, MA	42.0101	47	49	42	46	306	333	348	329	26	28	29	28	15	8	16	13
Public Administration, MPA	44.0401	76	69	62	69	437	388	369	398	36	32	31	33	12	15	2	10

Program	CIP	Enrollment				Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
		FA16	FA17	FA18	3-year Avg.	FA16	FA17	FA18	3-year Avg.	FA16	FA17	FA18	3-year Avg.	FY16	FY17	FY18	3-year Avg.
School Psychology Educational Specialist, EdS (redesigned)	42.2805	26	24	27	26	213	156	183	184	18	13	15	15	N/A	6	5	N/A
Social Work, BSW	44.0701	156	154	137	149	1725	1698	1469	1631	115	113	98	109	49	45	49	48
Social Work, MSW	44.0701	144	146	126	139	1453	1555	1244	1417	121	130	104	118	59	53	56	56
Theatre and Performance Studies, BA (year 5 of enrollment)	50.0501	8	14	13	12	66	117	141	108	4	8	9	7	1	0	3	1

Explanation of Categories:

- Enrollment - Reflects the number of students 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: 1.5 credit hours, graduate programs: 1.2 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.

Per IBHE guidelines, the programs listed below were flagged and highlighted in yellow in Table 1 above. Yellow highlighting indicates those programs underwent priority review within the last two years. The recommended action for these programs is **Continued Review** as identified below:

- Anthropology & Sociology, BA: The program provided a strong justification for enrollment figures during their priority review in FA18. Recommended another review in three years (Fall 2021).
- Art, BFA: This program underwent a redesign in AY18. Changes in enrollment only reflect one year since redesign. Recommended another review after three full years with redesigned program (Fall 2020).
- Art, MFA: Figures reported reflect enrollment in the original MA in Art Program. The program was redesigned and approved as an MFA in FY18. Enrollment figures do not reflect the newly approved MFA program. Enrollment in MFA begins Summer 19. Recommended another review after three full years with redesigned program (Fall 2022).

- Business & Applied Science, BA: The program provided a strong justification for enrollment figures during their priority review in FA18. Recommended another review in five years (Fall 2023).
- 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 in three years (Fall 2021).
- Political Science, BA: The program provided a strong justification for enrollment figures during their priority review in FA18. Recommended another review in five years (Fall 2023).

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). The recommended action for these programs is **Continued Review**:

- Economics, BA: Data reported reflect its fifth full year of enrollment. Enrollment is slowly increasing, with expectation for continued growth with phasing out of BS in Economics. IBHE guidelines state at the Bachelor level we have 8 years from first enrollment to report data, however, the program is scheduled for cyclical review in FY20.
- Gender and Sexuality Studies, BA: Data reported reflect its third full year of enrollment. The program will submit a 3-year progress report in Fall 2019.
- Manufacturing Management, BA: Data reported reflect its third full 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 for the program. It will now move into the Cyclical Review Schedule, which requires submission of a formal report in five years (FY24).
- Media Studies, BA: Data reported reflect its fifth full year of enrollment. Enrollment is slowly increasing, with expectation for continued growth in this field. IBHE guidelines state at the Bachelor level we have 8 years from first enrollment to report data, therefore, the program is scheduled for cyclical review in FY22.
- Theatre and Performance Studies, BA: Data reported reflect its fifth full year of enrollment. Enrollment is slowly increasing, with expectation for continued growth in this field. IBHE guidelines state at the Bachelor level we have 8 years from first enrollment to report data, therefore, the program is scheduled for cyclical review in FY22.

METRICS, ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT, ILLINOIS STATE UNIVERSITY, FALL 2019

Fall census day enrollments, primary and additional plans

Fiscal year degrees conferred

Source: Academic Program Profiles, Office of Planning, Research, and Policy Analysis, Illinois State University, Fall 2018

AcademicProgram	Level	ENROLLMENT						DEGREES CONFERRED						Either Met?
		2016	2017	2018	AVE	Threshold	Met?	2016	2017	2018	AVE	Threshold	Met?	
Accountancy, B.S.	Bachelor's	703	684	625	671	40	Yes	168	140	168	159	9	Yes	Yes
Accountancy, Integrated B.S./M.P.A.	Bachelor's	113	104	104	107	40	Yes	21	42	23	29	9	Yes	Yes
Agriculture, B.S.	Bachelor's	618	590	548	585	40	Yes	184	184	203	190	9	Yes	Yes
Anthropology, B.A., B.S.	Bachelor's	58	53	54	55	40	Yes	20	15	17	17	9	Yes	Yes
Art, B.A., B.S.	Bachelor's	317	310	312	313	40	Yes	56	76	67	66	9	Yes	Yes
Arts Technology, B.A., B.S.	Bachelor's	93	116	135	115	40	Yes	29	16	24	23	9	Yes	Yes
Biological Sciences, B.S.	Bachelor's	599	575	575	583	40	Yes	111	114	122	116	9	Yes	Yes
Business Administration, B.S.	Bachelor's	910	897	865	891	40	Yes	105	100	113	106	9	Yes	Yes
Business Information Systems, B.S.	Bachelor's	74	76	80	77	40	Yes	29	25	21	25	9	Yes	Yes
Chemistry, B.S.	Bachelor's	118	95	100	104	40	Yes	19	23	16	19	9	Yes	Yes
Communication Sciences and Disorders, B.S.	Bachelor's	228	237	220	228	40	Yes	58	65	73	65	9	Yes	Yes
Communication Studies, B.A., B.S.	Bachelor's	310	334	305	316	40	Yes	86	81	120	96	9	Yes	Yes
Computer Science, B.S.	Bachelor's	297	315	339	317	40	Yes	28	38	41	36	9	Yes	Yes
Construction Management, B.S.	Bachelor's	167	200	176	181	40	Yes	45	39	50	45	9	Yes	Yes
Criminal Justice Sciences, B.S.	Bachelor's	479	494	509	494	40	Yes	170	177	150	166	9	Yes	Yes
Early Childhood Education, B.S., B.S.Ed.	Bachelor's	321	338	343	334	40	Yes	62	69	72	68	9	Yes	Yes
Economics, B.A., B.S.	Bachelor's	93	83	94	90	40	Yes	49	30	22	34	9	Yes	Yes
Elementary Education, B.S., B.S.Ed.	Bachelor's	1020	924	1031	992	40	Yes	247	303	166	239	9	Yes	Yes
English, B.A.	Bachelor's	433	381	412	409	40	Yes	121	114	104	113	9	Yes	Yes
Environmental Health, B.S.	Bachelor's	89	82	69	80	40	Yes	35	29	20	28	9	Yes	Yes
Exercise Science, B.S.	Bachelor's	254	263	310	276	40	Yes	49	73	62	61	9	Yes	Yes
Family and Consumer Sciences, B.A., B.S.	Bachelor's	162	85	75	107	40	Yes	180	59	25	88	9	Yes	Yes
Finance, B.S.	Bachelor's	654	721	627	667	40	Yes	163	154	197	171	9	Yes	Yes
Geography, B.A., B.S.	Bachelor's	61	77	86	75	40	Yes	23	21	23	22	9	Yes	Yes
Geology, B.S.	Bachelor's	86	72	70	76	40	Yes	16	26	12	18	9	Yes	Yes
Graphic Communications, B.S.	Bachelor's	58	55	45	53	40	Yes	23	12	24	20	9	Yes	Yes
Health Information Management, B.S.	Bachelor's	113	86	68	89	40	Yes	30	30	23	28	9	Yes	Yes
Health Promotion and Education, B.S., B.S.Ed.	Bachelor's	91	97	103	97	40	Yes	47	35	32	38	9	Yes	Yes
History, B.A., B.S.	Bachelor's	404	427	463	431	40	Yes	84	68	80	77	9	Yes	Yes
Industrial Technology, B.S.	Bachelor's	84	76	78	79	40	Yes	33	22	23	26	9	Yes	Yes
Information Systems, B.S.	Bachelor's	316	217	165	233	40	Yes	60	66	61	62	9	Yes	Yes
International Business, B.A., B.S.	Bachelor's	146	134	149	143	40	Yes	21	19	27	22	9	Yes	Yes

		ENROLLMENT						DEGREES CONFERRED						
Academic Program	Level	2016	2017	2018	AVE	Threshold	Met?	2016	2017	2018	AVE	Threshold	Met?	Either Met?
Journalism, B.A., B.S.	Bachelor's	162	149	145	152	40	Yes	43	33	34	37	9	Yes	Yes
Management, B.S.	Bachelor's	515	524	481	507	40	Yes	140	132	151	141	9	Yes	Yes
Marketing, B.S.	Bachelor's	851	851	829	844	40	Yes	196	223	244	221	9	Yes	Yes
Mass Media, B.A., B.S.	Bachelor's	228	231	236	232	40	Yes	76	61	73	70	9	Yes	Yes
Mathematics, B.A., B.S.	Bachelor's	357	344	314	338	40	Yes	59	74	73	69	9	Yes	Yes
Medical Laboratory Science, B.S.	Bachelor's	113	114	121	116	40	Yes	28	30	30	29	9	Yes	Yes
Middle Level Teacher Education, B.S., B.S.Ed.	Bachelor's	203	197	213	204	40	Yes	47	62	36	48	9	Yes	Yes
Music (Liberal Arts), B.A., B.S.	Bachelor's	51	47	50	49	40	Yes	14	8	15	12	9	Yes	Yes
Music Education, Bachelor of (B.M.E.)	Bachelor's	163	167	177	169	40	Yes	32	28	24	28	9	Yes	Yes
Music Performance, Bachelor of (B.M.)	Bachelor's	122	108	115	115	40	Yes	15	13	19	16	9	Yes	Yes
Network and Telecommunications Management, B.S.	Bachelor's	54	48	41	48	40	Yes	10	15	16	14	9	Yes	Yes
Nursing, Bachelor of Science in (B.S.N.)	Bachelor's	628	609	627	621	40	Yes	177	199	180	185	9	Yes	Yes
Philosophy, B.A.	Bachelor's	48	56	57	54	40	Yes	18	7	11	12	9	Yes	Yes
Physical Education, B.S., B.S.Ed.	Bachelor's	216	230	241	229	40	Yes	44	35	40	40	9	Yes	Yes
Physics, B.S.	Bachelor's	108	102	110	107	40	Yes	18	22	18	19	9	Yes	Yes
Political Science, B.A., B.S.	Bachelor's	288	334	301	308	40	Yes	96	81	81	86	9	Yes	Yes
Psychology, B.A., B.S.	Bachelor's	514	557	611	561	40	Yes	121	123	138	127	9	Yes	Yes
Public Relations, B.A., B.S.	Bachelor's	219	227	212	219	40	Yes	79	76	78	78	9	Yes	Yes
Recreation and Park Administration, B.S.	Bachelor's	309	287	265	287	40	Yes	86	113	107	102	9	Yes	Yes
Risk Management and Insurance, B.S.	Bachelor's	150	141	133	141	40	Yes	29	33	30	31	9	Yes	Yes
Safety, B.S.	Bachelor's	73	67	62	67	40	Yes	10	19	18	16	9	Yes	Yes
Social Work, Bachelor of (B.S.W.)	Bachelor's	225	202	196	208	40	Yes	51	68	57	59	9	Yes	Yes
Sociology, B.A., B.S.	Bachelor's	310	273	219	267	40	Yes	103	66	101	90	9	Yes	Yes
Spanish, B.A.	Bachelor's	118	113	105	112	40	Yes	28	26	27	27	9	Yes	Yes
Special Education, B.S.Ed.	Bachelor's	797	766	784	782	40	Yes	166	148	136	150	9	Yes	Yes
Sustainable and Renewable Energy, B.S.	Bachelor's	61	63	40	55	40	Yes	24	19	27	23	9	Yes	Yes
Theatre, B.A., B.S.	Bachelor's	254	279	283	272	40	Yes	72	62	49	61	9	Yes	Yes
University Studies, B.A., B.S.	Bachelor's	25	23	35	28	40	No	95	87	94	92	9	Yes	Yes
Accountancy, Integrated B.S./M.P.A.	Master's	59	63	72	65	10	Yes	21	42	23	29	5	Yes	Yes
Accountancy, M.S.	Master's	30	26	22	26	10	Yes	24	22	22	23	5	Yes	Yes
Agriculture, M.S.	Master's	19	15	12	15	10	Yes	3	9	3	5	5	Yes	Yes
Anthropology, M.A., M.S.	Master's	24	22	18	21	10	Yes	3	4	9	5	5	Yes	Yes

