




# Illinois Board of Higher Education

JB Pritzker, Governor  
Tom Cross, Chair • Nyle Robinson, Interim Executive Director

## MEMORANDUM

**TO:** Tom Cross, IBHE Chairman

**FROM:** Mr. Nyle Robinson, Interim Executive Director 

**DATE:** May 22, 2019

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

In response to the legislation (110 ILCS 205/7) all public universities must annually report the new, closed, and low producing programs. This report shows that 22 new Bachelor's level programs, 19 new Master's level programs and one new Doctoral level program were started over the 2017-2018 academic year; while 14 Bachelor's level, 13 Master's level and one Doctoral level program were eliminated. Thirteen of the new programs represented the reorganization, elevation, or consolidation of existing Board-approved academic degree programs.

For last year's report, universities reported those low producing programs that fell below both the agreed upon thresholds for enrollments and degree completions for a three-year average. The completion thresholds used were: at least 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. The enrollment thresholds used were: 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.

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

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

For this year's report, the institutions placed the 38 Bachelor's, 15 Master's, and two Doctoral level programs selected last year for *Priority Review* into one of the five assigned outcome categories. Of those 55 academic programs, two Bachelor's level programs and three Master's level programs were assigned the status *Sunset/Teach Out*; one Doctoral level program was assigned the status *Consolidated*; two Bachelor's and two Master's level programs were assigned the status *Redesign*; eight Bachelor's and four Master's level programs were assigned the status *Justification*; and 26 Bachelor's, six Master's, and one Doctoral level program were assigned the status *Continued Review*.

For next year's report, institutions will review all academic programs and flag those that have not been previously flagged based on the same terms and metrics listed in the second paragraph above.

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

**Submitted by:**

**Illinois Board of Higher Education**

**May 2019**

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## ILLINOIS BOARD OF HIGHER EDUCATION

### ANNUAL REPORT ON ACADEMIC PROGRAMS

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

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

This is the fourth report prepared in accordance with this statutory requirement.

#### Academic Program Review

Prior to complying with this mandate, public institutions have been required to review and evaluate programs as outlined in *23 Illinois Administrative Code 1050.50*, and place reviewed programs into three categories of outcomes including: good standing, flagged for review, or voluntary suspension. Programs are reviewed in their eighth year by internal campus stakeholders and, potentially, external reviewers to determine the quality and effectiveness of the programs. The program review process varies in scope depending on the size of the institution, the number of programs reviewed, and the methods used. Generally, the process begins with a self-study lasting approximately two to three months during which departmental faculty identify positive program elements and those in need of improvement (in terms of student outcomes, financial efficiency, program demand, and program potential). Department chairs compile the information and submit an evaluative report to an external reviewer or to the designated academic committee or council at their respective institutions. External reviewers, hired for their expertise in the field, typically conduct a site visit and provide comments and recommendations to the department in a report. Departments have the opportunity to respond to these recommendations, after which a committee 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 Illinois State 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 Illinois State 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 Illinois State, external reviewers are not used for program review; however, the process outlined above demonstrates the significant personnel costs associated with 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 Northern Illinois University 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, Northern Illinois University 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, Consolidated, and Closed Programs**

In June, each State university submits an Annual Listing of Changes report to IBHE on new, consolidated, and closed programs. Table 1 provides an overview of those Bachelor's, Master's, and Doctoral level programs categorized as new and closed at all of the public universities within the State of Illinois. Twenty-two new Bachelor's level programs, 19 new Master's level programs, and one new Doctoral level program were started over the past academic year. Out of those newly established programs, 13 Bachelor's level programs and 11 Master's level programs were identified as "consolidated," which were included with the new programs. Those 24 consolidated programs represented the reorganization, elevation, or consolidation of existing Board-approved academic degree programs. For the 2017-2018 academic year, 28 programs were closed, including 14 Bachelor's, 13 Master's level programs, and one Doctoral level program.

The closure of an academic program is a multi-step process which takes into account institutional, external, 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' regional accrediting body—the Higher Learning Commission. Depending on the level of the program, the teach-out period can take several years. Once those students complete the program, institutions can formally close or eliminate the program. For this report, both programs classified as "phase down" and "eliminated" were included as closed programs—specific notations were provided next to the name of the programs. Of the 28 closed programs, 22 programs were placed into "phase down" status, which is when a teach-out period is established for the program and no new or transfer students are admitted. Six of the closed programs were fully eliminated.

Table 1

#### **SUMMARY FOR ILLINOIS PUBLIC UNIVERSITIES 2017-2018 NEW AND CLOSED PROGRAMS**

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	22*	14
<b>Master's</b>	19*	13
<b>Doctoral</b>	1	1

\*13 Bachelor's level programs listed as *New* were *Consolidated*.  
\*11 Master's level program listed as *New* were *Consolidated*.

For specific details, Tables 4.1-15.1 provide individualized institutional summaries of the new and closed Bachelor's level, Master's level, and Doctoral level programs at each public university.

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

The five status options for program review include:

1. Sunset status – A teach-out period established and no new or transfer students admitted;
2. Consolidation;
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.

For the 2017 report (compiled by IBHE and submitted to the General Assembly in 2018), institutions assigned one of these five status options to the degrees that fell below both enrollment and completion thresholds. As shown in Table 2 below, 38 Bachelor's level, 15 Master's level, and two Doctoral level programs were assigned *Priority Review* Status in last year's report. The focus of the current report (submitted by the institutions in fall 2018 and compiled by IBHE in 2019) was only those programs assigned the status of *Priority Review* in last year's report; and institutions could assign one of the first four statuses described above or, if the program is still under review, they may assign the status *Continued Review*.

