

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



December 2020  
Illinois Board of Higher Education

## ILLINOIS BOARD OF HIGHER EDUCATION

### **Members**

John Atkinson, Chair, Burr Ridge  
Max Coffey, Charleston  
Jennifer Delaney, Champaign  
Derek Douglas, Chicago  
Andrea Evans, Chicago  
Jennifer Garrison, Vandalia  
Veronica Gloria, Joliet  
Veronica Herrero, Chicago  
Alice Marie Jacobs, Bismarck  
Pranav Kothari, Chicago  
Kenneth Shaw, Chicago  
Clarence Wyatt, Monmouth  
Mackenzi Matthews, Student Board Member  
Maria Cruz, Nontraditional Student Board Member  
Lazaro Lopez, Ex Officio Representative, Illinois Community College Board  
Kevin Huber, Ex Officio Representative, Illinois Student Assistance Commission

### **AGENCY**

Illinois Board of Higher Education  
1 N. Old State Capitol Plaza  
Suite 333  
Springfield, Illinois 62701-1377  
217.782.2551  
TTY 888.261.2881  
FAX 217.782.8548  
[www.ibhe.org](http://www.ibhe.org)

Printed by Authority  
of the State of Illinois  
12/20– 6c  
*Printed on Recycled Paper*

## TABLE OF CONTENTS

---

<b>Executive Summary.....</b>	<b>5</b>
<b>Annual Report on Academic Programs.....</b>	<b>6</b>
Table 1. Meta-majors as established by EAB.....	7
<b>Academic Program Review.....</b>	<b>8</b>
<b>New and Consolidated Programs: Five-Year Trends and Current Year.....</b>	<b>9</b>
Five-Year Trends.....	9
Table 2. Summary of new and consolidated programs 2014-2019 .....	10
Figure 1. New programs by approval method and meta-major.....	11
Figure 2. Total number of new academic programs 2014-2019.....	12
Figure 3. Percent new programs in each of six meta-majors 2014-2019 .....	12
Current Year.....	12
Table 3. Summary 2018-2019 new and consolidated programs.....	13
<b>Closed Programs: Five-Year Trends and Current Year.....</b>	<b>13</b>
Five-Year Trends.....	13
Figure 4. Percent phased down and eliminated programs from 2014-2019 by meta-major.....	14
Table 4. Phased down and eliminated programs from 2014-2019 by meta-major.....	14
Current Year.....	16
<b>Low Producing Programs.....</b>	<b>16</b>
Five-Year Trends.....	17
Table 5. Summary of programs flagged as low producing from 2015 to 2019 .....	17
Figure 5. Percent low producing programs by meta-major.....	18
Figure 6. Comparison of percent low performing programs and percent closed programs by meta-major ..	18
Current Year.....	19
Table 6. Summary for Illinois public universities low producing programs in 2018-2019 .....	19
Sunset/Teach Out.....	19
Table 7. Detail on 27 programs in the Sunset/Teach Out status category for 2018-2019.....	20
Consolidation.....	20
Table 8. Detail on 18 programs in the Consolidation status category for 2018-2019 .....	21
Redesign.....	21
Table 9. Detail on 20 programs in the Redesign status category for 2018-2019 .....	22
Justification.....	22
Table 10 . Detail on 93 programs in the Justification status category for 2018-2019 .....	24
Priority Review.....	26
Table 11. Detail on 23 programs in the Priority Review status category for 2018-2019 .....	27
<b>Conclusion.....</b>	<b>27</b>
<b>University Tables: 2018-2019.....</b>	<b>29</b>
Table 12.1: Chicago State University New and Closed Programs.....	29
Table 12.2: Chicago State University Low Producing Programs.....	29
Table 13.1: Eastern Illinois University New and Closed Programs.....	30
Table 13.2: Eastern Illinois University Low Producing Programs.....	30
Table 14.1: Governors State University New and Closed Programs.....	31
Table 14.2: Governors State University Low Producing Programs.....	31
Table 15.1: Illinois State University New and Closed Programs.....	32
Table 15.2: Illinois State University Low Producing Programs in 2018-2019.....	32
Table 16.1: Northeastern Illinois University New and Closed Programs.....	33

Table 16.2: Northeastern Illinois University Low Producing Programs.....	33
Table 17.1: Northern Illinois University New and Closed Programs .....	34
Table 17.2: Northern Illinois University Low Producing Programs .....	34
Table 18.1: Southern Illinois University Carbondale New and Closed Programs.....	35
Table 18.2: Southern Illinois University Carbondale Low Producing Programs .....	35
Table 19.1: Southern Illinois University Edwardsville New and Closed Programs.....	36
Table 19.2: Southern Illinois University Edwardsville Low Producing Programs.....	36
Table 20.1: University of Illinois at Chicago New and Closed Programs.....	37
Table 20.2: University of Illinois at Chicago Low Producing Programs.....	37
Table 21.1: University of Illinois at Springfield New and Closed Programs .....	38
Table 21.2: University of Illinois at Springfield Low Producing Programs.....	38
Table 22.1: University of Illinois at Urbana-Champaign New and Closed Programs.....	39
Table 22.2: University of Illinois at Urbana-Champaign Low Producing Programs.....	39
Table 23.1: Western Illinois University New and Closed Programs.....	40
Table 23.2: Western Illinois University Low Producing Programs.....	40

<b>References.....</b>	<b>41</b>
------------------------	-----------

The Illinois Board of Higher Education (IBHE) currently leads an effort to develop a new strategic plan for higher education in the state of Illinois. By engaging stakeholders across multiple education, nonprofit, labor, business, and government sectors, IBHE aspires to create a strategic plan that will guide programmatic and fiscal decisions over the next decade that will enable all learners to realize their professional goals and contribute to growing Illinois' economy and building a more equitable society. This annual report on new, consolidated, closed and low producing programs at Illinois' public universities plays a key role in informing such decisions.

For this fifth-year edition, IBHE examines five-year trends tied to such factors as student and workforce demands for programs, modifications to accreditation standards and licensure requirements, and the efforts of universities to incrementally adjust academic offerings under the constrained fiscal conditions caused by decades of decreasing state appropriations and the budget impasse of 2015-2016. This report can help institutional leaders and policymakers understand the forces that affect academic programs and ultimately make decisions about their futures that are consistent with the educational priorities outlined in the strategic plan. To facilitate these analyses, academic programs were categorized in one of eight meta-majors as defined by the Educational Advisory Board (Educational Advisory Board, 2016). This categorization simplified the large dataset and allowed five-year patterns to emerge with respect to new, closed, and low producing programs.

Our data show STEM and Health Sciences made up 27 and 19 percent, respectively, of the total new programs over the five-year period. This is consistent with data nationally, where graduates in health professions have doubled over the last ten years and graduates in STEM degrees have increased by 50-60 percent (Nietzel, 2019). Illinois program additions in the Health Sciences largely were in response to changes in accreditation standards. In STEM, programs were often modified to meet labor market demand by enhancing the technical skills of graduates in STEM and non-STEM majors. Policymakers should engage university faculty and leadership in pursuing other innovative academic programs consistent with the educational priorities outlined in the strategic plan.

Our data indicate Education programs constituted 35 percent of closed programs, including those in high-need areas like Special Education and Spanish Teacher Education. At the same time, Illinois experienced a ten percent drop in licenses issued to in-state completers of educator preparation programs from 2016 to 2017 (ISBE, 2018). Moreover, although Education programs made up 14 percent of new programs, these were largely programs in two categories: middle-level education programs modified to meet new licensure requirements established by the Illinois State Board of Education and efforts by universities to improve efficiency by consolidating programs. At a time when policymakers must address Illinois' critical and unprecedented teacher shortage, it is important to reflect on the decline in educator preparation programs (EPPs) at the state's public universities and consider ways to retain or redesign EPPs, especially downstate where the teacher shortage is felt most acutely and universities are sparsely dispersed.

*Our data indicate Education programs constituted 35% of closed programs, including those in high-need areas like Special Education and Spanish Teacher Education*

Programs in the Arts, Humanities, Communication and Design meta-major represented 24 percent of closed programs and 38 percent of low producing programs at Illinois public universities, mirroring a well-documented national decrease in graduates of Arts and Humanities programs over the last decade (Nietzel, 2019; Schmidt, 2018). Numerous authors have expressed concern about this national trend citing the importance of the humanities in higher education curricula to cultivate a variety of skills, understandings, and abilities (Dumitru, 2019; Frank, 2016; Koblit, 2017; Lavery, 2015; McFarland, Markovina, & Gibbs, 2018; Nussbaum, 2016; Smith, 2015).

Fortunately, our data show institutions often emphasize arts and humanities programs' contribution to general education curricula and thus retain them despite low enrollment and completion numbers. However,

fiscal stressors force some institutions to choose between these programs and others that bring more tuition revenue, giving them no choice but to close them. Moreover, seeing African American, Latin American and Women's and Gender Studies programs among the closed or low-producing programs provokes concern in light of the current focus on equity and elevating the voices of underrepresented groups. Leaders should consider the myriad benefits of liberal arts and humanities programs and their relevance to strategic goals when making decisions regarding their futures. While these programs may have fewer student majors, liberal arts and humanities programs also provide essential instruction to large numbers of students as part of general education curricula, including those which specifically address issues of equity and inclusion; as such, they are vital to the educational mission of the state.

Institutional decisions to open, consolidate, or close programs are based on multiple factors including actual or perceived future market demand, historic enrollment and completion patterns, changes to accreditation standards and licensure requirements, relevance to institutional mission, and efforts to maximize academic offerings while maintaining solvency with reduced financial resources. While Illinois' public universities play a key role in preparing the next generation for work and civic life, they have suffered decreasing public investment in recent decades leading, in some cases, to pressure to close critical academic programs based on low enrollment and completion numbers. Factors beyond enrollment and completion are important when determining the value of an academic program to the state's educational priorities.

## ANNUAL REPORT ON ACADEMIC PROGRAMS

---

Each year, IBHE publishes this report<sup>1</sup> to analyze the academic programs offered by public universities. This year, the release of this annual report coincides with IBHE's strategic planning activities, and our intent is to assist these efforts by providing a macro-level view of change over time that can inform stakeholders' decisions about the future direction of higher education in Illinois.

This year's report differs from previous reports<sup>2</sup> in its inclusion of an analysis of five-year trends in new, closed, consolidated and low producing programs at Illinois' twelve public universities. These trends can be tied to such factors as student and workforce demands for programs, modifications to accreditation standards and licensure requirements, and the efforts of universities to incrementally adjust academic offerings under the constrained fiscal conditions caused by decades of decreasing state appropriations and the budget impasse of 2015-2016.