AcademicProgram	Level	ENROLLMENT						DEGREES CONFERRED						Either Met?
		2016	2017	2018	AVE	Threshold	Met?	2016	2017	2018	AVE	Threshold	Met?	
Applied Economics, M.A., M.S.	Master's	36	41	36	38	10	Yes	16	11	16	14	5	Yes	Yes
Art, M.F.A.	Master's	18	16	15	16	10	Yes	4	4	8	5	5	Yes	Yes
Arts Technology, M.S.	Master's	16	16	17	16	10	Yes	7	8	7	7	5	Yes	Yes
Biological Sciences, M.S.	Master's	40	39	42	40	10	Yes	17	5	15	12	5	Yes	Yes
Business Administration, Master of (M.B.A.)	Master's	103	106	149	119	10	Yes	53	43	54	50	5	Yes	Yes
Chemistry, M.S.	Master's	26	26	29	27	10	Yes	14	8	9	10	5	Yes	Yes
Clinical-Counseling Psychology, M.A., M.S.	Master's	23	22	24	23	10	Yes	10	11	8	10	5	Yes	Yes
College Student Personnel Administration, M.S.	Master's	42	43	50	45	10	Yes	26	20	15	20	5	Yes	Yes
Communication, M.A., M.S.	Master's	81	86	81	83	10	Yes	29	28	42	33	5	Yes	Yes
Criminal Justice Sciences, M.S.	Master's	28	27	18	24	10	Yes	15	7	16	13	5	Yes	Yes
Educational Administration, M.S., M.S.Ed.	Master's	38	45	39	41	10	Yes	7	6	16	10	5	Yes	Yes
English, M.A., M.S.	Master's	22	29	32	28	10	Yes	10	10	9	10	5	Yes	Yes
Family and Consumer Sciences, M.A., M.S.	Master's	40	44	48	44	10	Yes	22	18	18	19	5	Yes	Yes
History, M.A., M.S.	Master's	26	31	37	31	10	Yes	15	12	11	13	5	Yes	Yes
Hydrogeology, M.S.	Master's	18	18	19	18	10	Yes	9	9	8	9	5	Yes	Yes
Information Systems, M.S.	Master's	78	64	61	68	10	Yes	42	41	22	35	5	Yes	Yes
Kinesiology and Recreation, M.S.	Master's	118	127	136	127	10	Yes	51	51	68	57	5	Yes	Yes
Languages, Literatures, and Cultures, M.A.	Master's	22	21	20	21	10	Yes	10	5	5	7	5	Yes	Yes
Mathematics, M.S.	Master's	68	60	85	71	10	Yes	32	32	21	28	5	Yes	Yes
Music, Master of (M.M.)	Master's	62	61	58	60	10	Yes	24	26	18	23	5	Yes	Yes
Nursing, Master of Science in (M.S.N.)	Master's	86	97	92	92	10	Yes	30	26	30	29	5	Yes	Yes
Political Science, M.A., M.S.	Master's	26	26	25	26	10	Yes	13	9	14	12	5	Yes	Yes
Psychology, M.A., M.S.	Master's	39	40	37	39	10	Yes	10	21	9	13	5	Yes	Yes
Reading, M.S.Ed.	Master's	36	29	26	30	10	Yes	13	33	17	21	5	Yes	Yes
Social Work, Master of (M.S.W.)	Master's	73	67	65	68	10	Yes	32	29	24	28	5	Yes	Yes
Sociology, M.A., M.S.	Master's	19	21	17	19	10	Yes	9	1	3	4	5	No	Yes
Special Education, M.S., M.S.Ed.	Master's	57	66	74	66	10	Yes	15	8	11	11	5	Yes	Yes
Speech-Language Pathology, M.A., M.S.	Master's	74	69	73	72	10	Yes	37	40	30	36	5	Yes	Yes
Teaching and Learning, M.S.	Master's	71	132	150	118	10	Yes	38	20	34	31	5	Yes	Yes
Technology, M.S.	Master's	80	90	95	88	10	Yes	45	48	42	45	5	Yes	Yes
Theatre, M.F.A.	Master's	15	19	17	17	10	Yes	10	1	2	4	5	No	Yes
Audiology, Doctor of (Au.D.)	Doctoral	30	26	31	29	10	Yes	9	7	5	7	2	Yes	Yes

		ENROLLMENT						DEGREES CONFERRED						
Academic Program	Level	2016	2017	2018	AVE	Threshold	Met?	2016	2017	2018	AVE	Threshold	Met?	Either Met?
Biological Sciences, Ph.D.	Doctoral	19	21	21	20	10	Yes	3	2	6	4	2	Yes	Yes
Educational Administration, Ed.D., Ph.D.	Doctoral	181	174	159	171	10	Yes	17	15	9	14	2	Yes	Yes
English Studies, Ph.D.	Doctoral	71	70	75	72	10	Yes	12	13	10	12	2	Yes	Yes
Mathematics Education, Ph.D.	Doctoral	15	16	17	16	10	Yes	3	2	2	2	2	Yes	Yes
Nursing, Ph.D.	Doctoral	22	22	21	22	10	Yes	2	4	5	4	2	Yes	Yes
School Psychology, Ph.D.	Doctoral	22	25	31	26	10	Yes	7	2	4	4	2	Yes	Yes
Special Education, Ed.D.	Doctoral	41	29	21	30	10	Yes	5	7	2	5	2	Yes	Yes
Teaching and Learning, Ed.D.	Doctoral	35	45	44	41	10	Yes	6	8	7	7	2	Yes	Yes

APPENDIX E – NORTHEASTERN ILLINOIS UNIVERSITY

Illinois Public Universities' Academic Program Efficiency and Effectiveness Report

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			
Northeastern Illinois University		Enrollments			Completions				Status*	Explanation for Status Chosen (please expand as necessary)	
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2016	Fall 2017	Fall 2018	3-Yr Avg	FY 2016	FY 2017	FY 2018			3-Yr Avg
<i>Bachelor's Level Programs</i>											
130201	B.A. in Bilingual/Bicultural Education-Ele	24	18	17	20	6	11	3	7	1	Phasing out program
38010	B.A. in Philosophy	22	31	23	25	5	7	6	6	4b.	Service program required of several majors on campus
400801	B.S. in Physics	21	16	19	19	6	5	5	5	4b.	Service program required
50207	B.A. in Women's and Gender Studies	14	12	9	12	3	4	4	4	4b.	Program is essential to our mission as the most diverse university in the Midwest
<i>Master's Level Programs</i>											
270101	M.A. in Math Pedagogical Content Know	7	2	0	3	5	0	3	3	3	Program is being redesigned and will be reviewed in 2 years
<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

APPENDIX F – NORTHERN ILLINOIS UNIVERSITY



2019 Northern Illinois University's Low-Producing Programs Report November 25, 2019

Contact: Carolinda Douglass, Vice Provost for Academic Planning and Development
Contact Information: 815-753-0492 or cdoug@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 three years prior to 2018 are listed in Table 1: (1) three year averages for enrollments and degrees conferred, (2) cost per credit hour for FY 2018, and (3) current program status. In addition, NIU routinely reviews programs at the department level and initiates elimination of programs as needed. Table 2 presents a list of deleted programs, minors, concentrations, specializations, emphases, and certificates for the past three years.