Table 2

**SUMMARY FOR ILLINOIS PUBLIC UNIVERSITIES  
LOW PRODUCING PROGRAMS IN 2016-2017**

Reported as of July 1, 2016 through June 30, 2017

	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctoral</b>
<b><u>Outcomes</u></b>			
<b>Sunset/Teach Out</b>	11	11	1
<b>Consolidation</b>	3	0	0
<b>Redesign</b>	16	3	0
<b>Justification</b>	36	38	11
<b>Priority Review</b>	38	15	2
<b>Total</b>	104	67	14

**Summary of Low Producing Programs**

Appendices A through N include the specific institutional reports submitted and currently on file with IBHE. The institutional reports provide detailed information on why programs were assigned a particular follow-up review status. All 12 public universities – Chicago State University (CSU), Eastern Illinois University (EIU), Governors State University (GSU), Illinois State University (ISU), Northeastern Illinois University (NEIU), Northern Illinois University (NIU), Southern Illinois University Carbondale (SIUC), Southern Illinois University Edwardsville (SIUE), the University of Illinois at Chicago (UIC), the University of Illinois at Springfield (UIS), the University of Illinois at Urbana-Champaign (UIUC), and Western Illinois University (WIU) – filed reports with IBHE. For specific institutional information, Tables 4.2-15.2 summarize the follow-up review statuses assigned to low producing programs at each public university for 2017-2018.

Table 3 is a summary of those follow-up review statuses for July 1, 2017 to June 30, 2018 detailed by Bachelor's (38), Master's (15), and Doctoral (2) level programs. For that time period, across all of the public universities, two Bachelor's level programs and three Master's level programs were assigned the status *Sunset/Teach Out*; one Doctoral level program was assigned the status *Consolidated*; two Bachelor's and two Master's level programs were assigned the status *Redesign*; eight Bachelor's and four Master's level programs were assigned the status *Justification*; and 26 Bachelor's, six Master's, and one Doctoral level program were assigned the status *Continued Review*.

Table 3

SUMMARY OF FOLLOW-UP REVIEW STATUSES  
ASSIGNED BY ILLINOIS PUBLIC UNIVERSITIES  
FOR LOW PRODUCING PROGRAMS IN 2017-2018

Reported as of July 1, 2017 through June 30, 2018

	Bachelor's	Master's	Doctoral
<b><u>Outcomes</u></b>			
<b>Sunset/Teach Out</b>	2	3	0
<b>Consolidation</b>	0	0	1
<b>Redesign</b>	2	2	0
<b>Justification</b>	8	4	0
<b>Continued Review</b>	26	6	1
<b>Total</b>	38	15	2

#### Bachelor's Level Programs

Of the 38 Bachelor's level programs, two were placed into *Sunset*, two entered into *Redesign*, eight were categorized as *Justification*, and 26 were placed into *Continued Review*. The two programs placed into *Sunset* included the Bachelor of Arts (BA) in Mathematics at Southern Illinois University Carbondale and the Bachelor of Fine Arts (BFA) in Crafts at the University of Illinois at Urbana-Champaign. At Chicago State University, the BA in Political Science and at Eastern Illinois University, the BA in Philosophy were placed into *Redesign*.

For this year's report, three institutions categorized a total of eight Bachelor's programs as *Justification*. Both Governor's State University and Southern Illinois University Carbondale categorized three programs each as *Justification*. Both University of Illinois Chicago and Western Illinois University categorized one program each as *Justification*. At Governor's State University, the BA in Anthropology and Sociology, the BA in Business and Applied Science, and the BA in Political Science were placed into *Justification* because of the unique career opportunities each program offers and their contributions to GSU's emphasis on global awareness and civic engagement; curricular modifications have been highlighted in recruitment efforts to improve program appeal to target groups, and enrollment numbers are expected to rise. At SIUC, the BFA in Musical Theater and the BA in Music were justified because those programs share faculty, curriculum, and performance venue resources and are accredited by their respective specialized accreditors; the BA in Zoology was justified because it shares resources and coursework with the Bachelor of Science (BS) in Zoology which does meet enrollment and completion thresholds. At UIC, the BA in Teaching Spanish was justified because it shares a substantial number of courses with several other programs and has experienced a notable increase in the number of declared majors in the past two years. At WIU, the BA in Foreign Languages and Cultures was justified because it now meets the enrollment thresholds—a three-year average of 77 students enrolled with the primary major of Foreign Languages and Cultures, and an average of 37 students chose it as their second major from 2016 to 2018.

For the final category, four institutions placed 26 Bachelor's level program into *Continued Review*. The three institutions with the largest number of programs identified as *Continued Review* included: Northeastern Illinois University (six programs), Southern Illinois University Carbondale (ten programs), and Western Illinois University (nine programs). One program was placed into *Continued Review* at Eastern Illinois University. At NEIU, these programs were BA in Global Studies, BA in Inner City Studies, BA in Latino/a and Latin American Studies, BA in Philosophy, BS in Physics, and BA in Women's and Gender Studies. In all cases, efforts are being made to revise curricula, enhance interdisciplinary collaboration and community college connections, and increase scholarship opportunities and recruitment efforts. At SIUC, the BS in Public Health, BS in Mathematics Teacher Education, BS in Mathematics (College of Education), BS in Mathematics (College of Science), BA in Africana Studies, BA in Chemistry, BA in Geology, BS in Physics, and BA and BS in Plant Biology were placed into *Continued Review* while they are reviewed by the Campus-Wide Assessment Committee. At WIU, the BA in Anthropology, BS in Clinical Lab Science, BA in French Teacher Education, BA in Spanish Teacher Education, BS in Meteorology, BS in Physics, BA/BB in Economics, BS in Network Technologies/Cyber Security, and BFA in Art were all placed into *Continued Review*; the Academic Program Elimination and Review Committee will make a recommendation regarding these programs to the Provost's office at the end of the Spring 2019 semester. At EIU, the BS in Career and Technical Education was placed into *Continued Review*; a proposal is currently underway to relocate the program from the School of Technology to the College of Education, which will enhance efficiency and oversight of the program's curricular and administrative functions.