---

<sup>1</sup> Effective January 1, 2012, [110 ILCS 205/7](#) states, "The Board of Higher Education (IBHE) is authorized to review periodically all existing programs of instruction, research and public service at the State universities and colleges and to advise the appropriate board of control if the contribution of each program is not educationally and economically justified. Each State university shall report annually to the Board on programs of instruction, research, or public service that have been terminated, dissolved, reduced, or consolidated by the university. Each State university shall also report to the Board all programs of instruction, research, and public service that exhibit a trend of low performance in enrollments, degree completions, and high expense per degree. The Board shall compile an annual report that shall contain information on new programs created, existing programs that have been closed or consolidated, and programs that exhibit low performance or productivity. The report must be submitted to the General Assembly. The Board shall have the authority to define relevant terms and timelines by rule with respect to this reporting."

<sup>2</sup> This report has evolved in several ways over its five-year history and will continue to do so. In the first two reports published in [October 2015](#) and [February 2017](#), programs were categorized as low producing based on the degree completion metric only. In the [August 2018](#) report, enrollment was added, the completion thresholds were adjusted, and programs were categorized as low producing if the programs fell below both completion and enrollment thresholds. Also, for the first report, IBHE acquired data on completions directly from the Integrated Postsecondary Data System (IPEDS), and universities placed programs flagged as low producing in one of five outcome categories with an explanation of their choice. In subsequent years, the universities submitted the enrollment and completion data along with the narrative portion of the report. Finally, IBHE staff have streamlined the data collection process by creating a template (used by some institutions for the first time in the [May 2019](#) report) and working with institutional representatives to facilitate reporting. Looking forward, we plan to expand on the report by disaggregating program enrollment and completion data by demographic categories and adding employment data to assess contributions to strategic goals of increasing educational attainment, closing equity gaps, and contributing to the economic development of the state.

*These trends can be tied to such factors as student and workforce demands for programs, modifications to accreditation standards and licensure requirements, and the efforts of universities to incrementally adjust academic offerings under the constrained fiscal conditions caused by decades of decreasing state appropriations and the budget impasse of 2015-2016*

To facilitate the trend analyses, academic programs were categorized using Education Advisory Board's (EAB) eight meta-majors (Educational Advisory Board, 2016) (see Table 1). Meta-majors are used by some institutions to organize different majors into larger academic groupings that are designed help students choose suitable classes and stay on track to graduation. For this report, placing new, closed, and low-performing programs into meta-majors reduced the total number of programs into a smaller number of categories thus simplifying the data and allowing patterns to emerge.

*Table 1. Meta-majors as established by EAB*

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

Three overarching trends became evident from this fifth-year analysis, all of which were consistent with national trends.

*Most new and consolidated programs belonged to the STEM and Health Sciences meta-majors.*

First, the largest number of new and consolidated programs belonged to the STEM and Health Sciences meta-majors. This is consistent with a nationwide doubling of graduates in health professions and 50-60 percent increases in various STEM graduates over the last ten years (Nietzel, 2019), and indicates

institutions are responding to perceived or actual market demand.

*Despite the well-documented teacher shortage currently affecting the state, Education programs comprised the largest percentage of closed programs.*

Second, Education programs comprised the largest percentage of closed programs. Although some of these closures represent institutional efforts to reorganize and consolidate programs for increased efficiency, many programs were eliminated entirely. Although this trend is not surprising given the national (Nietzel, 2019) and statewide (ISBE, 2018) declines in completers of

educator preparation programs, it is counter to the well-documented need for teachers and the teacher shortage currently affecting the state (ISBE, 2018).

Third, programs in the Arts, Humanities, Communication and Design meta-major comprised the largest percentage of low producing programs and nearly one quarter of closed programs. Given the rich body

*The Arts, Humanities, Communication, and Design meta-majors comprised nearly one quarter of closed programs, the largest percentage.*

of literature dedicated to the importance of the arts and humanities to society (Dumitru, 2019; Frank, 2016; Koblit, 2017; Laverty, 2015; McFarland, Markovina, & Gibbs, 2018; Nussbaum, 2016; Smith, 2015), it is encouraging that institutions often justified the existence of AHCD programs for this reason. However, low enrollment and completion in AHCD programs at



Illinois' public universities mirrors a national decline in graduates with arts and humanities degrees (Nietzel, 2019; Schmidt, 2018).

These examples demonstrate the importance of considering myriad purposes and benefits of educating an informed citizenry, including and exceeding workforce development, when establishing a strategic plan that will inform state higher education policy for the next decade.

## ACADEMIC PROGRAM REVIEW

---

Prior to complying with this mandate, public institutions have been required to review and evaluate programs<sup>3</sup> and place reviewed programs into three categories of outcomes including: good standing, flagged for review, or voluntary suspension. Programs are reviewed in their eighth year by internal campus stakeholders and, potentially, external reviewers to determine the quality and effectiveness of the programs. This information is then compiled by IBHE staff in this report, the purpose of which is to provide a comprehensive review of statewide academic program activity that can then be evaluated through the lens of state workforce demand and other strategic educational priorities.

The institution's program review process varies in scope depending on the size of the institution, the number of programs reviewed, and the methods used. Generally, the process begins with a self-study lasting approximately two to three months during which departmental faculty identify positive program elements and those in need of improvement (in terms of student outcomes, financial efficiency, program demand, and program potential). Department chairs compile the information and submit an evaluative report to an external reviewer or to the designated academic committee or council at their respective institutions. External reviewers, hired for their expertise in the field, typically conduct a site visit and provide comments and recommendations to the department in a report. Departments have the opportunity to respond to these recommendations, after which a committee under supervision of the Provost's office compiles the information and decides what actions need to be taken. Program review committees are usually comprised of faculty members, students, and administrators, all of whom dedicate hundreds of collective hours to the process.

To provide some context for the standard program review process, Illinois State University (ISU), Northern Illinois University (NIU), and the University of Illinois (UI) System's review processes will be highlighted.

At Illinois State University, academic programs are reviewed once every eight years and research and service centers are reviewed once every four years. On average, 16 academic programs and two centers are reviewed annually. Approximately half of the plans of study offered by ISU are recognized by specialized accreditation bodies. Those programs fully participate in program review as well; scheduling of their program reviews is coordinated with their specialized accreditation review schedules to reduce the reporting burden on faculty. Programs and centers at ISU are reviewed by the Academic Planning Committee (APC), an external committee of the Academic Senate with faculty representation from each college. Committee membership also includes the chairperson of the Academic Senate, a representative of the Academic Affairs Committee of the Academic Senate, an undergraduate student selected by the Student Government Association, a student selected by the Graduate Student Association, the Associate Provost, the Director of Graduate Studies, and a representative from University Assessment Services. The review process involves faculty compiling a program self-study report that is submitted to the APC. Upon review of the self-study reports and consultations with program administrators and faculty, the committee reports its findings to the Provost, Academic Senate, and Board of Trustees. The final version of the findings and recommendations are published in the report known as the *Academic Plan*. The program review status for each academic program is publicly available via the program review website at <https://provost.illinoisstate.edu/planning/program/>. At ISU, external reviewers are not used for program review; however, the process outlined above demonstrates the significant personnel costs associated with

---

<sup>3</sup> As outlined in [23 Illinois Administrative Code 1050.50](#)



the review process. Those costs include the time dedicated by faculty members who conduct the program self-studies throughout the academic year prior to their submission, time dedicated by unit and college staff to guide and assist faculty in completion of the reports, and the time dedicated by APC members to review them. APC typically meets from October through March to discuss the reports and then confers with program faculty and administrators in April to share and discuss committee findings and recommendations.

Northern Illinois University has a well-established process of program review that is led by the Academic Planning Council (APC) in which about 24-28 academic programs and centers are evaluated annually. APC membership includes the Executive Vice President and Provost, the Vice Provost for Institutional Effectiveness, 14 faculty members, two student members, and eight ex-officio administrative members. If the program holds specialized accreditation, the review cycle is aligned with that mandatory review to maximize efficiency and minimize duplication of efforts. Annually, about six to eight program reviews are aligned with a discipline-specific accreditation site visit, costing approximately \$5,000 per visit. The associated cost when programs are otherwise externally reviewed is also about \$5,000 per program. Those average costs do not reflect the time and labor costs of all the NIU personnel involved in the process; NIU estimates that each program or center review takes the APC about eight hours to complete. Beyond these standard program reviews, NIU recently carried out a Program Prioritization process that included review of all the 223 programs and all 236 administrative programs. The direct cost of this comprehensive review has been calculated and reported to senior leadership as \$287,196.

The University of Illinois System conducts approximately 70-80 program reviews per year at its three campuses combined. The cost of program review is difficult to measure and depends on the number of programs reviewed and whether an external review by an accreditor or other external reviewer takes place. Universities streamline the process by aligning review cycles with those of external accrediting bodies whenever possible and reviewing multiple degree levels (Bachelor, Master, and Doctoral) of a given program simultaneously. At the University of Illinois at Springfield, four to nine departments review one or more degree programs annually through a strictly internal review process that consumes significant time from the Provost's and Dean's offices and faculty members. At the University of Illinois at Chicago, 35-40 programs complete all steps in the review process annually, including an external review. At the University of Illinois at Urbana-Champaign, seven to sixteen departments, each with multiple degree programs, participate in the review process annually, including an external review. When external reviewers are used, there are charges for honoraria and travel expenses. At the University of Illinois System, these costs are estimated between \$5,000-9,000 per department, depending on the number of degree programs within that department. As indicated earlier for ISU and NIU, the average labor costs associated with the staff and faculty involved in the review and overall monitoring of the process is not provided due to the difficulty in calculating those costs.

## NEW AND CONSOLIDATED PROGRAMS: FIVE-YEAR TRENDS AND CURRENT YEAR

---

### *Five-Year Trends*

In June, each State university submits an Annual Listing of Changes report to IBHE on new, consolidated, and closed programs. Table 2 provides an overview of those bachelor's, master's, and doctoral level programs categorized as new and consolidated at all of Illinois' public universities over the past five years. Ninety-four new bachelor's level programs, 77 new master's level programs, and nine new doctoral level programs were established during that time period. Out of those newly established programs, 48 bachelor's level programs, 20 master's level programs, and three doctoral programs were identified as "consolidated". The term "consolidated" originates in the Board of Higher Education Act ([110 ILCS 205/](#)), and in this context refers to programs created through the reorganization, elevation, or consolidation of existing Board-approved academic degree programs. While new programs require IBHE Board approval, consolidated programs are staff approved through reasonable and moderate extensions of existing programs.