NIU's Low-Performance Programs Per IBHE Standards for 2019/Data for 2016-2018

Program Undergraduate	Average enrollment between Fall 2016-2018 <40	Average number of degrees conferred between FY2016-2018 <9	Cost per credit hour for FY 2018	Steps Taken/Planned	Status
B.A. in German	12.3	2.7	\$325	This program will remain in sunset status until there are no more enrollments	Sunset
B.A. in French	17.0	5.0	\$325	This program will remain in sunset status until there are no more enrollments	Sunset
B.A. in Art History	18.3	2.0	\$621	Review and completion of redesign of curriculum are both ongoing and expected to be completed in 2020.	Priority Review
B.A. in Music	13.7	1.7	\$954	The program is being redesigned to include the area of Recording Arts (there are currently 20 students pursuing a contract major in this area), with expected completion in 2020.	Redesign

B.S. in Applied Management	7.3	5.0	\$249	The program has been redesigned and is now used in only two colleges for smaller targeted programs. The program went under review in Fall 2019. Within the College of Education, the BSAM program will continue with recruiting efforts to increase enrollments and attract a more diverse set of students and develop additional funding sources. Within the College of Liberal Arts and Sciences, the program has established new agreements with community colleges and is modifying to begin to move online.	Priority Review
Masters					
M.S.Ed. in Elementary Education	4.4	0.3	\$598	This program will remain in sunset status until there are no more enrollments	Sunset
M.S.Ed. in Foundations of Education	2.0	1.7	\$599	This program will remain in sunset status until there are no more enrollments.	Sunset
M.S. in Teaching	2.0	2.7	\$499	This program will remain in sunset status until there are no more enrollments	Sunset
M.A. in Economics	7.7	4.3	\$854	Students do not generally take this as a stand-alone program but earn the M.A. while progressing to the Ph.D. in Economics.	Justification/No Further Action Needed
M.S. in Foreign Languages (French)	0.7	1.0	\$476	This program will remain in sunset status until there are no more enrollments	Sunset
Doctorate					
Ph.D. in Geology	8.3	0.7	\$661	Faculty are planning a merger of the Ph.D. in Geology and the Ph.D. in Geography to create a newly redesigned program in Earth Sciences. The program will be reviewed in three years.	Redesign

NIU's Deleted Academic Offerings from 2016-2018

Date	Academic Offering Eliminated
03/17/16	Minor in Dance Education
03/17/16	Emphasis in Non-Governmental Organization within the B.A./B.S. in Environmental Studies
03/17/16	Specialization in Rehabilitation Counseling within the M.A. in Communicative Disorders
12/15/16	Emphasis in Rehabilitation Services within the B.S. in Health Sciences
12/15/16	B.S.Ed in Health Education
12/15/16	Minor in Electrical Technology
12/15/16	Minor in Energy Technology
12/15/16	Minor in Environmental Management Systems
12/15/16	Minor in Manufacturing Technology
12/15/16	Minor in Productivity
12/15/16	Minor in Safety
2/16/17	Emphasis in Professional Educator License with Early Childhood Endorsement within the B.S. in Early Childhood Studies
2/16/17	B.S. in Early Childhood Studies within College of Health and Human Sciences only
2/16/17	Bachelor of General Studies within the College of Health and Human Sciences only
2/16/17	Emphasis 1: Advocacy within the B.A./B.S. in Nonprofit and NGO Studies
2/16/17	Emphasis 2: Arts and Culture within the B.A./B.S. in Nonprofit and NGO Studies
2/16/17	Emphasis 3: Social Enterprise within the B.A./B.S. in Nonprofit and NGO Studies
2/16/17	Emphasis 4: Environmental within the B.A./B.S. in Nonprofit and NGO Studies
2/16/17	Emphasis 5: Global within the B.A./B.S. in Nonprofit and NGO Studies
2/16/17	Emphasis 1: Nuclear Engineering Technology within the B.S. in Technology
2/16/17	Emphasis 2: Aviation Management Technology within the B.S. in Technology
2/16/17	Emphasis in Translation and Business French within the B.A. in French
2/16/17	Master of Arts in Teaching within the College of Health and Human Sciences only
2/16/17	Master of Science in Teaching within the College of Health and Human Sciences only
2/16/17	Minor in Public Administration
2/16/17	Minor in Urban Studies
2/16/17	M.S.Ed. in Elementary Education
2/16/17	M.S.Ed. in Foundations of Education
2/16/17	M.S. in Family and Consumer Sciences
2/16/17	B.S. in Early Childhood Studies (Interdisciplinary major) within the College of Health and Human Sciences only
2/16/17	Specialization in French within the M.A. in Foreign Languages
2/16/17	Emphasis in Computer Science within the B.S. in Applied Management
6/15/17	Bachelor of General Studies within the College of Education only
6/15/17	Bachelor of General Studies within the College of Visual and Performing Arts only

6/15/17	Emphasis in Dance Performance within the B.F.A. in Theatre Arts
2/15/18	Bachelor of General Studies within the College of Engineering and Engineering Technology only
2/15/18	Emphasis 1: Language and Literature within the B.A. in German
2/15/18	Emphasis 2: Translation and Business German within the B.A. in German
2/15/18	Emphasis 1: Language and Literature within the B.A. in Spanish
2/15/18	Emphasis 2: Translation and Business Spanish within the B.A. in Spanish
2/15/18	Minor in Chinese Studies
2/15/18	Minor in French
2/15/18	Minor in German
2/15/18	Minor in Italian
2/15/18	Minor in Japanese Studies
2/15/18	Minor in Russian
2/15/18	Minor in Spanish
2/15/18	B.A. in German
2/15/18	B.A. in Spanish
2/15/18	Specialization in Early Childhood Special Education within the M.S.Ed. in Special Education
2/15/18	Specialization in Spanish within the M.A. in World Languages and Cultures – Spanish and Hispanic Studies
6/14/18	Emphasis 1: Electrical and Computer Engineering within the B.S. in Electrical Engineering
6/14/18	Emphasis 2: Biomedical Engineering within the B.S. in Electrical Engineering
6/14/18	Specialization in Art Education within the Ed.D. in Curriculum and Instruction

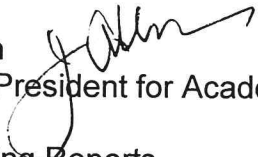
APPENDIX G – SOUTHERN ILLINOIS UNIVERSITY



Southern Illinois University System
ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT

November 12, 2019

MEMO TO: Dr. Stephanie Bernoteit, Deputy Director
Illinois Board of Higher Education

FROM: Dr. Jim Allen 
Acting Vice President for Academic Affairs

SUBJECT: Low-Producing Reports

Attached you will find the low-producing reports for FY2018 from SIUC and SIUE. The FY2018 data was reported last year, but is now consistent with data other state institutions were able to capture. Each campus submitted their reports using IBHE's template and updated metrics.

If you have any questions, please let us know.

Attachments

c: Sophia Gehlhausen
Gretchen Lohman

Office of the President

Stone Center - Mail Code 6801 • 1400 Douglas Drive • Carbondale, Illinois 62901
Phone: 618/536-3331 • Fax: 618/536-3404

APPENDIX H – SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

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	
Southern Illinois University Carbondale		Enrollments				Completions				Status*	Explanation for Status Chosen
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2016	Fall 2017	Fall 2018	3-Yr Avg	FY 2016	FY 2017	FY 2018	3-Yr Avg		
<i>Bachelor's Level Programs</i>											
131307	BS PUBH (Public Health)	8	21	17	15.33		4	6	3.33	5	
50201	BA AFR (Africana Studies)	7	10	10	9	2	2	1	1.67	4b	
380101	BA PHIL (Philosophy)	23	11	10	14.67	10	10	1	7	5	
260301	BA PLB (Plant Biology)	5	3	3	3.67					5	Below threshold even when combining BA/BS
260301	BS PLB (Plant Biology)	24	22	22	22.67	7	7	4	6	5	
<i>Master's Level Programs</i>											
90102	MA MTR (Media Theory and Research)	5	4	4	4.33	1	5	1	2.33	5	
160102	MA LING (Linguistics)		7	14	7			3	1	5	
140501	MS BME (Biomedical Engineering)	3	3	3	3	2	1	1	1.33	5	
260902	MS MCSP (Molecular, Cellular, and Systemic Physiology)	3		2	1.67	4	2		2	5	
<i>Doctoral Level Programs</i>											
131101	PHD EDCE (Counselor Education)	7	5	6	6	4		1	1.67	1	Enrollment Suspended
450102	PHD EDQM (Quantitative Methods)	5	4	3	4	2		1	1	1	Phase down
131001	PHD EDSE (Special Education)	2	2	3	2.33	1	1		0.67	1	Phase down
400601	PHD GEOL (Geology)	1	1	1	1	1		1	0.67	1	The PhD is GEOL is in phase down, being replaced by the PHD GEOS. Even combined, the program is below metrics.
400601	PHD GEOS (Geoscience)	6	8	7	7					5	

COST STUDY INFORMATION

The comparison of cost study data below utilized the All-State Norm Model. The data below reflects the totals for fiscal year 2018.

Department	Lower Division	Upper Division	Grad-I	Grad-II	Total Instruction	Organized Research	Extension Public-Serv	Total All Activity
(Public Health)	1.28	1.16	1.34	.55	1.08	.03	.27	.95
(Africana Studies)	1.15	.80	.37	.03	.86	0.00	1.36	.84
(Philosophy)	.61	.78	2.32	.55	.75	0.00	6.23	.88
(Plant Biology)	1.23	.83	.73	.58	.84	.94	.17	.85
Mass Communication and Media Dept. (Media Theory and Research)	1.57	1.40	1.21	1.36	1.40	6.79	8.73	1.98
(Linguistics)	.71	.99	1.17	.69	1.01	0.00	0.00	1.00
College of Engineering (Biomedical Engineering)	1.65	1.00	1.53	.73	1.08	1.10	2.52	1.11
College of Science (Molecular, Cellular, and Systemic Physiology)	1.08	.72	1.03	.66	.82	2.31	1.56	.98
QMSE Dept. (Counselor Education)	4.39	1.26	1.29	1.11	1.36	0.00	0.00	.72
QMSE Dept. (Quantitative Methods)	4.39	1.26	1.29	1.11	1.36	0.00	0.00	.72
QMSE Dept. (Special Education)	4.39	1.26	1.29	1.11	1.36	0.00	0.00	.72
(Geology and Geoscience)	2.12	1.38	1.36	.64	1.38	5.78	0.00	1.78

APPENDIX I – SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Illinois Public Universities' Academic Program Efficiency and Effectiveness Report

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			
Southern Illinois University Edwardsville		Enrollments				Completions				Status*	Explanation for Status Chosen
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2016	Fall 2017	Fall 2018	3-Yr Avg	FY 2016	FY 2017	FY 2018	3-Yr Avg		
<i>Bachelor's Level Programs</i>											
24.0101	Bachelor Liberal Arts (BLS)	15	14	11	13.3	10	6	12	9.3	4b	see below
The Bachelor's degree in Liberal Studies is a flexible bachelor's degree program, with a foundation of a broad-based education in liberal arts and sciences. The BLS emphasizes breadth of study rather than focus on a single discipline. The program is designed to meet the needs of students whose educational, employment, career, professional, and personal goals may not be fully met with a specific SIUE major, and for students who have integrative abilities to plan and develop a program appropriate to their interests. This degree program is an alternative for students who are not well served by more rigid programs at SIUE, or who are seeking to complete a bachelor's degree in order to advance in their current place of employment or to fulfill personal goals such as degree completion. This program utilizes existing faculty and courses, including an increasing number that are delivered online.											
Cost:	Because there is no department, faculty, or courses specific to the Bachelors in Liberal Studies, there is no additional cost for this program.										
24.0101	Philosophy (BA, BS)	16	20	26	21	8	8	2	6	4b	see below
The Philosophy major is fundamental to the health of the Philosophy Department and its ability to fulfill its mission of delivery service courses. Without a major, the core competency of the department could be jeopardized. The Philosophy Department is central to the Mission of the University and essential for the success of many other programs. The Philosophy Department delivers more than 12,000 student credit hours each year.											
Cost:	In FY18, the expenses for the Department were \$1,169,110. However, the department generated more revenue in tuition than expenses through the delivery of 12,286 student credit hours.										