#### Master's Level Programs

For the 15 Master's level programs, three were placed into *Sunset*, two entered into *Redesign*, four were categorized as *Justification*, and six were placed into *Priority Review*. Southern Illinois University Carbondale placed the Master of Science (MS) in Rehabilitation Administration and Services, the MS in Education (MSEd) in Special Education, and the Master of Engineering (ME) in Biomedical Engineering into *Sunset* status. The two programs that entered *Redesign* were the MS in Educational Research and Evaluation and the MS in Art and Design at Northern Illinois University. Both programs are now reported in good standing as a result of their redesign processes. The MSEd in Curriculum and Instruction at Chicago State University was placed into *Justification* after two concentrations were added and international recruitment efforts were increased. The ME in Civil and Environmental Engineering (CEE) at Southern Illinois University Carbondale was placed into *Justification* since it is a non-thesis version of the MS in CEE (and therefore does not require additional resources), which exceeds the enrollment and completion thresholds. The Master of Arts (MA) in Design Criticism at the University of Illinois at Chicago was placed into *Justification* because it was designed as a highly specialized program without expectations for high enrollment. The MS in Veterinary Medical Science Pathobiology at the University of Illinois at Urbana-Champaign was placed into *Justification* because enrollment and completions are on the rise and expected to be above thresholds after the next cycle.

For the final category, six programs were placed into *Continued Review*. At Northern Illinois University, the MSEd in Educational Psychology was placed into *Continued Review* because it is still in the redesign phase. At Southern Illinois University Carbondale, the MS in Biomedical Engineering, the MA in Art History and Visual Culture, the MA in Sociology, and the MA in Media Theory were placed into *Continued Review* and will be monitored by the Campus Wide Assessment Committee this year. At the University of Illinois at Urbana-Champaign, the MS in Veterinary Medical Science Comparative Biosciences was placed into *Continued Review* and will be reviewed by new leadership in its department this year.

### Doctoral Level Programs

For the Doctoral level programs, one was placed into *Consolidation* and one was placed into *Continued Review*. The Doctor of Philosophy (PhD) in Anatomy and Cell Biology at the University of Illinois at Chicago was placed into *Consolidation*. It is one of five doctoral programs in College of Medicine's Graduate Education in Medical Sciences Program that will be restructured once approval is secured from the UIC Senate, University of Illinois (UI) Board of Trustees, and the IBHE. At Southern Illinois University Carbondale, the PhD in Geoscience program was placed into *Continued Review*. It is currently undergoing an eight-year review process in which program administrators have been asked to establish strategies for recruitment and retention to address low enrollment and graduation rates.

### Conclusion

This report is prepared within the context of years of underinvestment in higher education by the State of Illinois and the corresponding outmigration of a growing number of Illinois students seeking postsecondary education. Despite continued budgetary constraints, program prioritization committees were fully engaged in determining, evaluating, and assessing low-producing and other flagged programs with the involvement of various stakeholder groups, faculty committees, and unions. It is clear that all of the public universities invest significant resources on annual program reviews including the investments made in assessing program viability. On top of staffing reductions and other cost-saving measures, universities continue to maximize efficiency and effectiveness of their academic program offerings while keeping a wide array of available programs in order to remain competitive with peer benchmark institutions, both in and out-of-state. New investments in student financial support (e.g., Monetary Award Program and Aim High) will help Illinois' public universities to remain competitive with out of state schools and convince more high school students to consider them when choosing a college. IBHE appreciates the continued focus by the public universities on their assessment of the flagged programs and realignment of services and administrative units, and we are encouraged by the upward trends in enrollment and completions noted for many programs in this report.

Table 4.1

**SUMMARY FOR CHICAGO STATE UNIVERSITY  
NEW AND CLOSED PROGRAMS IN 2017-2018**

Reported as of July 1, 2017 through June 30, 2018

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	None	None
<b>Master's</b>	Master of Business Administration	None
<b>Doctoral</b>	None	None

Note: See Appendix A for details.

Table 4.2

**FOLLOW-UP TO CHICAGO STATE UNIVERSITY  
PROGRAMS FLAGGED AS PRIORITY REVIEW IN 2016-2017**

Reported as of July 1, 2017 through June 30, 2018

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

Note: For the 2017-2018 academic year, institutions re-categorized programs flagged as Priority Review in the previous year's report into one of five categories: *Sunset*, *Consolidation*, *Redesign*, *Justification*, or *Continued Review*. Refer to Appendix A for details.

Table 5.1

**SUMMARY FOR EASTERN ILLINOIS UNIVERSITY  
NEW AND CLOSED PROGRAMS IN 2017-2018**

Reported as of July 1, 2017 through June 30, 2018

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	BS in Construction Management BS in Digital Media BS in Engineering Technology BS in Neuroscience BS in Health Administration* BA in Television and Video Production*	BA in African Studies (Eliminate) BA in Theater Arts – Teacher Licensure option (Phase Down)
<b>Master's</b>	MS in Athletic Training	None
<b>Doctoral</b>	None	None

Note: *New* programs 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*. Those specific status updates were provided next to the programs' names. See Appendix B for details.