Table 2. Summary of new and consolidated programs at Illinois' public universities from 2014-2019

Level	New (Board Approved)	Consolidated (RME Approved)	Total
<b>Bachelor's</b>	46	48	<b>94</b>
<b>Master's</b>	57	20	<b>77</b>
<b>Doctoral</b>	6	3	<b>9</b>

The term “reasonable and moderate extension” (RME) of existing programs is introduced in the Board of Higher Education Act ([110 ILCS 205/](#)) and defined in rule [[Ill. Admin. Code tit. 23. § 1050 \(2008\)](#)]. New degree programs are approved by RME when they meet the criteria established in one of three definition categories:

- programs that result from the reorganization or restructuring of the curricular elements of an existing program that have over time evolved into separate and distinct programs;
- reclassification (change of CIP code) of a program resulting from incremental changes or consolidation of two or more degree programs into a single program; and
- changes in degree designation at the same level (e.g. Bachelor of Arts to Bachelor of Fine Arts or Master of Science to Master of Engineering).

The first definition above (reorganization or restructuring) is the most common and usually results in a net increase in number of academic programs. Examples from the reporting period include elevating an existing concentration in Probability and Statistics within an established Master of Science (MS) in Mathematics to a MS in Statistics and elevating a concentration in Public Policy within an existing Master of Public Administration to a Master of Public Policy.

Reclassification or consolidation is also common and may result in a net decrease or neutral effect on total number of academic programs at an institution. Examples include changing the Classification of Instructional Programs (CIP) code for Master of Arts (MA) and MS degrees in Applied Economics to reflect a new emphasis on econometrics and quantitative skills and the establishment of a Bachelor of Arts (BA) in Polish, Russian, and Central and Eastern European Studies to replace separate BA degrees in Polish and Russian. Finally, changes in degree designation have a neutral effect on number of programs and include establishing a Master of Fine Arts in Studio Art to replace a Master of Art in Studio Art and changing a MA in Geography to a MS in GIScience and Geoenvironment to reflect curricular changes that have evolved over time.

Of the 180 new programs established at Illinois' public universities since 2014, 71 were established by RME. However, a closer look at newly established programs by meta-major and approval method (Board

*New education programs established since 2014 are made up of two categories: middle-level education programs that meet new ISBE licensure requirements and more efficient consolidated education programs.*

vs. RME) reveals some noteworthy distinctions (see Figure 1). While the average percent established by RME was 39 percent, 73 percent of education programs were established by RME. These are largely made up of programs in two categories: first, middle-level education programs modified to meet new licensure requirements for middle level education established by the Illinois State Board of Education (ISBE), and second, efforts by universities to improve efficiency by consolidating programs.

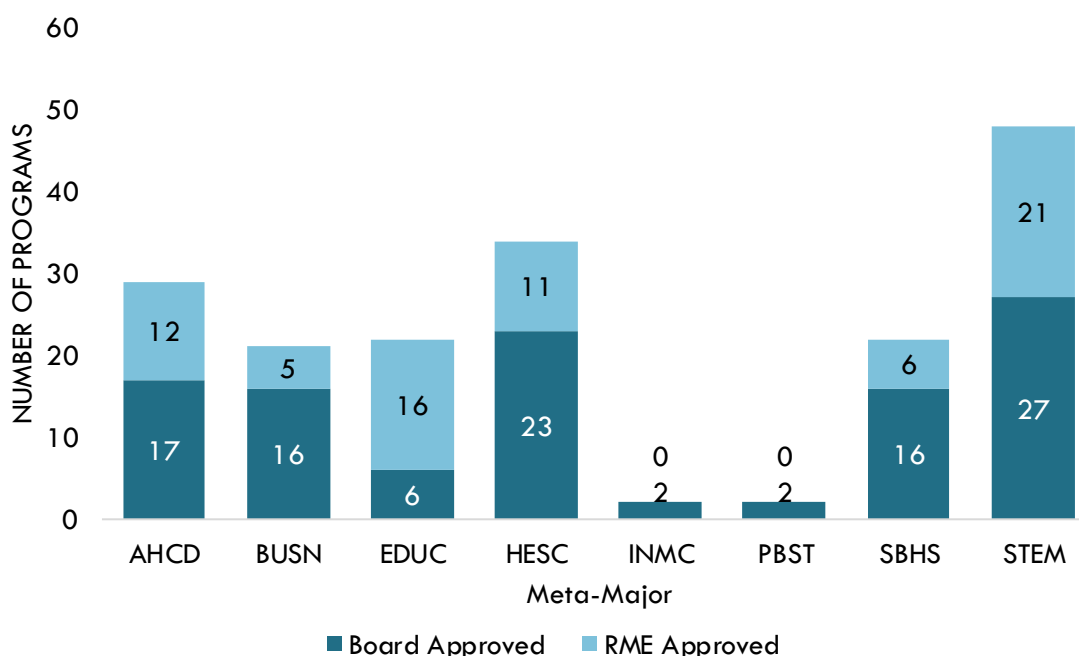
For example, a MS in Education (MS Ed) in Curriculum and Instruction was established to replace MS Ed in Elementary Education and MS in Master Teacher degrees, and a Bachelor of Science (BS) in Agricultural Leadership, Education, and Communications was established to replace BS in Agricultural Leadership and Science Education and BS in Agricultural Communications degrees.

Programs in the Science, Technology, Engineering and Math (STEM) meta-major established through RMEs made up 44 percent of total new STEM programs and, in many cases, represented universities' strategic

redesign of programs to adapt to changing workforce demands. For example, one institution added a Computer Science component to six existing degrees to enhance graduates' skillset including Advertising, Crop Science, Economics, Music, Geography and Geographic Information Systems (GIS), and Philosophy; and another elevated an existing emphasis in Mechatronics and Robotics under the existing BS in Mechanical Engineering to a standalone BS in Mechatronics and Robotics.

These examples demonstrate how new programs are often not actually new, but rather evolved programs established in response to changing professional requirements. Policymakers should engage university faculty and leadership in pursuing other innovative academic programs consistent with the educational priorities outlined in the strategic plan.

Figure 1: New programs by approval method and meta-major



Looking at new programs over time and by meta-major, the apparent trends can be interpreted in terms of the influence of external forces on institutions' programmatic decisions. The number of new programs per year shows a positive trajectory from 2015 to 2019, nearly doubling from 23 in 2015 to 44 in 2019 (see Figure 2). Nearly half of these new programs were in the STEM and Health Sciences (HESC) meta-majors (see Figure 3) which is a result of actual or perceived market demand for those majors. This is consistent with a nationwide doubling of graduates in health professions and 50-60 percent increases in various STEM graduates over the last ten years (Nietzel, 2019).

*In response to accreditation changes, three institutions replaced bachelor's level Health Sciences meta-major programs with master's level programs.*

A change in accreditation standards in the field of athletic training also affected the number of new programs in the HESC meta-major by prompting three institutions to establish master's level programs to replace bachelor's level programs. One of these universities had just obtained Board approval for a BS in Athletic Training in 2016, closed it before enrolling any students, and obtained Board approval for their MS in Athletic Training in 2017. Finally, given the coincidence of the 2015 budget impasse with the overall increase and the large percentage of programs established by RME, this trend may represent the response of institutions to this fiscal challenge and their attempts to make efficient use of existing resources while maximizing academic offerings.

Figure 2: Total number of new academic programs at Illinois public universities from 2014-2019

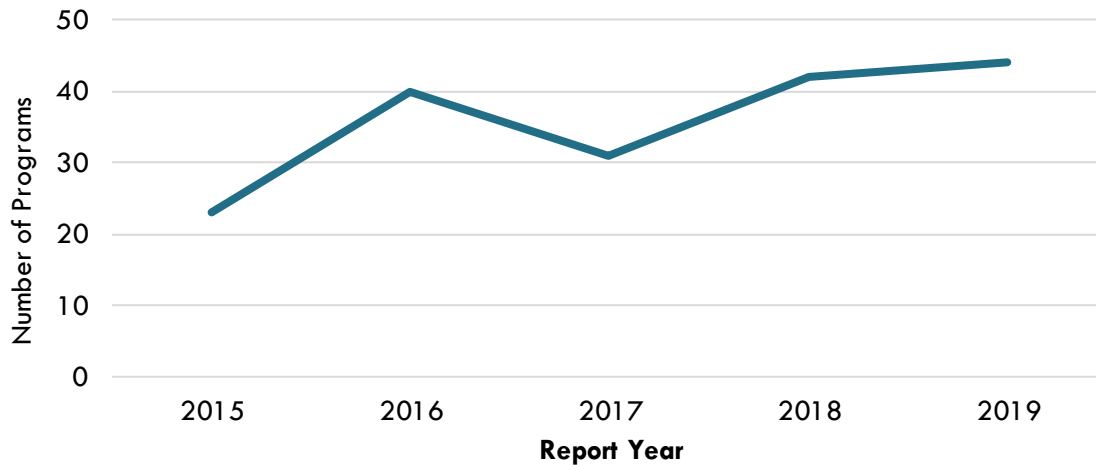
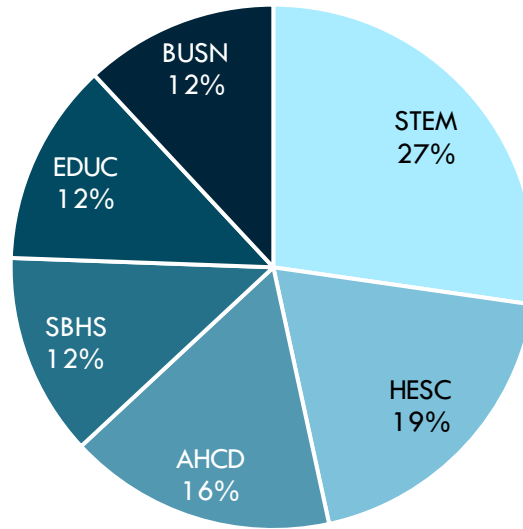


Figure 3: Percent new programs in each of six meta-majors at Illinois public universities from 2014-2019



Note: Industry/Manufacturing & Construction (INMC) and Public Safety (PBST) made up only one percent of new programs each and thus were not included in the chart.

### Current Year

For this year's report, 44 new programs were established, 23 of which were established by RME (see Table 3). At the baccalaureate level, all three new Board-approved programs were in STEM fields: a BS in Electrical Engineering at EIU, a BS in Environmental Systems Science and Sustainability at ISU, and a BS in Information Sciences at UIUC. At the graduate levels, it is noteworthy that eight of the new master's level Board-approved programs and the one doctoral level Board-approved program were law degrees (SBHS meta-major) resulting from the acquisition of John Marshall Law School by UIC but do not reflect additional academic program capacity in the state.

Table 3: Summary for Illinois public universities 2018-2019 new and consolidated programs

Level	Board Approved	RME Approved	Total
<b>Bachelor's</b>	3	17	<b>20</b>
<b>Master's</b>	17	4	<b>21</b>
<b>Doctoral</b>	1	2	<b>3</b>
<b>Total</b>	21	23	<b>44</b>

For specific details, Tables 12.1-23.1 provide individualized institutional summaries of the new and closed Bachelor's level, Master's level, and Doctoral level programs at each public university.