*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

Illinois Public Universities' Academic Program Efficiency and Effectiveness Report

Southern Illinois University Edwardsville		Enrollments				Completions				Status*	Explanation for Status Chosen
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2016	Fall 2017	Fall 2018	3-Yr Avg	FY 2016	FY 2017	FY 2018	3-Yr Avg		
<i>Bachelor's Level Programs</i>											
40.0801	Physics (BS)	27	27	23	25.7	2	2	8	4	4b	see below
<p>The Physics Department continues to be active in working to increase the majors and graduation numbers. Since 2010, the program has been working to develop agreements with international programs to attract additional students. Additionally, Physics faculty have been successful recently in garnering significant grant funding through federal programs. The major promotes the health of the Physics Department and its ability to fulfill its mission of delivering service courses. Without a major, the core competency of the department could be jeopardized. The Physics Department is central to the Mission of the University and essential for the success of many other programs including Engineering, Nursing, and Pharmacy. More than 97% of about 7000 SCH are produced from non-physics majors. In fact, the SCH production at the bachelor's level has increased significantly since 2008. Although the Physics undergraduate programs degrees conferred numbers fall short of the targets, it is important to compare these data to other bachelor's only granting programs in the nation. According to a report "Focus on Physics Bachelor's Degrees," published in September 2012 by the American Institute of Physics (AIP), 68% of bachelor's only granting physics departments graduate 5 or fewer students per year using 3 years average. SIUE Physics Department graduated more than 5 over 3-year average. This puts us SIUE's program in the top 32% (of 503 departments) departments that graduate more than 5. The graduate program was eliminated after a 2007 program review. Recently, the Physics program has been approved to develop 2+2 programs with community colleges in the area. The program is also active in sending information about the physics program to high school students who are interested in studying physics in the state of Illinois. SIUE will also examine dual degree possibilities with Physics.</p>											
Cost:	For FY18, the expenses for the Department were \$943,492. However, the department generated more revenue in tuition than expenses through the delivery of 6,193 student credit hours.										
<i>Master's Level Programs</i>											
03.0199	Environmental Science Management (PSM)	2	2	3	2.3	1	0	1	0.7	5	
<p>The program underwent interim program review in 2018-2019. It is scheduled for a full preview in 2020-2021. The program has seen 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. The program review in 2020-2021 will be a good benchmark to assess the program's progress towards better recruitment, graduation and retention.</p>											
Cost:	For FY18, the expenses for the Department were \$943,492. However, the department generated more revenue in tuition than expenses through the delivery of 6,193 student credit hours. 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.										
<i>Doctoral Level Programs</i>											
	No Low-Producing Doctoral 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

Illinois Public Universities' Academic Program Efficiency and Effectiveness Report

<i>New Programs</i>											
43.0104	MS in Criminal Justice Policy	IBHE Approved 9.26.17									
51.3101	MS in Nutrition and Dietetics	IBHE Approved 3.15.18									
<i>Eliminated Programs</i>											
	None										

*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 J – UNIVERSITY OF ILLINOIS AT CHICAGO

University of Illinois Academic Program Efficiency and Effectiveness Report (APEER) for 2019

Fall 2018 IBHE Program Inventory Active Programs Not Meeting Thresholds

UIC

Campus=Chicago, Degree Level=Bachelors (Deg=9, Enr=40)

Fall Enrollment						Degrees					APEER Status	APEER Explanatory Notes
IBHE CIP	IBHE Program Description	FY18 Cost per CH	2016 Enrollment	2017 Enrollment	2018 Enrollment	Fall16-Fall18 Average	FY2016 Degrees	FY2017 Degrees	FY2018 Degrees	FY16-FY18 Average		
050201	B.A. in African American Studies	252.84	13	8	9	10	1	5	2	2.7	4a	Program contributes to UIC's general education program with approx. 30 GE courses. The IBHE-required program review process began in Fall 2019.
131311	B.S. in the Teaching of Mathematics	205.12	28	31	30	29.7	6	4	10	6.7	4b	Program shares a substantial number of courses with the BS in Mathematics, and with other secondary education programs. IBHE-required program review process completed Spring 2018. Program reaffirmed as in good standing.
160402	B.A. in Russian	204.12	9	3	5	5.7	1	4	2	2.3	2	Effective Fall 2019, the IBHE approved the consolidation of the BA in Polish and BA in Russian as the BA in Polish, Russian, and Central and Eastern European Studies. The IBHE-required program review process for the consolidated degree will begin in Fall 2023.
160407	B.A. in Polish	195.32	4	4	4	4	1	1	1	1	2	Effective Fall 2019, the IBHE approved the consolidation of the BA in Polish and BA in Russian as the BA in Polish, Russian, and Central and Eastern European Studies. The IBHE-required program review process for the consolidated degree will begin in Fall 2023.
240101	B.A. in Individual Plan of Study	*	0	0	0	0	0	0	0	0	4b	Program exists as opportunity for students to work with a faculty committee to design their own major, allowing them to satisfy personal and career goals.
302202	B.A. in Classical Studies	194.72	7	8	4	6.3	3	3	3	3	4a	Program contributes to UIC's general education program with approx. 24 GE courses. Further, program includes the teaching of Arabic, Latin, and Modern Greek which supports other programs and student interests. The IBHE-required program review process will begin in Fall 2022.
380101	B.A. in Philosophy	263.82	35	37	38	36.7	10	10	5	8.3	4b	Program contributes to UIC's general education program with approx. 18 GE courses. IBHE-required program review process completed Fall 2018. Program reaffirmed as in good standing.
500501	B.A. in Theatre and Performance	257.30	21	45	52	39.3	5	1	10	5.3	4a	Program contributes to UIC's general education program with approx. 8 GE courses. Program shares a substantial number of courses with the BFA in Acting and BA in Theatre Design, Production, and Technology. The IBHE-required program review process for all programs in the College of Architecture, Design, and the Arts began in Spring 2019.
500502	B.A. in Theatre Design, Production, and Technology	233.44	14	12	20	15.3	4	2	1	2.3	4a	Program contributes to UIC's general education program with approx. 8 GE courses. Program shares a substantial number of courses with the BFA in Acting and BA in Theatre and Performance. The IBHE-required program review process for all programs in the College of Architecture, Design, and the Arts began in Spring 2019.

Campus=Chicago, Degree Level=Masters (Deg=5, Enr=10)

IBHE CIP	IBHE Program Description	FY18 Cost per CH	Fall 2016 Enrollm ent	Fall 2017 Enrollm ent	Fall 2018 Enrollm ent	Fall16- Fall18 Average	FY2016 Degree s	FY2017 Degree s	FY2018 Degrees	FY16- FY18 Average	APEER Status	APEER Explanatory Notes
050210	M.S. in Disability and Human Development	512.67	5	4	4	4.3	8	2	4	4.7	4a	Program has not admitted new students since Fall 2014. Program shares coursework with the PhD in Disability Studies and certificate in Assistive Technology. The IBHE-required program review process will begin in Spring 2020.
131311	M.S. in the Teaching of Mathematics	413.36	4	2	2	2.7	6	5	0	3.7	4b	IBHE-required program review process completed Spring 2018. Program reaffirmed as in good standing.
160400	M.A. in Slavic Studies	634.91	1	2	3	2	0	0	1	0.3	4b	Program shares a substantial number of courses with the PhD in Polish, Russian, and Central and Eastern European Studies. IBHE-required program review process completed during AY16-17. Program reaffirmed as in good standing.
260101	M.S. in Biological Sciences	587.98	2	1	5	2.7	3	2	6	3.7	4a	Program shares a substantial number of courses with the PhD in Biological Sciences. The IBHE-required program review process began in Fall 2019.
260210	M.S. in Biochemistry and Molecular Biology	*	0	0	0	0	0	1	1	0.7	2	The College of Medicine has notified the university and external reviewers of plans to restructure the curriculum within their Graduate Education in Medical Sciences (GEMS) Program, that includes six MS and six PhD programs in the biomedical sciences. In order to implement these plans, the approval of the UIC Senate, University of Illinois Board of Trustees, and the IBHE is needed. The timeline of the implementation is currently unknown, but anticipated in AY2020-2021. Students are not admitted to the MS as a terminal degree. MS is awarded if students opt not to complete the PhD, assuming they have met the degree requirements for the MS.
260407	M.S. in Anatomy and Cell Biology	*	0	0	0	0	0	0	0	0	2	The College of Medicine has notified the university and external reviewers of plans to restructure the curriculum within their Graduate Education in Medical Sciences (GEMS) Program, that includes six MS and six PhD programs in the biomedical sciences. In order to implement these plans, the approval of the UIC Senate, University of Illinois Board of Trustees, and the IBHE is needed. The timeline of the implementation is currently unknown, but anticipated in AY2020-2021. Students are not admitted to the MS as a terminal degree. MS is awarded if students opt not to complete the PhD, assuming they have met the degree requirements for the MS.