Table 5.2

**FOLLOW-UP TO EASTERN ILLINOIS UNIVERSITY  
PROGRAMS FLAGGED AS PRIORITY REVIEW IN 2016-2017**

Reported as of July 1, 2017 through June 30, 2018

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

Note: For the 2017-2018 academic year, institutions re-categorized programs flagged as Priority Review in the previous year's report into one of five categories: *Sunset*, *Consolidation*, *Redesign*, *Justification*, or *Continued Review*. Refer to Appendix B for details.



Table 6.1

**SUMMARY FOR GOVERNORS STATE UNIVERSITY  
NEW AND CLOSED PROGRAMS IN 2017-2018**

Reported as of July 1, 2017 through June 30, 2018

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	None	BA in Entrepreneurship (Phase Down) BA in Social Sciences (Phase Down) BS in Economics (Phase Down)
<b>Master's</b>	MFA in Art*	MA in Art (Phase Down) MA in Early Childhood Education (Phase Down) MA in Education (Phase Down) MA in Reading (Phase Down) MAT in Urban Teacher Education (Eliminate)
<b>Doctoral</b>	None	Transitional Doctorate of Physical Therapy <sup>+</sup> (Phase Down)

Note: *New* programs with an asterisk\* were restructured, consolidated, or elevated from an existing Board-approved degree program. *Closed* programs typically fall into two categories: *Phase Down* and *Eliminate*. Those specific status updates were provided next to the programs' names. See Appendix C for details.

<sup>+</sup>Note the distinction between the Transitional Doctorate of Physical Therapy (tDPT) and the regular DPT. The tDPT was a transitional program for those who earned the Master of Physical Therapy and needed to transition into the doctoral program. The regular DPT continues as an active program.

Table 6.2

**FOLLOW-UP TO GOVERNORS STATE UNIVERSITY  
PROGRAMS FLAGGED AS PRIORITY REVIEW IN 2016-2017**

Reported as of July 1, 2017 through June 30, 2018

<b>Low Producing Programs 2016-2017</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctoral</b>
<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>Continued Review</b>	0	0	0
<b>Total</b>	3	0	0

Note: For the 2017-2018 academic year, institutions re-categorized programs flagged as Priority Review in the previous year's report into one of five categories: *Sunset*, *Consolidation*, *Redesign*, *Justification*, or *Continued Review*. Refer to Appendix C for details.

Table 7.1

**SUMMARY FOR ILLINOIS STATE UNIVERSITY  
NEW AND CLOSED PROGRAMS IN 2017-2018**

Reported as of July 1, 2017 through June 30, 2018

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	None	None
<b>Master's</b>	None	MS in Instructional Technology (eliminate)
<b>Doctoral</b>	None	None

Note: *Closed* programs fall into two categories: *Phase Down* and *Eliminate*. Those specific status updates were provided next to the programs' names. See Appendix D for details.

Table 7.2

**FOLLOW-UP TO ILLINOIS STATE UNIVERSITY  
PROGRAMS FLAGGED AS PRIORITY REVIEW IN 2016-2017**

Reported as of July 1, 2017 through June 30, 2018

<b>Low Producing Programs 2016-2017</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctoral</b>
<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>Continued Review</b>	0	0	0
<b>Total</b>	0	0	0

Note: For the 2017-2018 academic year, institutions re-categorized programs flagged as Priority Review in the previous year's report into one of five categories: *Sunset*, *Consolidation*, *Redesign*, *Justification*, or *Continued Review*. Refer to Appendix D for details. ISU flagged no programs as Priority Review in the previous year's report.

Table 8.1

**SUMMARY FOR NORTHEASTERN ILLINOIS UNIVERSITY  
NEW AND CLOSED PROGRAMS IN 2017-2018**

Reported as of July 1, 2017 through June 30, 2018

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	BA in Music*	BA in Health and Wellness Secondary Education (Phase Down)
<b>Master's</b>	Master of Public Health MA in School Counseling* MA in Rehabilitation Counseling*	MAT in Language Arts (Eliminate) MA in Counseling (Phase Down)
<b>Doctoral</b>	None	None

Note: *New* programs 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*. Those specific status updates were provided next to the programs' names. See Appendix E for details.

Table 8.2

**FOLLOW-UP TO NORTHEASTERN ILLINOIS UNIVERSITY  
PROGRAMS FLAGGED AS PRIORITY REVIEW IN 2016-2017**

Reported as of July 1, 2017 through June 30, 2018

<b>Low Producing Programs 2016-2017</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctoral</b>
<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>Continued Review</b>	6	0	0
<b>Total</b>	6	0	0

Note: For the 2017-2018 academic year, institutions re-categorized programs flagged as Priority Review in the previous year's report into one of five categories: *Sunset*, *Consolidation*, *Redesign*, *Justification*, or *Continued Review*. Refer to Appendix E for details.

Table 9.1

**SUMMARY FOR NORTHERN ILLINOIS UNIVERSITY  
NEW AND CLOSED PROGRAMS IN 2017-2018**

Reported as of July 1, 2017 through June 30, 2018

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	BS in Biomedical Engineering* BS in Sports Management	BA in German (Eliminate) BA in Spanish (Phase Down)
<b>Master's</b>	MS in Digital Marketing MS in Health Sciences	None
<b>Doctoral</b>	PhD in Computer Science	None

Note: *New* programs 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*. Those specific status updates were provided next to the programs' names. See Appendix F for details.

Table 9.2

**FOLLOW-UP TO NORTHERN ILLINOIS UNIVERSITY  
PROGRAMS FLAGGED AS PRIORITY REVIEW IN 2016-2017**

Reported as of July 1, 2017 through June 30, 2018

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

Note: For the 2017-2018 academic year, institutions re-categorized programs flagged as Priority Review in the previous year's report into one of five categories: *Sunset*, *Consolidation*, *Redesign*, *Justification*, or *Continued Review*. Refer to Appendix F for details.