## CLOSED PROGRAMS: FIVE-YEAR TRENDS AND CURRENT YEAR

### Five-Year Trends

As part of their *Annual Listing of Changes* reports submitted to IBHE in June, the public universities provide information on closed programs. The closure of an academic program is a multi-step process which takes into account institutional, external demand, and accreditation requirements. For program closures, institutions must begin the process by establishing a teach-out period for the current students, which is not only outlined in the [23 Illinois Administrative Code 1050](#), but also a requirement of the Illinois public universities' institutional accrediting body – the Higher Learning Commission. Depending on the level of the program, the teach-out period can take several years. While programs are in teach-out, those programs are labeled as Phase Down. Once those students complete the program, institutions can formally eliminate the program. In some cases, programs are phased down and eliminated following a consolidation of two or more programs. As explained in the previous section, in these instances the program may still be available to students in the form of a concentration, for example, in another major.

A total of 80 academic degree programs were closed at Illinois' public universities from 2014-2019. Examining closed programs by meta-major, the trends at Illinois' public universities are consistent with national trends, albeit concerning (see Figure 4).

*Education majors constituted over 1 / 3 of closed programs while Arts, Humanities, Communication, & Design constituted 1 / 4.*

Education (EDUC) constituted over one-third of closed programs and Arts, Humanities, Communication and Design (AHCD) nearly one-quarter. While a few of the closed EDUC programs were consolidated as options within other majors, many were closed without replacement. For example, programs in Career & Technical Education, Health and Wellness Education, Special Education, Spanish Teacher Education, Early Childhood Education, Elementary and Secondary Education, Teaching of Reading, and Urban Teacher Education were all eliminated (see Table 4). While this trend is not surprising given the 19 percent national decrease in graduates of education programs since 1986 (Nietzel, 2019) and the ten percent statewide

*Policymakers addressing the teacher shortage should note the shrinking number of EPPs in the state and consider incentivizing public universities to retain or redesign programs.*

decline in licenses issued to in-state completers of educator preparation programs (EPPs) from 2016 to 2017 (ISBE, 2018), it is alarming given the teacher shortage currently affecting the state. Particularly concerning is the closure of Special Education programs since this represents an area where the teacher shortage is most acute. As policymakers examine ways to

address the teacher shortage, they should take note of the shrinking number of EPPs in the state and consider options to retain or redesign public university programs, especially downstate where the shortage is felt most acutely and universities are sparsely dispersed.

Figure 4. Percent phased down and eliminated programs from 2014-2019 by meta-major.

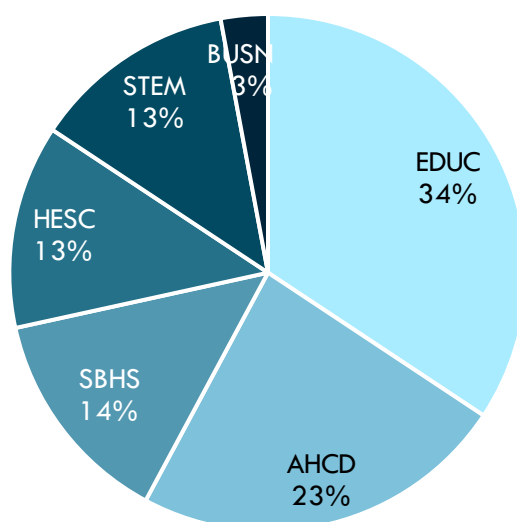


Table 4. Phased down and eliminated programs from 2014-2019 by meta-major.

Arts, Humanities, Communication, and Design		
African American Studies, BA	German, BA	Russian, BA
African Studies, BA	Music, BA	Spanish, BA
Archaeology, MA/MS	Philosophy, BA	University without Walls, BA/BS
Art, BS, MA	Psychology, MA	Women's Studies, BA
Design, BA	Religious Studies, BA	Writing, MA/MS
Business		
Business Economics, BS		Entrepreneurship, BA
Education		
Adult & Community Education, BS	Foundations of Education, MS Ed	Multi-categorical Special Education, MA
Agricultural & Environmental Communications & Ed, BS	French Teacher Education, BA	Physical Education Teacher Education, BS
Career & Technical Education, BS Ed	Health Education, BS Ed, MS Ed	Reading, MA
Curriculum & Instruction Secondary Education, MAT	Health & Wellness Secondary Education, BA	Secondary Teaching, MS
Early Childhood Education, MA	Instructional Technology & Design, MS	Spanish Teacher Education, BA

Table 4, continued.

Earth & Space Science Education, BS	Instructional Technology, MS	Special Education, BS
Education, MA	Language Arts, MAT	Teaching of Reading, MS Ed
Educational Psychology, MS	Master Teacher, MS Ed	Theater Arts – Teacher Licensure option, BA
Elementary Education, MS Ed	Media & Instructional Technology, MS	Urban Teacher Education, MAT

### Health Sciences

Athletic Training, BS	Nurse Anesthesia, MS	Psychiatric Mental Health Nursing, MS
Family Nurse Practitioner, MS	Physical Therapy, Transitional Doctorate	Public Health Nursing, MS
Medical Surgical Nursing, MS	Pre-Physical Therapy, BS	

### Social and Behavioral Sciences and Human Services

Counseling, MA	Geography, BA	Legal Studies, M
Economics, BS, MA	Human Factors, MS	Social Sciences, BS/BA
Family & Consumer Sciences, MS	Law, M	Spanish Economics, BA

### Science, Technology, Engineering, and Mathematics

Applied Engineering & Technology, BS	Biotechnology Management, PSM	Mathematics, MA
Bioinstrumentation, M Eng	Environmental Studies, MA	Mining Engineering, BS/MS
Biology, MS	Manufacturing Engineering, BS	Natural Sciences, MS

The fact that programs belonging to the Arts, Humanities, Communication and Design (AHCD) meta-major made up nearly one-quarter of closed programs reflects a well-documented national decrease in graduates with humanities degrees (Nietzel, 2019; Schmidt, 2018). Meanwhile, nationwide programs in health professions, STEM fields, public safety, agriculture and natural resources, recreation and fitness, and communication technologies have all grown by 50 percent or more. These trends are consistent with predictions of labor market demand for graduates with technical skills. However, numerous authors have expressed grave concern citing the importance of the humanities in higher education curricula to cultivate creative and critical thinking (Dumitru, 2019), writing (Koblitz, 2017), and interpretation skills (Smith, 2015); to understand humanity and make humanistic connections (Lavery, 2015); to provide medical students with

the tools they need to understand and communicate with their patients (McFarland, Markovina, & Gibbs, 2018); to promote democracy and engaged citizenry (Nussbaum, 2016); and to produce balanced graduates who are both proficient in the use of technology and its exploitation for the benefit of humanity (Frank, 2016). Furthermore, the closure of African American and Women's

*While liberal arts and humanities have fewer student majors, these programs provide essential instruction to students as part of general education curricula.*



Studies programs provokes concern in light of the current focus on equity and elevating the voices of underrepresented groups. Policymakers should consider these benefits of liberal arts and humanities programs and their relevance to strategic goals when making decisions regarding their futures. While these programs may have fewer student majors, the liberal arts and humanities programs also provide essential instruction to large numbers of students as part of general education curricula, including those which specifically address issues of equity and inclusion; as such, they are vital to the educational mission of the state.

### Current Year

For this year's report, in contrast to previous reports, only programs classified as "eliminated" were included as closed programs, and this year, six programs were eliminated. These were the BS in Applied Engineering and Technology and MS in Natural Sciences at EIU, the BS in Athletic Training at ISU, the BS in Earth and Space Science Education and the MS in Family Nurse Practitioner at SIUE, and the BA in Spanish Economics at UIC. The BA and BS degrees in University without Walls at CSU were also placed in Phase Down during this reporting period.

## LOW PRODUCING PROGRAMS

---

Universities review academic programs according to the established enrollment and completion thresholds on a biannual basis. In odd years, institutions flag programs as low producing and assign them one the five status options described below, and in even years they provide a follow-up report only on programs assigned the status of *Priority Review* in the previous year.

The current established thresholds for completions are as follows: at least eleven degrees conferred for an Associate's program, at least eight degrees conferred for Bachelor's programs, at least four degrees conferred for Master's programs, and at least one degree conferred for Doctoral programs (based on a three-year average).

The current established thresholds for enrollment are: at least 24 majors enrolled for an Associate's program, at least 39 enrolled for a Bachelor's level program, at least nine majors enrolled in a Master's level program, and at least nine majors enrolled in a Doctoral program (based on a three-year average).

Only Southern Illinois University Carbondale has Associate's level degree programs, and none were flagged as low producing in the five reporting years.

Low producing programs are those that fall beneath established thresholds for *both* enrollment and completions. Given the biannual reporting cycle, three of the five reports included in this summary report contained new listings of low producing programs—2015, 2017, and 2019; while the other two, 2016 and 2018, were follow-up reports where institutions provided updates on programs flagged as *Priority Review* in the previous year.

The five status options for program review in odd years include:

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

In even years, category number five, *Priority Review*, is replaced with *Continued Review* to indicate that the institution is still considering what action to take with respect to the program.

## Five-Year Trends

From 2015-2019, a total of 723 programs (out of 2,325 total programs) were flagged as low producing based on the thresholds described above. Given that 2015 was the first year of this report, the largest number of programs were flagged then, and it decreased each year thereafter (see Table 5). Note that in many cases these numbers reflect multiple listings of the same programs given that in even years (2016 and 2018) institutions submitted status updates for programs flagged as *Priority Review* in the previous year, and in some cases institutions flagged the same program in a subsequent year with a different status outcome.

Table 5. Summary of programs flagged as low producing from 2015 to 2019.

	2015	2016	2017	2018	2019	Totals	Percent of Total
<b>Sunset/Teachout</b>	15	14	23	5	27	84	12%
<b>Consolidation</b>	0	2	3	1	18	24	3%
<b>Redesign</b>	27	14	19	4	20	84	12%
<b>Justification</b>	51	69	85	12	92	309	43%
<b>Priority/Continued Review</b>	105	6	55	33	23	221	31%
<b>Total</b>	198	105	185	55	180	723	100%

In raw numbers with duplicates removed, a total of 393 programs were flagged in the five reports from 2015-2019. All comparisons that follow are based on these 393 programs.

*Justification* was the most commonly assigned status for low producing programs followed by *Priority* or *Continued Review*, *Redesign*, *Sunset/Teachout*, and *Consolidation*. The most common reason cited for justification of academic programs was their importance to general education curricula and the fact that while enough students may not major in them to meet the thresholds, many students depend on these subjects to fulfill general education requirements and offering majors in these subjects does not result in additional expense to the institutions.