260508	M.S. in Microbiology and Immunology	*	0	0	0	0	0	0	0	0	0	2	The College of Medicine has notified the university and external reviewers of plans to restructure the curriculum within their Graduate Education in Medical Sciences (GEMS) Program, that includes six MS and six PhD programs in the biomedical sciences. In order to implement these plans, the approval of the UIC Senate, University of Illinois Board of Trustees, and the IBHE is needed. The timeline of the implementation is currently unknown, but anticipated in AY2020-2021. Students are not admitted to the MS as a terminal degree. MS is awarded if students opt not to complete the PhD, assuming they have met the degree requirements for the MS.
260901	M.S. in Physiology and Biophysics	2,555.21	2	3	2	2.3	2	0	1	1	1	2	The College of Medicine has notified the university and external reviewers of plans to restructure the curriculum within their Graduate Education in Medical Sciences (GEMS) Program, that includes six MS and six PhD programs in the biomedical sciences. In order to implement these plans, the approval of the UIC Senate, University of Illinois Board of Trustees, and the IBHE is needed. The timeline of the implementation is currently unknown, but anticipated in AY2020-2021. Students are not admitted to the MS as a terminal degree. MS is awarded if students opt not to complete the PhD, assuming they have met the degree requirements for the MS.
260910	M.S. in Pathology	*	1	1	1	1	0	0	0	0	0	2	The College of Medicine has notified the university and external reviewers of plans to restructure the curriculum within their Graduate Education in Medical Sciences (GEMS) Program, that includes six MS and six PhD programs in the biomedical sciences. In order to implement these plans, the approval of the UIC Senate, University of Illinois Board of Trustees, and the IBHE is needed. The timeline of the implementation is currently unknown, but anticipated in AY2020-2021. Students are not admitted to the MS as a terminal degree. MS is awarded if students opt not to complete the PhD, assuming they have met the degree requirements for the MS.
261001	M.S. in Cellular and Molecular Pharmacology	*	0	0	0	0	1	1	0	0.7	0.7	2	The College of Medicine has notified the university and external reviewers of plans to restructure the curriculum within their Graduate Education in Medical Sciences (GEMS) Program, that includes six MS and six PhD programs in the biomedical sciences. In order to implement these plans, the approval of the UIC Senate, University of Illinois Board of Trustees, and the IBHE is needed. The timeline of the implementation is currently unknown, but anticipated in AY2020-2021. Students are not admitted to the MS as a terminal degree. MS is awarded if students opt not to complete the PhD, assuming they have met the degree requirements for the MS.
261002	M.S. in Biopharmaceutical Sciences	3,149.97	1	1	0	0.7	0	1	1	0.7	0.7	2	Effective Fall 2020, the IBHE has approved the consolidation of the graduate programs in medicinal chemistry, pharmacognosy, and biopharmaceutical sciences into a single program in pharmaceutical sciences. Students were not admitted to the MS in Biopharmaceutical Sciences, and will not be admitted to the MS in Pharmaceutical Sciences as a terminal degree. The MS is awarded if students opt not to complete the PhD, assuming they have met the degree requirements for the MS.

261099	M.S. in Forensic Toxicology	*	0	0	0	0	0	0	0	0	0	4a	Program was inactive Fall 2014 - Summer 2017 as the result of the retirement of its program director. Program reactivated in Fall 2017. Program is highly specialized, and its enrollment and number of degrees conferred is not likely to meet APEER thresholds (no more than 2 students would be enrolled annually). The IBHE-required program review process will begin in Spring 2021.
380101	M.A. in Philosophy	*	0	0	0	0	6	5	3	4.7	4b	Students are not admitted to the MA as a terminal degree. MA is awarded if students opt not to complete the PhD, assuming they have met the degree requirements for the MA.	
400601	M.S. in Earth and Environmental Sciences	1,025.67	3	2	3	2.7	3	3	2	2.7	4b	Program shares a substantial number of courses with the PhD in Earth and Environmental Sciences. IBHE-required program review process completed during Fall 2015. Program reaffirmed as in good standing.	
430106	M.S. in Forensic Science	2,997.56	6	6	14	8.7	3	1	5	3	4a	Degree is FEPAC (Forensic Science Education Programs Accreditation Committee) accredited program. Specialized accreditation will be completed in Spring 2021.	
450201	M.A. in Anthropology	428.96	9	4	3	5.3	5	4	3	4	4a	Program shares a substantial number of courses with the PhD in Anthropology. The IBHE-required program review process will begin in Fall 2020.	
450701	M.A. in Environmental and Urban Geography	*	0	0	1	0.3	0	1	1	0.7	4a	The IBHE-required program review process will begin in Fall 2020.	
500499	M.F.A. in New Media Arts	*	1	0	1	0.7	0	1	0	0.3	2	College of Architecture, Design, and the Arts has proposed the consolidation of four MFA programs (Moving Image, New Media Arts, Photography, and Studio Arts) into the MFA in Art. Proposal is pending approval of UIC Senate, U of I Board of Trustees, and IBHE, but is anticipated for Fall 2020.	
500602	M.F.A. in Moving Image	302.00	5	3	5	4.3	5	3	1	3	2	College of Architecture, Design, and the Arts has proposed the consolidation of four MFA programs (Moving Image, New Media Arts, Photography, and Studio Arts) into the MFA in Art. Proposal is pending approval of UIC Senate, U of I Board of Trustees, and IBHE, but is anticipated for Fall 2020.	
500605	M.F.A. in Photography	339.75	1	2	2	1.7	3	0	1	1.3	2	College of Architecture, Design, and the Arts has proposed the consolidation of four MFA programs (Moving Image, New Media Arts, Photography, and Studio Arts) into the MFA in Art. Proposal is pending approval of UIC Senate, U of I Board of Trustees, and IBHE, but is anticipated for Fall 2020.	
500703	M.A. in Art History	362.80	11	8	10	9.7	2	5	2	3	4a	Program shares a substantial number of courses with the PhD in Art History. The IBHE-required program review process for all programs in the College of Architecture, Design, and the Arts began in Spring 2019.	
512002	M.S. in Pharmacy	*	0	0	0	0	1	1	1	1	4b	Students are not admitted to the MS as a terminal degree. MS is awarded if students opt not to complete the PhD, assuming they have met the degree requirements for the MS.	

512004	M.S. in Medicinal Chemistry	286.53	0	1	1	0.7	0	0	1	0.3	2	Effective Fall 2020, the IBHE has approved the consolidation of the graduate programs in medicinal chemistry, pharmacognosy, and biopharmaceutical sciences into a single program in pharmaceutical sciences. Students were not admitted to the MS in Medicinal Chemistry, and will not be admitted to the MS in Pharmaceutical Sciences as a terminal degree. The MS is awarded if students opt not to complete the PhD, assuming they have met the degree requirements for the MS.
512005	M.S. in Pharmacognosy	*	0	0	0	0	1	0	0	0.3	2	Effective Fall 2020, the IBHE has approved the consolidation of the graduate programs in medicinal chemistry, pharmacognosy, and biopharmaceutical sciences into a single program in pharmaceutical sciences. Students were not admitted to the MS in Pharmacognosy, and will not be admitted to the MS in Pharmaceutical Sciences as a terminal degree. The MS is awarded if students opt not to complete the PhD, assuming they have met the degree requirements for the MS.

Campus=Chicago, Degree Level=Doctoral (Deg=2, Enr=10)

IBHE CIP	IBHE Program Description	FY18 Cost per CH	Fall 2016 Enrollm ent	Fall 2017 Enrollm ent	Fall 2018 Enrollm ent	Fall16- Fall18 Average	FY2016 Degree s	FY2017 Degree s	FY2018 Degrees	FY16- FY18 Average	APEER Status	APEER Explanatory Notes
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*No cost computed in 2018 Program Cost Study.

APPENDIX K – UNIVERSITY OF ILLINOIS AT SPRINGFIELD

University of Illinois Academic Program Efficiency and Effectiveness Report (APEER) for 2019
 Fall 2018 IBHE Program Inventory Active Programs Not Meeting Thresholds
 University of Illinois Springfield (UIS) / Campus=Springfield, Degree Level=Bachelors (Deg=9, Enr=40)

IBHE CIP	IBHE Program Description	Earliest Effective Date	Recent Change Date	FY18 Cost per CH	Fall 2016 Enrollment	Fall 2017 Enrollment	Fall 2018 Enrollment	Fall16-Fall18 Average	Enrollment Threshold Flag	FY2016 Degrees	FY2017 Degrees	FY2018 Degrees	FY16-FY18 Average	Degree Threshold Flag
030103	B.A. in Environmental Studies	26-Aug-13	26-Aug-13	200.41	28	32	38	32.7	Y	8	10	8	8.7	Y
	New Program - This program was established too recently to be considered in the 2019 APEER List. Program approved by IBHE 4/10/2012.													
131202	B.A. in Elementary Education	24-Aug-15	24-Aug-15	205.64	0	17	18	11.7	Y	0	2	3	1.7	Y
	New Program - This program was established too recently to be considered in the 2019 APEER List. Program approved by IBHE 8/24/2015.													
260202	B.S. in Biochemistry	22-Aug-16	22-Aug-16	194.62	1	25	37	21	Y	0	2	4	2	Y
	New Program - This program was established too recently to be considered in the 2019 APEER List. Program approved by IBHE 8/22/2016.													
302001	B.A. in Global Studies	24-Aug-09	24-Aug-09	221.94	20	17	15	17.3	Y	4	5	4	4.3	Y
	Justification - Strong Institutional Justification, and No Further Action.													
380101	B.A. in Philosophy	8-Jun-04	8-Jun-04	189.31	20	27	22	23	Y	2	5	4	3.7	Y
	Justification - Strong Institutional Justification, and No Further Action.													
400501	B.S. in Chemistry	2-Aug-03	1-Jul-17	192.76	42	24	27	31	Y	11	6	6	7.7	Y
	Justification - Strong Institutional Justification, and No Further Action.													
440401	B.A. in Public Administration	22-Aug-16	22-Aug-16	205.71	0	5	8	4.3	Y	0	0	0	0	Y
	New Program - This program was established too recently to be considered in the 2019 APEER List. Program approved by IBHE 8/22/2016.													
440501	B.A. in Public Policy	22-Aug-16	22-Aug-16	258.00	0	2	4	2	Y	0	0	0	0	Y
	New Program - This program was established too recently to be considered in the 2019 APEER List. Program approved by IBHE 8/22/2016.													
450601	B.A. in Economics	2-Aug-03	22-Aug-05	221.64	21	21	16	19.3	Y	3	6	6	5	Y
	Consolidation - This program is a part of the Administrative and Academic Reorganization at UIS. Governance approvals are pending.													
500501	B.A. in Theatre	28-Aug-17	28-Aug-17	290.81	0	5	5	3.3	Y	0	0	0	0	Y
	New Program - This program was established too recently to be considered in the 2019 APEER List. Program approved by IBHE 8/28/2017.													
500702	B.A. in Visual Arts	2-Aug-03	10-Sep-12	295.08	27	20	27	24.7	Y	4	5	9	6	Y
	Justification - Strong Institutional Justification, and No Further Action.													
520299	B.A. in Management	2-Aug-03	1-Aug-10	187.39	5	4	2	3.7	Y	7	3	2	4	Y
	Sunset - Includes teach-out period, with no new students admitted. Governance approvals are pending.													