Table 10.1

**SUMMARY FOR SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
NEW AND CLOSED PROGRAMS IN 2017-2018**

Reported as of July 1, 2017 through June 30, 2018

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	BS in Child and Family Services*	BS in Business Economics (Phase Down) BS in Mining Engineering (Phase Down) BS in Physical Education Teacher Education (Phase Down)
<b>Master's</b>	None	MAT in Curriculum and Instruction Secondary Education (Phase Down) MS in Mining Engineering (Phase Down)
<b>Doctoral</b>	None	None

Note: *New* programs with an asterisk\* were restructured, consolidated, or elevated from an existing Board-approved degree program. *Closed* programs typically fall into two categories: *Phase Down* and *Eliminate*. Those specific status updates were provided next to the programs' names. See Appendix H for details.

Table 10.2

**FOLLOW-UP TO SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
PROGRAMS FLAGGED AS PRIORITY REVIEW IN 2016-2017**

Reported as of July 1, 2017 through June 30, 2018

<b>Low Producing Programs 2016-2017</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctoral</b>
<b>Sunset/Teach Out</b>	1	3	0
<b>Consolidation</b>	0	0	0
<b>Redesign</b>	0	0	0
<b>Justification</b>	3	1	0
<b>Continued Review</b>	10	4	1
<b>Total</b>	14	8	1

Note: For the 2017-2018 academic year, institutions re-categorized programs flagged as Priority Review in the previous year's report into one of five categories: *Sunset*, *Consolidation*, *Redesign*, *Justification*, or *Continued Review*. Refer to Appendix H for details.

Table 11.1

**SUMMARY FOR SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE  
NEW AND CLOSED PROGRAMS IN 2017-2018**

Reported as of July 1, 2017 through June 30, 2018

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	None	None
<b>Master's</b>	MS in Criminal Justice Policy MS in Nutrition and Dietetics MS in Family Nurse Practitioner* MS in Health Care and Nursing Administration* MS in Nurse Educator*	None
<b>Doctoral</b>	None	None

Note: *New* programs with an asterisk\* were restructured, consolidated, or elevated from an existing Board-approved degree program. See Appendix I for details.

Table 11.2

**FOLLOW-UP TO SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE  
PROGRAMS FLAGGED AS PRIORITY REVIEW IN 2016-2017**

Reported as of July 1, 2017 through June 30, 2018

<b>Low Producing Programs 2016-2017</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctoral</b>
<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>Continued Review</b>	0	0	0
<b>Total</b>	0	0	0

Note: For the 2017-2018 academic year, institutions re-categorized programs flagged as Priority Review in the previous year's report into one of five categories: *Sunset*, *Consolidation*, *Redesign*, *Justification*, or *Continued Review*. SIUE flagged no programs as Priority Review in the previous year's report. Refer to Appendix I for details.

Table 12.1

**SUMMARY FOR UNIVERSITY OF ILLINOIS AT CHICAGO  
NEW AND CLOSED PROGRAMS IN 2017-2018**

Reported as of July 1, 2017 through June 30, 2018

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	BA in Design	None
<b>Master's</b>	MS in Statistics* MS in Supply Chain and Operations Management*	MA in Mathematics (Eliminated)
<b>Doctoral</b>	None	None

Note: *New* programs with an asterisk\* were restructured, consolidated, or elevated from an existing Board-approved degree program. *Closed* programs typically fall into two categories: *Phase Down* and *Eliminate*. Those specific status updates were provided next to the programs' names. See Appendix K for details.

Table 12.2

**FOLLOW-UP TO UNIVERSITY OF ILLINOIS AT CHICAGO  
PROGRAMS FLAGGED AS PRIORITY REVIEW IN 2016-2017**

Reported as of July 1, 2017 through June 30, 2018

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

Note: For the 2017-2018 academic year, institutions re-categorized programs flagged as Priority Review in the previous year's report into one of five categories: *Sunset*, *Consolidation*, *Redesign*, *Justification*, or *Continued Review*. Refer to Appendix K for details.

Table 13.1

**SUMMARY FOR UNIVERSITY OF ILLINOIS AT SPRINGFIELD  
NEW AND CLOSED PROGRAMS IN 2017-2018**

Reported as of July 1, 2017 through June 30, 2018

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	None	None
<b>Master's</b>	Master of Athletic Training	MS in Biology (Phase Down) MA in Environmental Studies (Phase Down)
<b>Doctoral</b>	None	None

Note: *Closed* programs fall into two categories: *Phase Down* and *Eliminate*. Those specific status updates were provided next to the programs' names. See Appendix L for details.

Table 13.2

**FOLLOW-UP TO UNIVERSITY OF ILLINOIS AT SPRINGFIELD  
PROGRAMS FLAGGED AS PRIORITY REVIEW IN 2016-2017**

Reported as of July 1, 2017 through June 30, 2018

<b>Low Producing Programs 2016-2017</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctoral</b>
<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>Continued Review</b>	0	0	0
<b>Total</b>	0	0	0

Note: For the 2017-2018 academic year, institutions re-categorized programs flagged as Priority Review in the previous year's report into one of five categories: *Sunset*, *Consolidation*, *Redesign*, *Justification*, or *Continued Review*. UIS flagged no programs as Priority Review in the previous year's report. Refer to Appendix L for details.