*The most common reason cited for Justification of Academic Programs was their importance to general education curricula. Offering these majors does not result in additional expense.*

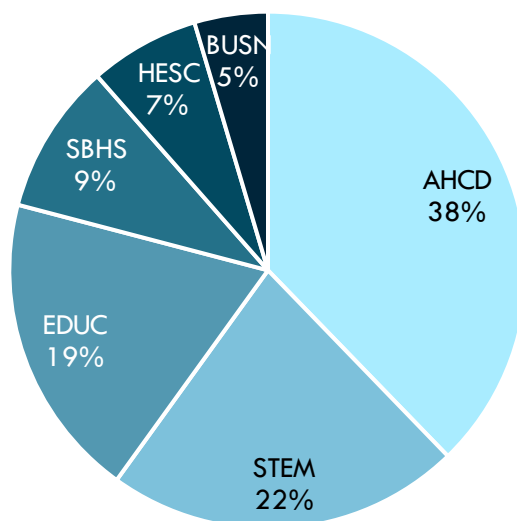
Other reasons cited for *Justification* included their support by external grant funding, the intention to keep programs small for operational reasons, and the fact that many master's programs only exist as an exit path for students who cannot or choose not to complete a doctoral program.

Reasons cited for choosing *Priority* or *Continued Review* centered on the need to complete evaluations already taking place as part of existing internal or external programmatic review protocols. *Redesign* and *Consolidation* were assigned to programs undergoing the types of programmatic changes described in the section on reasonable and moderate extensions above. Twelve percent of low producing programs were placed into *Sunset/Teachout* which implies they would move into the phase down and eventual elimination processes described in the previous section on Closed Programs.

Examining low producing programs by meta-major, some similarities to the closed programs are apparent. Arts, Humanities, Communication and Design (AHCD) and Education (EDUC) programs both make up large percentages of low producing programs (see Figure 5), most likely for similar reasons discussed in the previous section on Closed Programs. However, in contrast to closed programs, the STEM category also comprises a large proportion of total low producing programs. More than half (45) of the total low

producing programs in the STEM category (87) were master's level programs many of which, as explained in the preceding paragraph, do not exist as independent degree options, but as an option to doctoral students who cannot or choose not to complete the PhD. For this reason, institutions were instructed in the fifth reporting year to no longer to include programs that meet this criterion in the low producing programs which will reduce this number going forward.

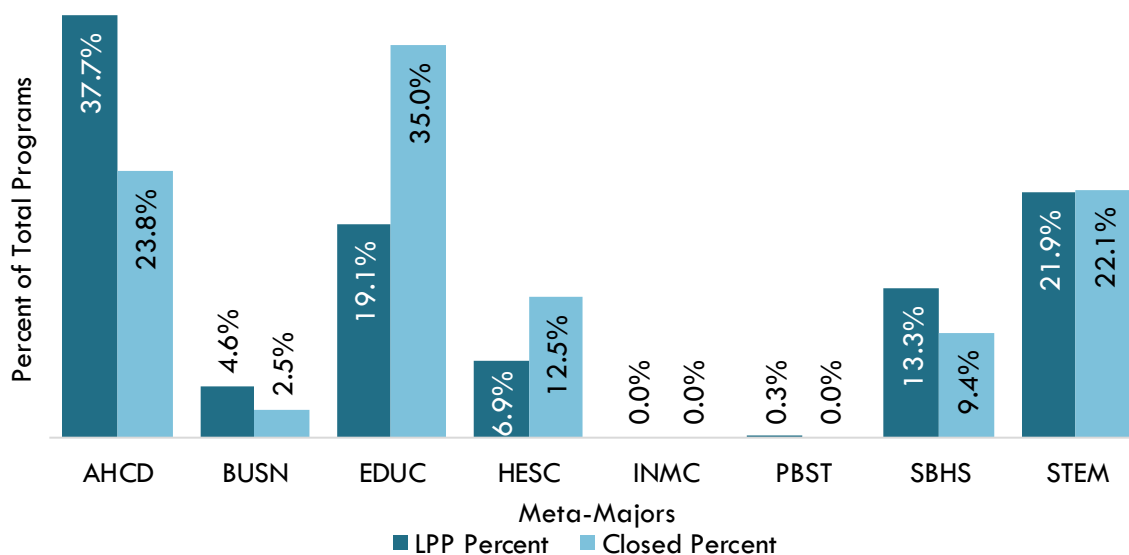
Figure 5. Percent low producing programs by meta-major.



Note: The INMC and PBST meta-majors had zero low producing programs and were not included in the chart.

Comparing the percent low producing programs (LPPs) by meta-major to the percent closed programs by meta-major provides additional insight into program outcomes in different disciplines (see Figure 6). Notably, programs in the AHCD and SBHS meta-majors comprise a higher percentage of LPP than closed programs, likely due to their contributions to general education curricula. In contrast, EDUC and HESC programs made up larger percentages of closed programs compared with their percentages of LPPs, possibly indicating a greater likelihood of closure. STEM programs comprised similar percentages of LPPs and closed programs while BUSN, INMC, and PBST comprised negligible or low percentages of LPPs and closed programs.

Figure 6. Comparison of percent low performing programs and percent closed programs by meta-major.



## Current Year

Of the 180 low producing programs flagged in 2018-2019<sup>4</sup>, 46 percent belonged to the Arts, Humanities, Communication and Design meta-major; 22 percent belonged to STEM; 17 percent to Education; seven and five percent to Social and Behavioral Sciences and Human Services, and Business, respectively; and the other three meta-majors made up less than two percent each. Details on programs assigned to each status outcome follow in *Tables 7-11*.

*Table 6. Summary for Illinois public universities  
low producing programs in 2018-2019*

Outcomes	Bachelor's	Master's	Doctoral
<b>Sunset/Teach Out</b>	20	3	4
<b>Consolidation</b>	6	12	0
<b>Redesign</b>	15	4	1
<b>Justification</b>	51	38	3
<b>Priority Review</b>	15	7	1
<b>Total</b>	107	64	9

*Reported as of July 1, 2018 through June 30, 2019*

### **Sunset/Teach Out**

A total of 20 bachelor's, three master's and four doctoral level programs were placed into *Sunset/Teach Out* at seven institutions – EIU, NEIU, NIU, SIUC, UIS, UIUC, and WIU. These programs will be labeled as Phase Down while current students are being taught out and will eventually be eliminated as described in the section on closed programs. Of these programs, ten belonged to the AHCD meta-major, ten to EDUC, six to STEM, and one to BUSN (see *Table 7*). In most cases, institutions provided little information on these programs other than their enrollment and completion numbers and status, but EIU specified that BS in Mathematics and Computer Science was replaced by a new BS in Computer Science and the BA in Social Sciences Teacher Licensure was replaced by a history-based social studies concentration within the secondary education licensure program to increase efficiency. Furthermore, at SIUC the PhD in Geology will be replaced by the PhD in Geoscience; and WIU will include the French and Spanish Teacher Education program options under a larger foreign language major.

---

<sup>4</sup> Appendices A through M on [ibhe.org](https://www.ibhe.org) include the specific public university reports submitted to IBHE in 2019 for the 2018-2019 academic year. The institutional reports provide detailed information on why programs were assigned a particular follow-up review status. *Table 6* summarizes low producing programs by degree level and status outcomes and *Tables 3.2-14.2* disaggregate the review statuses assigned to low producing programs at each public university.

Table 7. Detail on 27 programs in the Sunset/Teach Out status category for 2018-2019

Program	Degree designation	Institution	Meta-major
African American Studies	BA	WIU	AHCD
BA Social Science Teaching	BA	EIU	EDUC
Bilingual/Bicultural Education-Elementary	BA	NEIU	EDUC
Biology	MS	UIS	STEM
BS Adult and Community Education	BS	EIU	EDUC
BS Mathematics and Computer Science	BS	EIU	STEM
Counselor Education	PhD	SIUC	EDUC
French	BA	NIU	AHCD
French	BA	WIU	AHCD
French Teacher Education	BA	WIU	EDUC
Geology	PhD	SIUC	STEM
Information Systems	BB	WIU	STEM
Interdisciplinary Studies	BA	WIU	AHCD
Interdisciplinary Studies	BS	WIU	AHCD
Journalism	BA	WIU	AHCD
Management	BA	UIS	BUSN
Media and Instructional Technology	BS	WIU	EDUC
MS Natural Sciences	MS	EIU	STEM
Philosophy	BA	WIU	AHCD
Quantitative Methods	PhD	SIUC	STEM
Religious Studies	BA	WIU	AHCD
Spanish	BA	WIU	AHCD
Spanish Teacher Education	BA	WIU	EDUC
Special Education	PhD	SIUC	EDUC
Teaching of Earth Science	MS	UIUC	EDUC
Teaching of Latin	BA	UIUC	EDUC
Women's Studies	BA	WIU	AHCD

### Consolidation

A total of six bachelor's and 12 master's level programs were placed in *Consolidation* at three institutions – UIC, UIS, and UIUC (see Table 8). Of these programs, nine belonged to STEM, eight to AHCD and one to the SBHS meta-major.

At the baccalaureate level, the BA in Polish, Russian, and Central and Eastern European Studies was established at UIC to consolidate the BA in Russian and BA in Polish. At UIUC, four Bachelor of Fine Arts (BFA) programs in Photography, New Media, Painting and Sculpture will be consolidated as concentrations in a new BA/BFA in Studio Art option. At UIS, the BA in Economics is undergoing consolidation as part of a larger administrative and academic reorganization.

At the graduate level, six master's level programs in the College of Medicine at UIC are currently undergoing *Consolidation* as they undergo a restructuring of curricula – they include MS degrees in:

Biochemistry and Molecular Biology, Anatomy and Cell Biology, Microbiology and Immunology, Physiology and Biophysics, Pathology, and Cellular and Molecular Pharmacology. Also at UIC, the MS degrees in Biopharmaceutical Sciences, Medicinal Chemistry, and Pharmacognosy will be consolidated into a single pharmaceutical sciences program; and finally, in the College of Architecture, Design, and the Arts, the MFA degrees in New Media Arts, Moving Image, and Photography will potentially be consolidated into the MFA in Art, pending approval by the UIC Senate, U of I Board of Trustees, and IBHE.