Campus=Springfield, Degree Level=Masters (Deg=5, Enr=10)

IBHE CIP	IBHE Program Description	Earliest Effective Date	Recent Change Date	FY18 Cost per CH	Fall 2016 Enrollment	Fall 2017 Enrollment	Fall 2018 Enrollment	Fall16-Fall18 Average	Enrollment Threshold Flag	FY2016 Degrees	FY2017 Degrees	FY2018 Degrees	FY16-FY18 Average	Degree Threshold Flag
260101	M.S. in Biology	2-Aug-03	1-Jul-18	195.80	6	2	1	3	Y	4	0	3	2.3	Y
	Sunset - Includes teach-out period, with no new students admitted. Closure approved by IBHE 8/14/2017.													
510913	Master of Athletic Training	27-Aug-18	27-Aug-18	*	0	0	0	0	Y	0	0	0	0	Y
	New Program - This program was established too recently to be considered in the APEER list for 2019. Program approved by IBHE 8/27/2018.													

*No cost computed in 2018 Program Cost Study.

APPENDIX L – UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

University of Illinois Academic Program Efficiency and Effectiveness Report (APEER) for 2019
Fall 2018 IBHE Program Inventory Active Programs Not Meeting Thresholds

Campus=Urbana-Champaign, Degree Level=Bachelors (Deg=9, Enr=40)

IBHE CIP	IBHE Program Description	FY18 Cost per CH	Fall Enrollment				Degrees				FY16- FY18 Average	2018	2019	Notes
			2016	2017	2018	Fall16- Fall18 Average	FY2016	FY2017	FY2018	Status		Status		
050107	B.A.L.A.S. in Latin American Studies	204.43	0	2	2	1.3	0	0	0	0	n/a	4b	program is critical to the LAS mission. Major enrollment is small but course enrollments and interest in minor and second majors is strong.	
050110	B.A.L.A.S. in Russian, Eastern European, and Eurasian Studies	261.66	7	10	6	7.7	2	0	3	1.7	n/a	4b	program is critical to the LAS mission. Major enrollment is small but course enrollments and interest in minor and second majors is strong.	
050125	B.A.L.A.S. in Germanic Studies	215.60	4	5	7	5.3	8	0	3	3.7	4a	4a	program in good standing and will be reviewed in 2020/21 as part of the IBHE 8-yr. review cycle	
050201	B.A.L.A.S. in African American Studies	298.04	15	15	20	16.7	2	3	2	2.3	n/a	4a	program in good standing and will be reviewed in 2019/20 as part of the IBHE 8-yr. review cycle	
050203	B.A.L.A.S. in Latina/Latino Studies	364.13	14	13	16	14.3	1	2	6	3	n/a	4b	program is critical to the LAS mission. Major enrollment is small but course enrollments and interest in minor and second majors is strong.	
050206	B.A.L.A.S. in Asian American Studies	222.87	0	2	3	1.7	0	0	0	0	n/a	4b	program is critical to the LAS mission. Major enrollment is small but course enrollments and interest in minor and second majors is strong.	
050299	B.A.L.A.S. in Gender and Women’s Studies	312.34	16	13	20	16.3	4	4	2	3.3	n/a	4a	program is in good standing and was reviewed in 2018-2019 as part of the IBHE 8-yr. review cycle. Major also recently revised to attract more students.	
131205	B.S. in Secondary Education	*	0	0	0	0	0	0	0	0	n/a	new FA 18	new program effective Fall, 2018	
131302	B.F.A. in Art Education	277.19	31	32	36	33	8	8	5	7	n/a	4b	program is small by design, numbers on target with intentions	
131306	B.A. in the Teaching of Russian	*	0	0	0	0	0	0	0	0	n/a	??	program eliminated in 2009	
131325	B.A. in the Teaching of French	*	0	0	1	0.3	0	0	0	0	n/a	5	program is being reviewed under new administrative leadership in the school that houses the major.	
131326	B.A. in the Teaching of German	*	0	0	0	0	0	0	0	0	n/a	5	program is being reviewed under new administrative leadership in the school that houses the major.	
131330	B.A. in the Teaching of Spanish	165.89	7	3	7	5.7	6	5	2	4.3	4a	4a	program is critical to the LAS mission. Spanish is often the secondary field for students pursuing teacher licensure.	
131333	B.A. in the Teaching of Latin	*	1	0	0	0.3	0	1	0	0.3	5	1	Phase down eff. FA 19	

159999	B.S. in Innovation, Leadership and Engineering Entrepreneurship	*	0	0	0	0	0	0	1	0.3	n/a	3	While there are 6 students currently enrolled in the ILEE dual degree program, we have an additional 11 students we believe are pursuing the degree but haven't yet officially declared this dual degree. At this time, we plan to Redesign the ILEE program, which is that we will work with TEC/ILEE program folks to remediate performance and review the program in 5 years.
160104	B.A.L.A.S. in Comparative Literature	209.00	7	6	11	8	0	2	1	1	n/a	4a	program is in good standing and was reviewed in 2018-2019 as part of the IBHE 8-yr. review cycle. Major also recently revised to attract more
160400	B.A.L.A.S. in Slavic Studies	186.69	1	1	5	2.3	1	0	0	0.3	4a	4a	program in good standing and will be reviewed in 2020/21 as part of the IBHE 8-yr. review cycle
160901	B.A.L.A.S. in French	201.75	16	16	15	15.7	10	4	9	7.7	4a	4a	program in good standing and will be reviewed in 2019/20 as part of the IBHE 8-yr. review cycle
160902	B.A.L.A.S. in Italian	182.03	3	2	2	2.3	0	0	1	0.3	n/a	4b	enrollment is small but course enrollments and interest in minor and second majors is strong.
160904	B.A.L.A.S. in Portuguese	*	0	0	0	0	2	1	0	1	n/a	4b	program is critical to the LAS mission. Major enrollment is small but course enrollments and interest in minor and second majors is strong.
161200	B.A.L.A.S. in Classics	207.99	10	9	13	10.7	4	1	5	3.3	4b	4b	program is critical to the LAS mission. Major enrollment is small but course enrollments and interest in minor and second majors is strong.
240101	B.A.L.A.S. and B.S.L.A.S. in Individual Plans of Study	209.65	6	8	13	9	6	4	4	4.7	n/a	4b	program is critical to the LAS mission, for students with interdisciplinary interests that do not correspond to existing majors
240199	B.A.L.A.S. in Interdisciplinary Studies	233.71	3	3	2	2.7	0	0	1	0.3	4b	4b	program is critical to the LAS mission. Major enrollment is small but course enrollments and interest in minor and second majors is strong.
380201	B.A.L.A.S. in Religion	128.56	8	2	3	4.3	1	2	1	1.3	4b	4a	program in good standing and will be reviewed in 2020/21 as part of the IBHE 8-yr. review cycle
450603	B.S.L.A.S. in Econometrics and Quantitative Economics	*	0	0	33	11	0	0	0	0	n/a	new FA 18	new program effective Fall, 2018
500201	B.F.A. in Crafts	286.13	10	6	4	6.7	7	5	2	4.7	2	1	Phase down eff. FA 19
500605	B.F.A. in Photography	272.64	21	30	32	27.7	9	8	4	7	n/a	2	The Photography program will prepare for consolidation into the BFA in Studio Art, along with the New Media, Painting, Printmaking and Sculpture programs. This consolidation, along with the formation of a new BA degree and altered BFA degree, will form a larger cohort of students under the new banner, Studio Art. It is anticipated that this new cohort will surpass the new numbers set by the IBHE.
500702	B.A.S.A. in Studio Art/B.F.A.S.A. in Studio Art	*	0	0	0	0	0	0	0	0	n/a	new FA 18	new program effective Fall, 2018
500703	B.A.L.A.S. and B.F.A. in Art History/B.F.A. in History of Art	261.32	19	23	25	22.3	8	8	6	7.3	n/a	3	renamed/revised effective FA 19

500706	B.F.A. in New Media	281.96	19	20	29	22.7	9	8	5	7.3	2	2	the consolidation of the New Media, Painting, and Sculpture programs as concentrations within the new BFA and BA in Studio Art was approved by IBHE on 2/6/18. The School of Art + Design will begin phasing down these individual programs over the course of the next two to three years.
500708	B.F.A. in Painting	280.89	30	31	36	32.3	7	6	9	7.3	n/a	2	the consolidation of the New Media, Painting, and Sculpture programs as concentrations within the new BFA and BA in Studio Art was approved by IBHE on 2/6/18. The School of Art + Design will begin phasing down these individual programs over the course of the next two to three years.
500709	B.F.A. in Sculpture	272.64	2	2	3	2.3	1	1	0	0.7	n/a	2	the consolidation of the New Media, Painting, and Sculpture programs as concentrations within the new BFA and BA in Studio Art was approved by IBHE on 2/6/18. The School of Art + Design will begin phasing down these individual programs over the course of the next two to three years.
500904	B.Mus. in Music Composition	301.98	8	9	10	9	1	2	2	1.7	n/a	3	Program targeted for elimination. New concentration in Composition will appear in a revised Bachelor of Music, intended submission FA 19.
500905	B.Mus. in Musicology	303.77	4	2	1	2.3	2	1	0	1	3	3	Program targeted for elimination. New concentration in Musicology will appear in a revised Bachelor of Music, intended submission FA 19.
500908	B.Mus. in Vocal	291.22	26	34	25	28.3	7	3	5	5	n/a	3	Program targeted for elimination. New concentration in Vocal Performance will appear in a revised Bachelor of Music, intended submission FA 19.
500910	B.Mus. in Jazz Performance	330.20	37	28	31	32	4	9	8	7	3	3	Program targeted for elimination. New concentration in Jazz Performance will appear in a revised Bachelor of Music, intended submission FA 19.
500999	B.M.A. in Lyric Theatre	*	0	0	12	4	0	0	0	0	n/a	new FA 18	new program effective Fall, 2018
510913	B.S. in Athletic Training	*	0	0	0	0	0	0	0	0	1	1	department to terminate program.