Table 14.1

**SUMMARY FOR UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN  
NEW AND CLOSED PROGRAMS IN 2017-2018**

Reported as of July 1, 2017 through June 30, 2018

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	BA in Studio Art* BFA in Studio Art* BMA in Lyric Theatre BS in Computer Science and Advertising* BS in Computer Science and Music* BS in Secondary Education* BSLAS in Computer Science and Economics* BSLAS in Computer Science and Geography and GIS* BSLAS in Econometrics and Quantitative Economics	None
<b>Master's</b>	Master of Animal Sciences in Animal Sciences* Master of Journalism* MS in Actuarial Science*	None
<b>Doctoral</b>	None	None

Note: *New* programs with an asterisk\* were restructured, consolidated, or elevated from an existing Board-approved degree program. See Appendix M for details.

Table 14.2

**FOLLOW-UP TO UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN  
PROGRAMS FLAGGED AS PRIORITY REVIEW IN 2016-2017**

Reported as of July 1, 2017 through June 30, 2018

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

Note: For the 2017-2018 academic year, institutions re-categorized programs flagged as Priority Review in

the previous year's report into one of five categories: *Sunset*, *Consolidation*, *Redesign*, *Justification*, or *Continued Review*. Refer to Appendix M for details.

Table 15.1

SUMMARY FOR WESTERN ILLINOIS UNIVERSITY  
NEW AND CLOSED PROGRAMS IN 2017-2018

Reported as of July 1, 2017 through June 30, 2018

Level	New	Closed
<b>Bachelor's</b>	BA in Broadcasting and Journalism* BB in Business Analytics	BA in Broadcasting (Phase Down) BA in Journalism (Phase Down) BS in Athletic Training (Phase Down)
<b>Master's</b>	None	None
<b>Doctoral</b>	None	None

Note: *New* programs 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*. Those specific status updates were provided next to the programs' names. See Appendix N for details.

Table 15.2

FOLLOW-UP TO WESTERN ILLINOIS UNIVERSITY  
PROGRAMS FLAGGED AS PRIORITY REVIEW IN 2016-2017

Reported as of July 1, 2017 through June 30, 2018

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>	1	0	0
<b>Continued Review</b>	9	0	0
<b>Total</b>	10	0	0

Note: For the 2017-2018 academic year, institutions re-categorized programs flagged as Priority Review in the previous year's report into one of five categories: *Sunset*, *Consolidation*, *Redesign*, *Justification*, or *Continued Review*. Refer to Appendix N for details.

## APPENDIX A: CHICAGO STATE UNIVERSITY

**CHICAGO STATE UNIVERSITY**  
**ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT**  
**NOVEMBER 2018**

Prepared by Mark Sudeith, Interim Associate Provost for Curriculum, Assessment, and Retention

**New Programs**

Chicago State University received approval for a Masters of Business Administration from the Higher Learning Commission on October 22, 2018.

**M.S. Ed. in Curriculum and Instruction**

The M.S. Ed. in Curriculum and Instruction was flagged for priority review in the November 2017 Academic Program Efficiency and Effectiveness Report to IBHE. The program was reviewed by the Chicago State University Program Review Committee in November 2018.

**Significance of the Program**

The M.S.Ed. In Curriculum and Instruction program offers an option in Instructional Foundations in which students may take course in one of five concentrations: Elementary Education, Secondary Education, Adult Education, Teacher Leadership, and Urban Education. Depending upon the concentration chosen, the curriculum provides students the background and skills necessary for employment as a teacher, administrator, curriculum specialist, and educational consultation in elementary or secondary education, adult education, educational technology and/or foundations of education.

With the growing emphasis on teacher accountability as it relates to student performance, instructional coordinators increasingly mentor teachers in how to meet academic goals. Processes and instructional methods are developed to ensure teachers are implementing teaching techniques effectively.

Instructional coordinators interact frequently with teachers and, consequently, strong communication skills are indispensable for these education professionals. They also train faculty members to help them improve their classroom skills and adapt to the latest education methods and tools. Beyond this coaching, instructional coordinators also formulate programs of professional development for school administrators.

**Major Changes in the Program**

The program created two concentrations, Teacher Leadership and Urban Education. The former offers an endorsement for teaching licensure. The program was approved to be offered fully online, with the exception of the practicum course.

**Completions**

Section III of Attachment A includes Enrollment, Retention, and Graduation data.

**Discipline Cost Studies**

Section V of Attachment A includes Comparative Discipline Cost Studies

**Status (from Program Review, November 2018)**

**Justification-Good Standing/Review in 3 years.**

In addition to the changes noted above, the program's efforts to recruit students from Vietnam for the online program will be assessed after a suitable time for implementation.

## **B.A. in Political Science**

The B. A. in Political Science was flagged for priority review in the November 2017 Academic Program Efficiency and Effectiveness Report to IBHE. The program was reviewed by the Chicago State University Program Review Committee in November 2018.

### **Significance of the Program**

The Department of Criminal Justice, Philosophy, and Political Science offers a Bachelor of Arts degree in Political Science and a minor sequence in Political Science for students majoring in other disciplines. Minor degree and honors options are available for students in Political Science. The program offers four areas of concentration: American Politics and Public Law, International Relations and Comparative Politics, Public Administration and Public Policy, and Political Theory and Methodology. All department majors must complete the assessment requirements specific to their major field, copies of which can be obtained in the departmental office or via the departmental website.

The Political Science faculty engages in meaningful research that contributes to the social development of society in general and to the African American community in particular. The faculty provides exceptional instruction to our students in a way that brings their research to the classroom. The result is that our students are prepared for careers in the field that meet the needs of a changing society. As well, our students are uniquely prepared for professional and graduate study. The program provides students with internship opportunities that have proven to be gateways to employment upon graduation. The faculty and staff coordinate Constitution Day, voting and political education events, law day program, and many other activities for the university community.