*Table 8. Detail on 18 programs in the Consolidation status category for 2018-2019*

Program	Degree designation	Institution	Meta-major
Anatomy and Cell Biology	MS	UIC	STEM
Biochemistry & Molecular Biology	MS	UIC	STEM
Biopharmaceutical Sciences	MS	UIC	STEM
Cell and Molecular Pharmacology	MS	UIC	STEM
Economics	BA	UIS	SBHS
Medicinal Chemistry	MS	UIC	STEM
Microbiology & Immunology	MS	UIC	STEM
Moving Image	MFA	UIC	AHCD
New Media Arts	MFA	UIC	AHCD
Painting	BFA	UIUC	AHCD
Pathology	MS	UIC	STEM
Pharmacognosy	MS	UIC	STEM
Photography	BFA	UIUC	AHCD
Photography	MFA	UIC	AHCD
Physiology & Biophysics	MS	UIC	STEM
Polish	BA	UIC	AHCD
Russian	BA	UIC	AHCD
Sculpture	BFA	UIUC	AHCD
Women's Studies	BA	WIU	AHCD

## Redesign

A total of 15 bachelor's, four master's and one doctoral level program entered *Redesign* at six institutions – CSU, EIU, NEIU, NIU, UIUC, and WIU (see Table 9). Of these programs, seven belonged to AHCD; four to STEM; three to EDUC; two each to BUSN, and SBHS; and one each to the HESC and PBST meta-majors.

At the baccalaureate level, EIU recently began a redesign of the BS in Career and Technical Education that has already resulted in a notable increase in enrollment. At CSU, the curricula for the BA in English and BA in Spanish have been streamlined and a plan is in place to offer consistent course rotations to help students complete their degrees in a timely fashion, and the curriculum has been redesigned and new recruitment activities have been launched through partnerships with local community colleges for the BA in African American Studies. At UIUC, the BA in Music has been redesigned with concentrations to replace the Bachelor of Music (B Mus) in Music Composition and B Mus in Vocal among other previously reported programs.

At the graduate level, the MA in Mathematics at EIU is in the process of redesign and curricular revision with the possibility of offering a Math Education online program. The MA in Math Pedagogical Content Knowledge at NIU was placed into *Redesign* and will be reviewed again in two years; and at UIUC, the

MA in Teaching of Social Studies and the MS in Rehabilitation are undergoing program revision and will be reviewed again in three years. The MS in Rehabilitation at UIUC has a new program director and is currently seeking programmatic accreditation. At NIU, the PhD in Geology was placed in *Redesign* as faculty plan a merger of the PhD in Geology and PhD in Geography to create a new program in Earth Sciences.

Table 9. Detail on 20 programs in the *Redesign* status category for 2018-2019

Program	Degree designation	Institution	Meta-major
African American Studies	BA	CSU	AHCD
Art History/History of Art	BALAS/BFA	UIUC	AHCD
BS Career and Technical Education	BS	EIU	EDUC
Cyber Security	BS	WIU	STEM
Economics	BA	WIU	SBHS
Economics and Pre-Economics	BB	WIU	SBHS
Emergency Management	BS	WIU	PBST
English	BA	CSU	AHCD
Geology	PhD	NIU	STEM
Hospitality Management	BS	WIU	BUSN
Innovation, Leadership, and Engineering Entrepreneurship	BS	UIUC	BUSN
MA Mathematics	MA	EIU	STEM
Math Pedagogical Content Knowledge	MA	NEIU	EDUC
Meteorology	BS	WIU	STEM
Music	BA	NIU	AHCD
Music Composition	B Music	UIUC	AHCD
Rehabilitation	MS	UIUC	HESC
Spanish	BA	CSU	AHCD
Teaching of Social Studies	MA	UIUC	EDUC
Vocal	B Music	UIUC	AHCD

### Justification

A total of 51 bachelor's, 38 master's and three doctoral level programs were assigned to *Justification* at ten institutions – CSU, EIU, NEIU, NIU, SIUC, SIUE, UIC, UIS, UIUC, and WIU (see Table 10). Fifty of these programs belonged to the AHCD meta-major, 16 to EDUC, 14 to STEM, eight to SBHS, three to BUSN and two HESC.

At the baccalaureate level:

- Both NEIU and SIUE categorized three programs each as *Justification* because programs in Philosophy and Physics, for example, at both institutions provide courses taken by students in many other majors.
- SIUE the Bachelor in Liberal Arts degree provides an alternative to non-traditional students seeking to complete a bachelor's degree for personal or professional reasons.
- At CSU, the BS in Bilingual Elementary Education serves an important role in the region as non-English-speaking students continues to increase, and the BS degrees in Chemistry and Physics play critical roles in the education of African American chemists and physicists.



- At UIC, BA programs in African American Studies and Philosophy contribute to the general education program, and the BS in Teaching of Mathematics and BA in Theatre and Performance share substantial numbers of courses with related degree programs.
- At WIU, the BA in Anthropology has been successful in providing wide accessibility to students in the region through the recent addition of an online option, the BFA in Art and Art Education and the BS in Physics and Physics Education remain central the institutional mission, the BS Ed in Bilingual/English as a Second Language is critical to meet the need for bilingual teachers, and the BFA in Musical Theater is a competitive program that intentionally limits cohorts to 28-31 students.
- At UIS, an academic reorganization may ultimately result in programmatic changes for the BA degrees in Philosophy and Visual Arts and BS in Chemistry, but in the meantime these programs are considered critical to the institutional mission; and the BA in Global Studies is an interdisciplinary program that makes use of available seat capacity in courses offered by other departments thus incurring minimal cost.
- At UIUC, the BALAS programs in Latin American Studies; Russian, Eastern European, and Eurasian Studies; Latina/Latino Studies; Asian American Studies; Italian; and Portuguese are critical to the mission of the College of Liberal Arts and Sciences and course enrollments are strong for non-majors.

#### At the graduate level:

- CSU justified the MAT programs in Elementary Education (1-6), Secondary Education, and Early Childhood Education as the institution develops new recruitment strategies in partnership with community college and local school districts, and after statutory changes at the Illinois State Board of Education eliminated the requirement of a test of academic proficiency that served as a barrier to enrollment for some students.
- At NIU, the MA in Economics is not offered as a standalone program, but some students earn the MA while progressing to the PhD in Economics.
- At UIC, the MS in Disability and Human Development, the MA in Slavic Studies, the MS in Biological Sciences, the MS in Earth and Environmental Sciences, the MA in Anthropology, and the MA in Art History all share substantial numbers of courses with related PhD programs; the MA in Philosophy and MS in Pharmacy are not standalone programs, but are awarded to students who opt not to complete their PhDs; the MS in Forensic Toxicology was recently reactivated after three years of inactivity and because it is a highly specialized program with intentionally low enrollment; the MS in Forensic Science is currently pursuing specialized accreditation; and the MA in Environmental and Urban Geography and the MS in Teaching of Mathematics were both reaffirmed as in good standing during the internal program review process.
- At UIUC, the MA in Latin American Studies and the MS in Russian, East European, and Eurasian Studies are intentionally small programs associated with Title VI International Area Centers funded by the U.S. Department of Education; the EdM programs in Elementary and Early Childhood Education, the MS programs in Teaching of Mathematics, Chemistry, and Physics, the MA programs in Teaching of Social Studies and Latin, and the MFA in Dance and MA in Art History are logistically small by design but critical to the mission of the College of LAS; and the MA programs in Comparative Literature, German, French, Italian, Portuguese, Political Science, and History are critical to the LAS mission and are usually awarded in progress toward a PhD. Also at UIUC, the PhD programs in Italian, Portuguese, and Finance were placed into *Justification* as they are small by design, but critical to the institutional mission.

Table 10. Detail on 92 programs in the Justification status category for 2018-2019

Program	Degree designation	Institution	Meta-major
African American Studies	BA	UIC	AHCD
African American Studies	BALAS	UIUC	AHCD
Africana Studies	BA	SIUC	AHCD
Anthropology	MA	UIC	AHCD
Anthropology	BA	WIU	AHCD
Art	BA	EIU	AHCD
Art and Art Education	BFA	WIU	AHCD
Art Education	BFA	UIUC	AHCD
Art History	MA	UIC	AHCD
Asian American Studies	BALAS	UIUC	AHCD
BA Economics	BA	EIU	SBHS
BA Music	BA	EIU	AHCD
BA Philosophy	BA	EIU	AHCD
BA Theatre Arts	BA	EIU	AHCD
BA World Languages and Cultures	BA	EIU	AHCD
BALAS/BSLAS Individual Plans of Study	BALAS/BSLAS	UIUC	AHCD
Bilingual Elementary Education	BS	CSU	EDUC
Bilingual/English as a Second Language	BS Ed	WIU	EDUC
Biological Sciences	MS	UIC	STEM
Biology	MS	UIUC	STEM
BS Ed Middle Level Education	BS	EIU	EDUC
BS Geography	BS	EIU	SBHS
BSB Business Administration	BSB	EIU	BUSN
Chemistry	BS	CSU	STEM
Chemistry	BS	UIS	STEM
Classical Studies	BA	UIC	AHCD
Comparative Literature	BALAS	UIUC	AHCD
Comparative Literature	MA	UIUC	AHCD
Dance	MFA	UIUC	AHCD
Disability and Human Development	MS	UIC	SBHS
Early Childhood Education	Ed M	UIUC	EDUC
Early Childhood Education	MAT	CSU	EDUC
Earth and Environmental Sciences	MS	UIC	STEM
Economics	MA	NIU	SBHS
Elementary Education (1-6)	Ed M	UIUC	EDUC
Elementary Education (1-6)	MAT	CSU	EDUC
Environmental and Urban Geography	MA	UIC	SBHS
Finance	PhD	UIUC	BUSN

Table 10, continued

Program	Degree designation	Institution	Meta-major
Forensic Science	MS	UIC	STEM
Forensic Toxicology	MS	UIC	STEM
French	MA	UIUC	AHCD
Gender & Women's Studies	BALAS	UIUC	AHCD
Geography & Geographic Info Science	BS	WIU	SBHS
German	MA	UIUC	AHCD
Global Studies	BA	UIS	AHCD
History	MA	UIUC	AHCD
Individual Plan of Study	BA	UIC	AHCD
Italian	BALAS	UIUC	AHCD
Italian	MA	UIUC	AHCD
Italian	PhD	UIUC	AHCD
Latin American Studies	BALAS	UIUC	AHCD
Latin American Studies	MA	UIUC	AHCD
Latina/Latino Studies	BALAS	UIUC	AHCD
Liberal Arts	B	SIUE	AHCD
Musical Theatre	BFA	WIU	AHCD
Nutrition and Food Service Management	BS	WIU	BUSN
Pharmacy	MS	UIC	HESC
Philosophy	BA	NEIU	AHCD
Philosophy	BA	UIC	AHCD
Philosophy	BA	UIS	AHCD
Philosophy	BS/BA	SIUE	AHCD
Philosophy	MA	UIC	AHCD
Physical Education	BS Ed	CSU	EDUC
Physics	BA	CSU	STEM
Physics	BS	NEIU	STEM
Physics	BS	SIUE	STEM
Physics and Physics Education	BS	WIU	EDUC
Plant Biotechnology	MS	UIUC	STEM
Political Science	MA	UIUC	SBHS
Portuguese	BALAS	UIUC	AHCD
Portuguese	MA	UIUC	AHCD
Portuguese	PhD	UIUC	AHCD
Public Health	BS	WIU	HESC
Religion	MA	UIUC	AHCD
Russian, East. European, & Eurasian Studies	MA	UIUC	AHCD
Russian, East. European, & Eurasian Studies	BALAS	UIUC	AHCD
Secondary Education	MAT	CSU	EDUC

Table 10, continued

Program	Degree designation	Institution	Meta-major
Slavic Studies	MA	UIC	AHCD
Studies in Law	M	UIUC	SBHS
Systems Entrepreneurial Engineering	MS	UIUC	STEM
Teaching of Chemistry	MS	UIUC	EDUC
Teaching of Latin	MA	UIUC	EDUC
Teaching of Math	BS	UIC	EDUC
Teaching of Math	MS	UIC	EDUC
Teaching of Mathematics	MS	UIUC	EDUC
Teaching of Physics	MS	UIUC	EDUC
Theater Design, Production, & Technology	BA	UIC	AHCD
Theatre	BA	WIU	AHCD
Theatre and Performance	BA	UIC	AHCD
Veterinary Medical Science Comparative Biosciences	MS	UIUC	STEM
Visual Arts	BA	UIS	AHCD
Women's and Gender Studies	BA	NEIU	AHCD

### Priority Review

A total of 15 bachelor's level, seven master's and one doctoral level program were placed into *Priority Review* at nine institutions – CSU, EIU, NEIU, NIU, SIUC, SIUE, UIC, UIUC and WIU (see Table 11). Eight of these programs belonged to the AHCD meta-major, eight to STEM, three to BUSN, two each to EDUC and SBHS.