Campus=Urbana-Champaign, Degree Level=Masters (Deg=5, Enr=10)

Fall Enrollment						Degrees					2018 Status	2019 Status	Notes
IBHE	IBHE	FY18 Cost per CH	2016	2017	2018	Fall16-Fall18	FY2016	FY2017	FY2018	FY16-FY18			

CIP	Program Description					Average				Average			
050101	M.A. in African Studies	498.88	4	3	4	3.7	2	1	2	1.7	4b	4b	intentionally small, program associated with International Area Centers - Title VI Centers funded by the USDE.
050106	M.A. in European Union Studies	366.36	11	10	6	9	2	6	4	4	4b	4b	intentionally small, program associated with International Area Centers - Title VI Centers funded by the USDE.
050107	M.A. in Latin American Studies	384.43	0	1	3	1.3	0	2	0	0.7	n/a	4b	intentionally small, program associated with International Area Centers - Title VI Centers funded by the USDE.
050110	M.A. in Russian, East European, and Eurasian Studies	570.17	7	6	4	5.7	4	2	5	3.7	n/a	4b	intentionally small, program associated with International Area Centers - Title VI Centers funded by the USDE.
050199	M.A. in South Asian and Middle Eastern Studies	372.20	5	3	0	2.7	1	2	3	2	4b	4b	intentionally small, program associated with International Area Centers - Title VI Centers funded by the USDE.
131202	Ed.M. in Elementary Education	312.20	5	5	8	6	6	3	1	3.3	n/a	4b	intentionally small, program is critical to the Education's/the university's mission to provide viable options for teacher education candidates.
131210	Ed.M. in Early Childhood Education	299.34	4	5	6	5	1	1	1	1	n/a	4b	intentionally small, program is critical to the Education's/the university's mission to provide viable options for teacher education candidates.
131302	M.A. and Ed.M. in Art Education	697.75	3	3	10	5.3	4	2	1	2.3	4b	4b	intentionally small, #on target with intentions.
131311	M.S. in the Teaching of Mathematics	361.17	1	2	3	2	1	4	1	2	n/a	4b	program is critical to the LAS mission and is logistically small; provides an important service to the state of Illinois for teacher training in STEM
131318	M.A. in the Teaching of Social Studies	*	0	0	0	0	0	0	0	0	n/a	3	program currently being revised, will be reviewed in 3 years
131323	M.S. in the Teaching of Chemistry	369.94	1	2	1	1.3	1	1	1	1	n/a	4b	program is critical to the LAS mission and is logistically small; provides an important service to the state of Illinois for teacher training in STEM

131329	M.S. in the Teaching of Physics	*	0	0	0	0	0	0	0	0	n/a	4b	The MS in Teaching Physics degree program is critical to the Department of Physics' plans to help address the chronic shortage of high school physics teachers with an appropriate physics background. Physics is launching a high school partnership program https://physics.illinois.edu/outreach/hs-partnership-program/ that will start in Summer 2020. As the program progresses, Physics' goal is for the teachers' experiences in the program to be accompanied by an opportunity to enroll in the MS in Teaching Physics degree. The opportunity to complete the MS degree will be an important factor encouraging many of the teachers to participate in the partnership program. Therefore, it is imperative to keep this degree option available for them. Physics' goal is to have 5 graduate students/year in the MS in Teaching Physics program. This would place the University of Illinois among the top schools in the nation for addressing the shortage of qualified high school physics teachers.
131333	M.A. in the Teaching of Latin	1,054.52	1	1	2	1.3	1	0	0	0.3	n/a	4b	program is critical to the LAS mission and is logistically small; provides an important service to the state of Illinois for teacher training in STEM
131337	M.S. in the Teaching of Earth Science	*	0	0	0	0	0	0	0	0	n/a	1	department initiating proposal to eliminate
142701	M.S. in Systems and Entrepreneurial Engineering	413.26	5	7	4	5.3	3	5	4	4	n/a	4b	program is small by design and the number is exactly on target with intentions.
160104	M.A. in Comparative Literature	475.29	8	7	7	7.3	1	2	1	1.3	n/a	4b	program is critical to the LAS mission and is usually in-progress degree toward PhD
160501	M.A. in German	430.11	6	3	1	3.3	1	4	3	2.7	n/a	4b	program is critical to the LAS mission and is usually in-progress degree toward PhD
160901	M.A. in French	471.45	6	6	5	5.7	4	3	5	4	n/a	4a	program in good standing and will be reviewed in 2019/20 as part of the IBHE 8-yr. review cycle
160902	M.A. in Italian	451.54	5	3	3	3.7	1	3	1	1.7	n/a	4a	program in good standing and will be reviewed in 2019/20 as part of the IBHE 8-yr. review cycle
160904	M.A. in Portuguese	*	0	0	1	0.3	0	0	0	0	n/a	4b	program is critical to the LAS mission and is usually in-progress degree toward PhD
229999	Master of Studies in Law (M.S.L.)	686.77	4	2	4	3.3	1	1	1	1	n/a	4b	The American Bar Association has approved the MSL program at the University of Illinois for no more than 4 part time students and no more than 2 full time students at any one time.

260101	M.S. in Biology	431.77	4	1	4	3	1	1	2	1.3	n/a	4b	recent remap/departmental name change effective FA 19; program critical to the LAS mission and is logistically small; provides an important service to the state of Illinois for teacher training in STEM
260102	M.S. in Veterinary Medical Science Comparative Biosciences	379.04	1	2	2	1.7	0	0	0	0	5	4b	program reviewed in recent years, new leadership, increased recruitment efforts. Anticipate growth over the course of the next three years.
260399	M.S. in Plant Biotechnology	*	0	0	0	0	3	0	0	1	1	4a	program transferred to new department/college and redesignated effective FA 18; review planned in 5 years.
380201	M.A. in Religion	513.71	5	8	9	7.3	8	2	2	4	n/a	4a	program in good standing and will be reviewed in 2020/21 as part of the IBHE 8-yr. review cycle
451001	M.A. in Political Science	224.09	0	0	0	0	7	2	3	4	n/a	4b	program is critical to the LAS mission and is usually in-progress degree toward PhD
500301	M.F.A. in Dance	842.11	8	10	11	9.7	6	3	3	4	n/a	4b	Enrollment for 2019-2020 is 13 students. Program is small by design and the number is on target with intentions.
500703	M.A. in Art History	635.63	5	3	1	3	2	2	3	2.3	4b	4b	program is small by design and the number is on target with intentions.
510702	M.S. in Health Administration	*	0	0	0	0	0	0	0	0	n/a	new SP 19	new program effective SP 19
512314	M.S. in Rehabilitation	422.54	3	3	0	2	0	0	3	1	n/a	3	new program director, seeking accreditation, the program will be reviewed in 3 Years
512505	M.S. in Veterinary Medical Science Pathobiology	411.28	8	11	7	8.7	0	0	3	1	4a	4a	Good Standing/Review in 3 Years; departmental structure and curricula have been reviewed by the college over past two academic years. Enrollment and degrees are on the rise; we believe this program will be above the threshold by the end of
540101	M.A. in History	*	0	0	0	0	3	3	7	4.3	n/a	4b	program is critical to the LAS mission and is usually in-progress degree toward PhD

Campus=Urbana-Champaign, Degree Level=Doctoral (Deg=2, Enr=10)

IBHE CIP	IBHE Program Description	FY18 Cost per CH	Fall Enrollment				Degrees			
			Fall 2016 Enroll ment	Fall 2017 Enroll ment	Fall 2018 Enroll ment	Fall16- Fall18 Average	FY2016	FY2017	FY2018	FY16- FY18 Average
131312	Ph.D. in Music Education	533.43	7	6	6	6.3	1	1	2	1.3
160501	Ph.D. in German	527.67	4	7	6	5.7	2	1	0	1

Program is small by design and the number is exactly on target with intentions. Four PhD students were admitted for Fall 2019.

enrollment has increased to 7 for FA 17, department expects an upward trend.

160902	Ph.D. in Italian	694.56	4	3	2	3	0	1	1	0.7
160904	Ph.D. in Portuguese	*	0	0	0	0	0	0	0	0
270305	Ph.D. in Finance	1,184.07	0	0	18	6	0	0	4	1.3
400508	Ph.D. in Chemical Physics	550.53	6	6	3	5	1	1	0	0.7

n/a

4a

program in good standing and will be reviewed in 2019/20 as part of the IBHE 8-yr. review cycle

n/a

4b

program is critical to the LAS mission

n/a

4b

Small by design, number on target with intentions

1

1

department initiating proposal to eliminate

APPENDIX M – WESTERN ILLINOIS UNIVERSITY

Western Illinois University

Level	CIP Code	Academic Program	Enrollment				Degrees Conferred				Cost Per Credit Hour		Reason
			2017	2018	2019	3 Year Average (<40)	2017	2018	2019	3 Year Average (<9)	Cost per Credit Hour (FY18)	IBHE Status	
Bachelor's Level	16.0901	B.A. in French	1	-	-	-	1	1	-	-	-	-	1 Program was approved for elimination.
Bachelor's Level	16.0905	B.A. in Spanish	1	-	-	-	5	-	-	-	-	-	1 Program was approved for elimination.
Bachelor's Level	38.0201	B.A. in Religious Studies	2	1	0	1	1	1	1	1	-	-	1 Program was approved for elimination.
Bachelor's Level	05.0707	B.A. in Women's Studies	3	1	0	1	3	1	1	2	-	-	1 Program was approved for elimination.
Bachelor's Level	52.1201	B.B. in Information Systems	1	2	1	1	-	-	-	-	-	-	1 Program was approved for elimination.
Bachelor's Level	05.0201	B.A. in African-American Studies	5	0	0	2	3	7	-	-	-	-	1 Program was approved for elimination.
Bachelor's Level	38.0101	B.A. in Philosophy	8	5	1	5	4	4	5	4	-	-	1 Program was approved for elimination.
Bachelor's Level	13.1330	B.A. in Spanish Teacher Education	9	7	6	7	-	1	-	-	-	-	1 Program was approved for elimination.
Bachelor's Level		B.A. in French Teacher Education											Program was approved for elimination.
Bachelor's Level	13.0501	B.S. in Media & Instructional Technology	4	0	0	-	4	5	-	-	-	-	1 Program was approved for elimination.
Bachelor's Level	09.0401	B.A. in Journalism	31	18	8	19	12	4	9	8	\$ 266.04	-	1 Program was approved for elimination.
Bachelor's Level	52.1302	B.B. in Business Analytics and Pre-Business Analytics	-	3	5	-	-	-	-	-	\$ 270.33	New	Justification - new
Bachelor's Level	14.0801	B.S. in Civil Engineering	-	-	2	-	-	-	-	-	\$ 580.54	New	Justification - new
Bachelor's Level	14.1001	B.S. in Electrical Engineering	-	-	3	-	-	-	-	-	\$ 580.54	New	Justification - new
Bachelor's Level	11.1003	B.S. in Cyber Security (formerly B.S. in Network Technologies 11.0901)	36	28	21	28	5	6	14	8	\$ 215.24	3	new title in Fall 2017.
Bachelor's Level	19.0501	B.S. in Nutrition & Food Service Management	2	3	2	2	-	-	1	1	\$ 163.94	4	
Bachelor's Level	13.0201	B.S.Ed. in Bilingual/English as a Second Language	11	6	4	7	2	-	5	4	\$ 286.02	4	
Bachelor's Level	30.0000	B.A. and B.S. in Interdisciplinary Studies	9	12	7	9	5	2	4	4	-	1	
Bachelor's Level	45.0601	B.A. in Economics	8	12	17	12	7	4	3	5	\$ 270.33	3	
Bachelor's Level	45.0701	B.S. in Geography & Geographic Info Science	9	8	20	12	7	3	3	4	\$ 243.59	4	
Bachelor's Level	51.1005	B.S. in Clinical Laboratory Science	14	12	13	13	-	2	2	2	\$ 242.16	5	
Bachelor's Level	40.0601	B.S. in Geology	17	17	11	15	18	2	8	9	\$ 176.76	5	
Bachelor's Level	50.0702	B.F.A. in Art and Art Education	8	17	24	16	4	4	4	4	\$ 372.70	4	
Bachelor's Level	52.0601	B.B. in Economics and Pre-Economics	19	14	18	17	9	7	3	6	\$ 270.33	3	
Bachelor's Level	51.2207	B.S. in Public Health	24	16	12	17	6	7	7	7	\$ 155.88	4	
Bachelor's Level	13.1203	B.S.Ed. in Middle Level Education	15	19	21	18	-	-	3	3	\$ 442.72	New	New program in Fall 2016.
Bachelor's Level	40.0801	B.S. in Physics and Physics Education	20	17	17	18	6	9	3	6	\$ 257.54	4	
Bachelor's Level	52.1902	B.S. in Apparel & Textile Merchandising	32	20	12	21	-	3	5	4	\$ 163.94	5	
Bachelor's Level	40.0404	B.S. in Meteorology	20	23	20	21	6	8	2	5	\$ 243.59	3	
Bachelor's Level	16.0101	B.A. in Foreign Languages and Cultures	22	20	18	20	3	7	9	6	\$ 261.96	5	
Bachelor's Level	52.0901	B.S. in Hospitality Management	23	27	16	22	-	1	8	5	\$ 163.94	3	
Bachelor's Level	43.9999	B.S. in Emergency Management	30	25	15	23	3	13	9	8	\$ 155.88	3	Note: cost is the dept of hs and sw
Bachelor's Level	50.0501	B.A. in Theatre	32	27	22	27	9	12	6	9	\$ 382.65	4	
Bachelor's Level	50.9999	B.F.A. in Musical Theatre	27	28	31	29	10	6	6	7	\$ 382.65	4	
Bachelor's Level	45.0201	B.A. in Anthropology	20	36	40	32	3	2	4	3	\$ 173.44	4	