Sixty-seven percent of our students are Black, nine percent are Asian/Pacific Islanders, seven percent are Hispanic, nine percent identify as other, and sixty-seven percent are female. Ninety percent of our students are from families who live within a seven mile radius of the campus. The consequence is that the Political Science program at Chicago State University contributes significantly to the Illinois public agenda goal of decreasing the education attainment gaps between races, genders, ethnicities, and socioeconomic classes.

### **Major Changes to the Program**

Effective Fall 2018 advising is done by a professional advisor who is dedicated to the Department of Criminal Justice, Philosophy, and Political Science.

### **Completions**

See Section III in Attachment B.

### **Discipline Cost Studies**

See Attachment B.

### **Status (from Program Review November 2018)**

**Redesign-Further redesign and program changes will be applied to remediate performance; the program will be reviewed in 1 year.**

The program review committee requests action plans for program assessment, advising, and catalog language. In addition, the program will need to redesign the program to align with similar programs at other universities and eliminate ambiguity in course requirements.

## APPENDIX B: EASTERN ILLINOIS UNIVERSITY



**OFFICE OF ACADEMIC AFFAIRS  
PRIORITY REVIEW and NEW & CLOSED PROGRAMS UPDATE  
Submitted FALL 2018**

This update on new and closed programs and programs designated for priority review is submitted as required by the Illinois Board of Higher Education with respect to feedback on the Fall 2017 Academic Program Efficiency & Effectiveness Report. This report addresses the timeframe of July 1, 2017 – June 30, 2018. Faculty and administrative efforts to enhance efficiencies while maintaining the integrity of academic programming are in place and/or on-going.

**NEW PROGRAMS**

BS in Construction Management  
BS in Digital Media  
BS in Engineering Technology  
BS in Neuroscience  
BS in Health Administration  
BA in Television and Video Production  
MS in Athletic Training

**CLOSED PROGRAMS**

BA in African Studies – **eliminated**  
MSEd in Master Teacher – **phase down**

**PRIORITY REVIEW**

**Undergraduate Programs**

**Career & Technical Education, B.S. – Continued Review**

A proposal to relocate the program from the School of Technology into the newly-realigned College of Education is currently in progress. The proposal will include a revised curriculum for CTE methods faculty. Additionally, one faculty member from the CTE program has been recently reassigned to the College of Education. Repositioning the program in the College of Education will enhance efficiency and oversight of curricular and administrative functions. **No additional costs are associated with the continued review or with the relocation of the program.**

	Majors				Degrees Awarded		
	FA15	FA16	FA17	FA18	FY16	FY17	FY18
<b>Career &amp; Technical Education, B.S.</b>	12	15	16	16	2	3	3



**Philosophy, B.A. – Redesigned**

This program has created a new Integrative Studies Option to expand student interest in philosophy. The program continues its contribution to the general education curriculum while remaining highly efficient. **No new costs are associated with the redesigning of the program.**

	Majors				Degrees Awarded		
	FA15	FA16	FA17	FA18	FY16	FY17	FY18
<b>Philosophy, BA.</b>	12	9	11	16	5	5	1

## APPENDIX C: GOVERNORS STATE UNIVERSITY

## Memo

To: Sophia Gehlhansen Anderson, Asst. Director for Academic Affairs, IBHE  
 From: Colleen Sexton, Assoc Provost/ Assoc VP Academic Affairs, GSU  
 CC: Gretchen Lohman, Sr. Assoc. Director for Academic Affairs, IBHE  
 RE: Program Priority Review AY19

*Colleen Sexton*

In the table below is the outcome of Priority Review for programs reported in the low producing report to IBHE in June 2018.

FA 2018 Priority Review Results	
<b>B.A. in Anthropology &amp; Sociology</b>	<p>In Fall 2018, the ANSO Faculty members developed a new curriculum designed to highlight their interdisciplinary approach to understanding social inequalities that students examine through a lens of social justice. The idea of focusing on "career skills gained by the program to communicate the relevance of the ANSO programs' knowledge and skills to a multitude of 21st Century career paths" is excellent. The plan to enhance their presence "via program website to better communicate to interested students the faculty's focus on social inequalities and social justice" is a sound strategy to encourage students to consider this major and increase enrollment.</p> <p><b>Review Decision of the <i>Priority Review</i> for the Bachelor of Arts in Anthropology &amp; Sociology:</b> Approved in good standing with another review in 3 years, FY22.</p>
<b>B.A. in Business and Applied Science</b>	<p>The program will to continue to track enrollment trends. They have made a strong argument for continuance of the program. As noted in their report, the design of this program is to attract students that completed an AAS. The Division Chair is working with Marketing and Admissions to develop a plan to target specific community college students in AAS programs to move into the BAS.</p> <p><b>Review Decision of the <i>Priority Review</i> for the Bachelor of Arts in Business and Applied Science:</b> Strong justification with no further review until 5 years, FY24.</p>
<b>B.A. in History</b>	<p>This program completed its fifth year of enrollment. Their enrollment numbers have been quite promising, with graduates doubling in each of the first three years. They expect graduation rates to improve this year as the number of transfer students enrolled in the program has increased. Additionally, the program is slowly beginning to attract students that began GSU as freshmen. This program has recruitment initiatives, including involvement in global studies and Latin(x) studies through a Latin Americanist historian that will assist in Hispanic recruitment. Additional initiatives include development of a new Black Studies minor (expected to launch in AY20), which has significant history coursework, and which will take advantage of our existing strength in African American history. The program will also endeavor in each introductory and service class to highlight the employability of history majors.</p> <p><b>Review Decision of the <i>Priority Review</i> for the Bachelor of Arts in History:</b> Approved in good standing with recommendation for further redesign and another review in 3 years, FY22.</p>
<b>B.A. in Political Science</b>	<p>The program offers an innovative, interdisciplinary approach toward studying politics in a range of settings, enriches social sciences within the University, draws from the rich diversity of students in the south Chicagoland metropolitan area, and operates an important niche major within the region. The array of pedagogical strategies and research interests of faculty who teach courses for political science students amplify the</p>