At the baccalaureate level, CSU placed the BA in Music into *Priority Review* as they implement changes to attract students such as the addition of two concentrations and a new marching band; and the BA in History as they reinstate past successful recruiting activities and establish an alumni/student mentorship program beginning with better outreach to alumni. At NIU, the BA in Art History and the BS in Applied Management (BSAM) will be reviewed after they complete a redesign of the curricula, and, in the case of the BSAM, engage in new recruiting efforts through agreements with community colleges. At SIUC, enrollment is being monitored for the BS in Public Health, the BA in Philosophy, and the BA and BS in Plant Biology. Finally, at UIUC the BA degrees in Teaching of French and German are being reviewed by new administrative leadership in the school that houses them.

At the graduate level, the MA in History at CSU was heavily impacted by the budget crisis of 2016 having lost two tenured faculty members; the institution placed the program into *Priority Review* as they work to rehire faculty and improve retention through better student support. At SIUE, the Professional Studies Master's (PSM) degree in Environmental Science Management was placed into *Priority Review* as faculty work to improve the retention of graduate students through improved mentoring and research and more internship opportunities.

Table 11. Detail on 23 programs in the Priority Review status category for 2018-2019

Program	Degree designation	Institution	Meta-major
Apparel and Textile Merchandising	BS	WIU	BUSN
Applied Management	BS	NIU	BUSN
Art History	BA	NIU	AHCD
Biomedical Engineering	MS	SIUC	STEM
Clinical Laboratory Science	BS	EIU	STEM
Clinical Laboratory Science	BS	WIU	STEM
Environmental Science Management	PSM	SIUE	BUSN
Engineering	BS	EIU	STEM
Foreign Languages and Cultures	BA	WIU	AHCD
Geology	BS	WIU	STEM
Geoscience	PhD	SIUC	STEM
History	BA	CSU	AHCD
History	MA	CSU	AHCD
Linguistics	MA	SIUC	AHCD
Media Theory and Research	MA	SIUC	AHCD
Molecular, Cellular & Systemic Physiology	MS	SIUC	STEM
Music	BA	CSU	AHCD
Philosophy	BA	SIUC	AHCD
Plant Biology	BA/BS	SIUC	STEM
PSM GIS	PSM	EIU	SBHS
Public Health	BS	SIUC	SBHS
Teaching of French	BA	UIUC	EDUC
Teaching of German	BA	UIUC	EDUC

*Programs that contribute to improving equity in higher education are well represented across all status outcome categories.*

It is worth noting that programs that contribute to improving equity in higher education and elevating the voices of underrepresented students such as African American Studies, Latin American and Latina/Latino Studies, Women's and Gender Studies, Bilingual/Bicultural Education and Foreign

Languages and Cultures are well represented across all status outcome categories. While it is encouraging that many of these programs were redesigned, consolidated or justified, their status as low producing means they could be at risk for future closure depending on internal and external institutional pressures. During the strategic planning process, policymakers should emphasize the important contributions of such programs to achieving statewide strategic goals.

## CONCLUSION

This annual report on new, consolidated, closed and low producing programs at Illinois' public universities includes detailed information for the 2018-2019 academic year and summary data from 2014-2019. Programs were placed into one of eight meta-major categories to facilitate summarizing data from multiple academic years. A total of 180 new or consolidated programs were established over the five-year period

including 44 in the most recently reported year. A total of 80 academic programs were closed or placed in phase down over the five-year period including six in the most recently reported year. Three hundred and ninety-three unique academic programs were flagged as low producing, some multiple times with different status outcomes, for a total of 723 reported low-producing programs including 180 in the most recently reported year.

Institutional decisions to open, consolidate, or close programs are based on multiple factors including actual or perceived future market demand, historic enrollment patterns, changes to accreditation standards and

*Institutional decisions to open, consolidate, or close programs are based on multiple factors: market demand, enrollment patterns, accreditation standards and licensure requirements, importance to institutional mission, and maximizing academic offerings while maintaining financial solvency.*

licensure requirements, importance to institutional mission, and efforts to maximize academic offerings while maintaining solvency with reduced financial resources. Several programmatic trends were evident from these analyses. First, the largest number of new and consolidated programs belonged to the STEM and Health Sciences meta-majors. Moreover, Education programs comprised the largest percentage of closed programs despite the critical teacher shortage in the state. Although some of these closures represent institutional efforts to reorganize and consolidate programs for increased efficiency, many programs

were eliminated entirely including those in high-need areas like special education. Finally, programs in the Arts, Humanities, Communication and Design meta-major comprised the largest percentage of low producing programs and nearly one quarter of closed programs despite their multiple documented benefits and important contributions to general education curricula. These trends highlight the importance of considering multiple purposes and benefits of higher education when establishing a strategic plan that will inform state higher education policy for the next decade.

Reported as of July 1, 2018 through June 30, 2019

*Table 12.1: Summary for Chicago State University  
New and Closed Programs in 2018-2019*

Level	New	Closed
<b>Bachelor's</b>	BA Adult Integrated Learning*	None
	BS Adult Integrated Learning*	
<b>Master's</b>	None	None
<b>Doctoral</b>	None	None

Note: New programs noted with an asterisk (\*) were restructured, consolidated, or elevated from an existing Board-approved degree program.

*Table 12.2: Follow-up to Chicago State University  
Programs Flagged as Priority Review in 2018-2019*

Low Producing Programs 2016-2017	Bachelor's	Master's	Doctoral
<b>Sunset/Teach Out</b>	0	0	0
<b>Consolidation</b>	0	0	0
<b>Redesign</b>	3	0	0
<b>Justification</b>	4	3	0
<b>Priority Review</b>	2	1	0
<b>Total</b>	9	4	0

Note: For the 2018-2019 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification* or *Priority Review*. Refer to [ibhe.org](http://ibhe.org) for details.



Table 13.1: Summary for Eastern Illinois University  
New and Closed Programs in 2018-2019

Level	New	Closed
<b>Bachelor's</b>	BS in Electrical Engineering	BS in Applied Engineering and Technology
	BS in Hospitality and Tourism*	
	BS in Nutrition and Dietetics*	
	BS in Fashion Merchandising and Design*	
<b>Master's</b>	None	MS in Natural Sciences
<b>Doctoral</b>	None	None

Note: New programs noted with an asterisk (\*) were restructured, consolidated, or elevated from an existing Board-approved degree program.

Table 13.2: Follow-up to Eastern Illinois University  
Programs Flagged as Priority Review in 2018-2019

Low Producing Programs 2016-2017	Bachelor's	Master's	Doctoral
<b>Sunset/Teach Out</b>	3	1	0
<b>Consolidation</b>	0	0	0
<b>Redesign</b>	1	1	0
<b>Justification</b>	9	0	0
<b>Priority Review</b>	2	1	0
<b>Total</b>	15	3	0

Note: For the 2018-2019 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification* or *Priority Review*. Refer to [ibhe.org](http://ibhe.org) for details.

*Table 14.1: Summary for Governors State University  
New and Closed Programs in 2018-2019*

Level	New	Closed
<b>Bachelor's</b>	None	None
<b>Master's</b>	MS in Human Resource Management	None
<b>Doctoral</b>	None	None

Note: New programs noted with an asterisk (\*) were restructured, consolidated, or elevated from an existing Board-approved degree program.

*Table 14.2: Follow-up to Governors State University  
Programs Flagged as Priority Review in 2018-2019*

Low Producing Programs 2016-2017	Bachelor's	Master's	Doctoral
<b>Sunset/Teach Out</b>	0	0	0
<b>Consolidation</b>	0	0	0
<b>Redesign</b>	0	0	0
<b>Justification</b>	0	0	0
<b>Priority Review</b>	0	0	0
<b>Total</b>	0	0	0

Note: For the 2018-2019 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification* or *Priority Review*. None of GSU's programs fell below the thresholds this year. Refer to [ibhe.org](http://ibhe.org) for details.

Table 15.1: Summary for Illinois State University  
New and Closed Programs in 2018-2019

Level	New	Closed
<b>Bachelor's</b>	BS in Environmental Systems Science and Sustainability	BS in Athletic Training
<b>Master's</b>	MS in Business Education	None
<b>Doctoral</b>	None	None

Note: New programs noted with an asterisk (\*) were restructured, consolidated, or elevated from an existing Board-approved degree program.

Table 15.2: Follow-up to Illinois State University  
Programs Flagged as Priority Review in 2018-2019

Low Producing Programs 2016-2017	Bachelor's	Master's	Doctoral
<b>Sunset/Teach Out</b>	0	0	0
<b>Consolidation</b>	0	0	0
<b>Redesign</b>	0	0	0
<b>Justification</b>	0	0	0
<b>Priority Review</b>	0	0	0
<b>Total</b>	0	0	0

Note: For the 2018-2019 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification* or *Priority Review*. None of ISU's programs fell below the thresholds this year. Refer to [ibhe.org](http://ibhe.org) for details.

Table 16.1: Summary for Northeastern Illinois University  
New and Closed Programs in 2018-2019

Level	New	Closed
<b>Bachelor's</b>	BA Adult Integrated Learning*	None
	BS Adult Integrated Learning*	
<b>Master's</b>	None	None
<b>Doctoral</b>	None	None

Note: New programs noted with an asterisk (\*) were restructured, consolidated, or elevated from an existing Board-approved degree program.