Western Illinois University
Low-Producing Programs Report
Fall 2019

LOW PRODUCING PROGRAMS

WIU has 31 programs meeting the criteria for low-producing programs. These are all at the baccalaureate level. As noted below, 11 of these 31 program will remain under continued review. Examples of those programs not under “continued review” include the following: Anthropology (45.0201) now has a steadily increasing enrollment and requires no further action; Graphic Communication (10.0305) will be redesigned and will be reviewed in two years; both French (13.1325) and Spanish Education (13.330) programs are now folded underneath the Foreign Languages and Cultures major and require no further action. Another example of a strongly justified program is Musical Theater (50.9999), which intentionally limits their program cohorts—and as the program is succeeding no further action is required. Likewise, as the award-winning WIU Physics (40.0801) major is a program that is both similar to its peers and deeply connected to other disciplines in the STEM area, the program has institutional support.

BACHELORS PROGRAMS

African American Studies (CIP 05.0201)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

Program was approved for elimination.

Outcome: Program eliminated.

Cost: N/A

Anthropology (45.0201)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

The Bachelor’s degree in Anthropology is degree program delivered in both online and face-to-face modes. Faculty in the program have actively engaged in pedagogical and curricular innovation and have thus radically increased enrollment. Further, as this program utilizes an increasing number of courses that are delivered online, Anthropology has been successful in providing wide accessibility to higher education for the students in our region.

Outcome: Strong Institutional Justification-No Further Action

Cost: \$173.44 per credit hour

Art, BFA (50.0702)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

The Art BFA is an important degree structure for the secondary art education major. Likewise, this program is housed in a discipline crucial to the wider purpose of the University in its intention to become an accessible option for higher education in the region. The program will continue to be reviewed.

Outcome: Continued Review

Cost: \$372.70 per credit hour

Bilingual/English as a Second Language (13.0201)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

The Bilingual/English as a Second Language program has had statewide recognition for its relevance to Illinois and for its mission to meet the teacher education needs for expertise in teaching

students whose first language is not English. As Beardstown, IL, which is approximately only 40 minutes south of WIU's Macomb campus, has a large community of non-native English speakers, this program is relevant to the University's mission in our region.

Outcome: Continued Review

Cost: \$286.02 per credit hour

Business Analytics and Business Pre-Analytics (52.1302)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

This is a new program. It has full institutional support.

Outcome: Strong Institutional Justification-No Further Action

Cost: \$266.04 per credit hour

Civil Engineering (14.0801)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

This is a new program. It has full institutional support.

Outcome: Strong Institutional Justification-No Further Action

Cost: \$580.54 per credit hour

Clinical Laboratory Science (51.1005)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

This program promises many career opportunities for our students. The program is staffed by faculty from across the STEM disciplines. Given its potential, this program will remain under review.

Outcome: Continued Review

Cost: \$242.16 per credit hour

Cybersecurity (11.1003)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

This program was formerly entitled Network Technologies. It has been revamped. It has institutional support.

Outcome: Strong Institutional Justification-No Further Action

Cost: \$215.24 per credit hour

Economics (includes pre, BA 45.0601; BB 52.0601)

See table below for 2016, 2017, and 2018 enrollment and degrees conferred data.

Upon approval from Faculty Senate, the Economics programs will merge into the Department of Accounting and Finance. Our hope that this reorganization will contribute to stable, long-term enrollment increases.

Outcome: Continued Review

Cost: \$270.33 per credit hour

Electrical Engineering (14.1001)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

This is a new program. It has institutional support.

Outcome: Strong Institutional Justification-No Further Action

Cost: \$580.54 per credit hour

Emergency Management (43.9999)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data

The Emergency Management (43.9999) program has moved to the School of Law Enforcement and Justice Administration (LEJA). It is believed that placing the program in this kind of disciplinary context will help to grow it substantially over the next five years. As such, we will continue to review the program.

Outcome: Continued Review

Cost: \$155.88 per credit hour

French (16.0901)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

Program approved for elimination. Course content will now fall under the BA in Foreign Languages and Culture.

Outcome: Program eliminated.

Cost: N/A

French Teacher Education (13.1325)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data

The French Teacher Education program is now included as an option in the larger foreign language major. As such, no further action is required and the program has strong institutional support.

Outcome: Strong Institutional Justification-No Further Action

Cost: N/A

Geography and Geographic Information Science (45.0701)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data

The Geography and Geographic Information Science program is now a part of the Department of Earth, Atmospheric, and Geographic Information Sciences. With substantial investment to and reinvestment in the GIS program we believe that this department and the programs inside of it will grow over the next several years.

Outcome: Continued Review

Cost: \$270.33 per credit hour

Hospitality Management (52.0901)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data

Hospitality Management is reviewing programming and its larger organization. We are hopeful that this work will lead to an increase in enrollment.

Outcome: Continued Review

Cost: \$163.94 per credit hour

Information Systems (52.1201)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

This program was approved for elimination.

Outcome: Program eliminated.

Cost: N/A

Interdisciplinary Studies (30.0000)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

This program will be reviewed.

Outcome: Continued Review

Cost: N/A

Journalism (09.0401)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

The Journalism program has now merged with the major in Broadcasting. As such, the individual program was approved for elimination.

Outcome: Individual program eliminated.

Cost: N/A

Middle Level Education ((13.1203)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

This is a new program. It has institutional support.

Outcome: Strong Institutional Justification-No Further Action

Cost: \$442.72 per credit hour

Media and Instructional Technology (13.0501)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

Program has been approved for elimination.

Outcome: Program will be eliminated

Cost: N/A

Meteorology (40.0404)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data

Meteorology has proposed a significant revision of the program so that it better aligns with GIS and other related STEM disciplines on the campus. This proposed program will likely become an attractive option for students at WIU. At this time the program warrants continued review.

Outcome: Continued Review

Cost: \$243.59 per credit hour

Musical Theater (50.9999)

See table below for 2016, 2017, and 2018 enrollment and degrees conferred data

The Musical Theater program is a competitive program that limits each cohort to 28-30 students. Thus, though the program falls underneath the guidelines for low-producing programs provided by IBHE, the program warrants no action at this time and has strong institutional support.

Outcome: Strong Institutional Justification-No Further Action

Cost: \$382.65 per credit hour

Nutrition and Foodservice Management (19.0501)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data

Nutrition and Foodservice Management is reviewing its larger organization and program offerings.

Outcome: Continued Review

Cost: \$163.94 per credit hour

Philosophy (38.0101)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

Program was approved for elimination.

Outcome: Program eliminated.

Cost: N/A

Physics (40.0801)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data

Physics remains a central STEM discipline. The major connects to a variety of other STEM programs, from Engineering to Chemistry. As such, there is no further action required.

Outcome: Strong Institutional Justification—No Further Action

Cost: \$257.54 per credit hour

Public Health (51.2207)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data

Public Health has a large graduate program with a significant number of international students.

The program is attempting to model that success at the undergraduate level.

Outcome: Continued Review

Cost: \$155.88 per credit hour

Religious Studies (38.0201)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

Religious Studies was approved for elimination.

Outcome: Program eliminated.

Cost: N/A

Spanish (16.0905)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

Program content in Spanish is now included under the wider BA in Foreign Languages and Cultures.

Outcome: Individual program eliminated.

Cost: N/A

Spanish Teacher Education (13.330)

See table below for 2016, 2017, and 2018 enrollment and degrees conferred data

The Spanish Teacher Education program is now included as an option in the larger foreign language major. As such, no further action is required and the program has strong institutional support.

Outcome: Program eliminated

Cost: N/A

Theater (50.0501)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

The theater program is an active, vibrant major that contributes significantly to campus culture.

Outcome: Strong Institutional Justification-No Further Action

Cost: \$382.65 per credit hour

Women's Studies (05.0707)

See table below for 2017, 2018, and 2019 enrollment and degrees conferred data.

Program approved for elimination.

Outcome: Program eliminated.

Cost: N/A