Table 16.2: Follow-up to Northeastern Illinois University  
Programs Flagged as Priority Review in 2018-2019

Low Producing Programs 2016-2017	Bachelor's	Master's	Doctoral
<b>Sunset/Teach Out</b>	1	0	0
<b>Consolidation</b>	0	0	0
<b>Redesign</b>	0	1	0
<b>Justification</b>	3	0	0
<b>Priority Review</b>	0	0	0
<b>Total</b>	4	1	0

Note: For the 2018-2019 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification* or *Priority Review*. Refer to [ibhe.org](http://ibhe.org) for details.

Table 17.1: Summary for Northern Illinois University  
New and Closed Programs in 2018-2019

Level	New	Closed
<b>Bachelor's</b>	BS in Actuarial Science*	None
	BS in English*	
	BS in Mechatronics Engineering*	
	BS in Statistics*	
<b>Master's</b>	MS in Data Analytics	None
<b>Doctoral</b>	None	None

Note: New programs noted with an asterisk (\*) were restructured, consolidated, or elevated from an existing Board-approved degree program.

Table 17.2: Follow-up to Northern Illinois University  
Programs Flagged as Priority Review in 2018-2019

Low Producing Programs 2016-2017	Bachelor's	Master's	Doctoral
<b>Sunset/Teach Out</b>	1	0	0
<b>Consolidation</b>	0	0	0
<b>Redesign</b>	1	0	1
<b>Justification</b>	0	1	0
<b>Priority Review</b>	2	0	0
<b>Total</b>	4	1	1

Note: For the 2018-2019 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification* or *Priority Review*. Refer to [ibhe.org](http://ibhe.org) for details.

Table 18.1: Summary for Southern Illinois University Carbondale  
New and Closed Programs in 2018-2019

Level	New	Closed
<b>Bachelor's</b>	None	None
<b>Master's</b>	Master of Engineering in Electrical and Computer Engineering*	None
<b>Doctoral</b>	None	None

Note: New programs noted with an asterisk (\*) were restructured, consolidated, or elevated from an existing Board-approved degree program.

Table 18.2: Follow-up to Southern Illinois University Carbondale  
Programs Flagged as Priority Review in 2018-2019

Low Producing Programs 2016-2017	Bachelor's	Master's	Doctoral
<b>Sunset/Teach Out</b>	0	0	4
<b>Consolidation</b>	0	0	0
<b>Redesign</b>	0	0	0
<b>Justification</b>	1	0	0
<b>Priority Review</b>	3	4	1
<b>Total</b>	4	4	5

Note: For the 2018-2019 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification* or *Priority Review*. Refer to [ibhe.org](http://ibhe.org) for details.

Table 19.1: Summary for Southern Illinois University Edwardsville  
New and Closed Programs in 2018-2019

Level	New	Closed
<b>Bachelor's</b>	None	BS in Earth and Space Science Education
<b>Master's</b>	Master of Public Health	MS in Family Nurse Practitioner
<b>Doctoral</b>	None	None

Table 19.2: Follow-up to Southern Illinois University Edwardsville  
Programs Flagged as Priority Review in 2018-2019

Low Producing Programs 2016-2017	Bachelor's	Master's	Doctoral
<b>Sunset/Teach Out</b>	0	0	0
<b>Consolidation</b>	0	0	0
<b>Redesign</b>	0	0	0
<b>Justification</b>	3	0	0
<b>Priority Review</b>	0	1	0
<b>Total</b>	3	1	0

Note: For the 2018-2019 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification* or *Priority Review*. Refer to [ibhe.org](http://ibhe.org) for details.



Table 20.1: Summary for University of Illinois at Chicago  
New and Closed Programs in 2018-2019

Level	New	Closed
<b>Bachelor's</b>	BALAS in Polish, Russian, and Central and Eastern European Studies*	BA in Spanish-Economics
	BS in Human Resource Management*	
<b>Master's</b>	LLM in Employee Benefits	None
	LLM in Estate Planning	
	LLM in Intellectual Property Law	
	LLM in International Business and Trade	
	LLM in Privacy and Technology	
	LLM in Real Estate Law	
	LLM in Tax Law	
	Master of City Design	
	Master of Jurisprudence	
	Master of Public Policy*	
	M.Ed. in Urban Higher Education	
	MS in Construction Engineering and Management	
<b>Doctoral</b>	None	None

Note: New programs noted with an asterisk (\*) were restructured, consolidated, or elevated from an existing Board-approved degree program.

Table 20.2: Follow-up to University of Illinois at Chicago  
Programs Flagged as Priority Review in 2018-2019

Low Producing Programs 2016-2017	Bachelor's	Master's	Doctoral
<b>Sunset/Teach Out</b>	0	0	0
<b>Consolidation</b>	2	12	0
<b>Redesign</b>	0	0	0
<b>Justification</b>	7	12	0
<b>Priority Review</b>	0	0	0
<b>Total</b>	9	24	0

Note: For the 2018-2019 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification* or *Priority Review*. Refer to [ibhe.org](http://ibhe.org) for details.

Table 21.1: Summary for University of Illinois at Springfield  
New and Closed Programs in 2018-2019

Level	New	Closed
<b>Bachelor's</b>	None	None
<b>Master's</b>	MPH in Environmental Health*	None
<b>Doctoral</b>	None	None

Note: New programs noted with an asterisk (\*) were restructured, consolidated, or elevated from an existing Board-approved degree program.

Table 21.2: Follow-up to University of Illinois at Springfield  
Programs Flagged as Priority Review in 2018-2019

Low Producing Programs 2016-2017	Bachelor's	Master's	Doctoral
<b>Sunset/Teach Out</b>	1	1	0
<b>Consolidation</b>	1	0	0
<b>Redesign</b>	0	0	0
<b>Justification</b>	4	0	0
<b>Priority Review</b>	0	0	0
<b>Total</b>	6	1	0

Note: For the 2018-2019 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification* or *Priority Review*. Refer to [ibhe.org](http://ibhe.org) for details.

Table 22.1: Summary for University of Illinois at Urbana-Champaign  
New and Closed Programs in 2018-2019

Level	New	Closed
<b>Bachelor's</b>	BS in Agricultural Leadership, Education, and Communications*	None
	BS in Information Sciences	
	BS in Strategic Business Development and Entrepreneurship*	
	BSLAS in Computer Science and Philosophy*	
	BSLAS in Geography and GIS*	
<b>Master's</b>	MS in Health Administration*	None
	MS in Molecular and Cellular Biology	
	Master of Sustainable Urban Design	
<b>Doctoral</b>	None	None

Note: New programs noted with an asterisk (\*) were restructured, consolidated, or elevated from an existing Board-approved degree program.

Table 22.2: Follow-up to University of Illinois at Urbana-Champaign  
Programs Flagged as Priority Review in 2018-2019

Low Producing Programs 2016-2017	Bachelor's	Master's	Doctoral
<b>Sunset/Teach Out</b>	1	1	0
<b>Consolidation</b>	3	0	0
<b>Redesign</b>	4	2	0
<b>Justification</b>	11	22	3
<b>Priority Review</b>	2	0	0
<b>Total</b>	21	25	3

Note: For the 2018-2019 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification* or *Priority Review*. Refer to [ibhe.org](http://ibhe.org) for details.

Table 23.1: Summary for Western Illinois University  
New and Closed Programs in 2018-2019

Level	New	Closed
<b>Bachelor's</b>	BS in Civil Engineering*	None
	BS in Electrical Engineering*	
<b>Master's</b>	None	None
<b>Doctoral</b>	None	None

Note: New programs noted with an asterisk (\*) were restructured, consolidated, or elevated from an existing Board-approved degree program. Closed programs fall into two categories: *Phase Down* and *Eliminate* as indicated next to the programs' names.

Table 23.2: Follow-up to Western Illinois University  
Programs Flagged as Priority Review in 2018-2019

Low Producing Programs 2016-2017	Bachelor's	Master's	Doctoral
<b>Sunset/Teach Out</b>	13	0	0
<b>Consolidation</b>	0	0	0
<b>Redesign</b>	6	0	0
<b>Justification</b>	9	0	0
<b>Priority Review</b>	0	0	0
<b>Total</b>	23	0	0

Note: For the 2018-2019 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification* or *Priority Review*. Refer to [ibhe.org](http://ibhe.org) for details.

## REFERENCES

---

- Dumitru, D. (2019). Creating meaning. The importance of Arts, Humanities and Culture for critical thinking development. *Studies in Higher Education*, 44(5), 870-879. doi: 10.1080/03075079.2019.1586345
- Educational Advisory Board. (2016, July 26). *How meta-majors guide students toward on-time graduation: Metamajors help students make smarter choices*. Retrieved from EAB: Colleges and Universities: <https://eab.com/insights/daily-briefing/student-success/how-meta-majors-guide-students-toward-on-time-graduation/>
- Frank, A. (2016, February 2). What is the value of an education in the humanities? 13.7 *Cosmos & Culture: Commentary on Science and Society*. Retrieved from <https://www.npr.org/sections/13.7/2016/02/02/465239105/what-is-the-value-of-an-education-in-the-humanities>
- ISBE. (2018). *Educator Supply and Demand in Illinois*. Springfield, IL: Illinois State Board of Education. Retrieved from <https://www.isbe.net/Documents/ed-supply-demand-2017.pdf#search=supply%20%26%20demand%20report%202019>
- Koblitz, N. (2017, January 6). Why STEM majors need the humanities. p. 2017. Retrieved from [https://www.chronicle.com/article/why-stem-majors-need-the-humanities/?id=gen\\_sign\\_in](https://www.chronicle.com/article/why-stem-majors-need-the-humanities/?id=gen_sign_in)
- Laverty, M. (2015, December). "There is no substitute for a sense of reality": Humanizing the humanities. *Educational Theory*, 65(6), 635-654.
- McFarland, J., Markovina, I., & Gibbs, T. (2018). Opening Editorial - The importance of humanities in medical education. *MedEdPublish*, 7(3), 2.
- Nietzel, M. (2019, January 7). Whither the humanities: The ten-year trend in college majors. *Forbes*. Retrieved from <https://www.forbes.com/sites/michaelnietzel/2019/01/07/whither-the-humanities-the-ten-year-trend-in-college-majors/#109ec13164ad>
- Nussbaum, M. (2016). *Not for profit: Why democracy needs the humanities*. Princeton and Oxford: Princeton University Press.
- Schmidt, B. (2018, August 23). The humanities are in crisis. *The Atlantic*. Retrieved from <https://www.theatlantic.com/ideas/archive/2018/08/the-humanities-face-a-crisis-of-confidence/567565/>
- Smith, R. (2015, December). Educational research: The importance of the humanities. *Educational Theory*, 65(6), 739-754.