## APPENDIX D: ILLINOIS STATE UNIVERSITY

## ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT

### Illinois State University Fall 2018

#### INTRODUCTION

This document is the fall 2018 report to the Illinois Board of Higher Education (IBHE) regarding academic programs at Illinois State University that “exhibit a trend of low performance in enrollments, degree completions, and high expense per degree” [110 ILCS 205/7]. Such a report by Illinois State University, and by every other public university in the state, is required annually by Illinois statutes, specifically Public Act 97-610, effective January 1, 2012. IBHE, in turn, is required to annually compile a report for the General Assembly regarding low performing/high expense programs across all state universities based on information submitted to IBHE by each of the universities.

To help IBHE staff compile its annual report to the General Assembly, IBHE has established a reporting framework and guidelines which all state universities are asked to follow when compiling their reports to IBHE. The framework and guidelines are intended to provide for uniformity in reporting across the state universities and to allow for comparisons across them. The reporting framework is a two-year cycle with different reporting content in odd-numbered years and even-numbered years. The cycle begins in odd-numbered years. In the report due by November 30 of such years, each university is asked to provide longitudinal enrollment and completions data for each of its academic programs, identify from those data academic programs at the institution with metrics below thresholds established by IBHE, and assign each program an outcome selected from six options prescribed by IBHE. In even-numbered years, by November 30, each state university is asked to provide an update for each program identified in the prior year report as having metrics below IBHE thresholds.

This fall 2018 report by Illinois State University provides an update regarding academic programs identified by Illinois State in its fall 2017 report to IBHE of academic programs with enrollment and completions below IBHE thresholds. The methodology for compiling the fall 2017 report is briefly described in the section that follows.

#### METHODOLOGY USED TO COMPILE THE FALL 2017 REPORT

To identify academic programs for reporting in fall 2017, IBHE asked each state university to calculate a three-year average enrollment and a three-year average count of degrees conferred for each of its academic programs. The universities were directed by IBHE to use fall census day enrollments from 2014, 2015, and 2016 to calculate average enrollment for each program and to use fiscal year completions from 2014, 2015, and 2016 to calculate average completions. IBHE asked the universities to use enrollment and completions data previously reported by the universities to the U.S. Department of Education through the Integrated Postsecondary Education Data System. Using that data, each university was asked to identify its academic programs having both average enrollment and average degrees conferred below the following thresholds.

##### THRESHOLDS FOR THE 2017-2018 REPORTING CYCLE

###### Enrollment

Bachelor’s level: less than 40  
Master’s level: less than 10  
Doctoral level: less than 10

###### Degrees conferred

Bachelor’s level: less than 9  
Master’s level: less than 5  
Doctoral level: less than 2

IBHE exempted academic programs in the following three categories from the analysis.

- Academic programs identified by a university in a prior efficiency and effectiveness report as not meeting IBHE enrollment and completion thresholds but subsequently determined by the university to be justified and requiring no further action.
- Academic programs too new to have had at least three graduating classes. New academic programs are to be considered for the first time in academic program efficiency and effectiveness reports as follows. For bachelor's-level programs: eight years from initial enrollment; for master's level programs: five years from initial enrollment; for doctoral level programs: eight years from initial enrollment.
- Certificate programs.

In addition to enrollment and degrees conferred, Public Act 97-610 requires state universities to identify and address academic programs with high expense per degree. However, the methodology for calculating expense per degree and expense thresholds are not set forth in the public act nor have they been determined by IBHE. Therefore, for the 2017-2018 reporting cycle, expense per degree was not a factor used to identify academic programs to be reported to IBHE. Instead, IBHE asked universities to provide expense per degree data only for academic programs with metrics below both the enrollment threshold and the degrees conferred threshold. IBHE allowed each university to develop and apply its own methodology for calculating expense per degree and for defining high expense. The methodology used by Illinois State is described in Appendix A of this report.

For each academic program with both average enrollment and degrees conferred below the IBHE-designated thresholds cited above, IBHE asked the university to analyze program viability and assign a review outcome from the following list of six outcomes.

#### **REVIEW OUTCOMES FOR THE 2017-2018 REPORTING CYCLE**

- 1: Sunset: A teach-out period is established or no new or transfer students admitted.
- 2: Consolidation.
- 3: Redesign: Further redesign and program changes will be applied to remediate performance; the program will be reviewed in \_\_\_\_ years.
- 4A: Justification - good standing/review in \_\_ years.
- 4B: Strong institutional justification and no further review.
- 5: Priority review: The program is placed under priority review to best determine the appropriate status. One of the outcomes (listed above) will be identified after the review is completed.

### **PROGRAMS REPORTED TO IBHE IN FALL 2017**

In fall 2017 Illinois State University offered 77 undergraduate programs and 51 graduate programs. Excluding programs exempted from the analysis, Illinois State identified three undergraduate programs and two graduate programs as having metrics below both enrollment and degrees conferred thresholds. The five programs and the review outcome assigned by Illinois State to each are listed below.

#### **Undergraduate Programs**

Business Education, B.A., B.S., B.S.Ed.	IBHE Outcome 4A: Good standing/review in two years
French, B.A.	IBHE Outcome 4.B: Strong institutional justification and no further action
Technology and Engineering Education, B.S.	IBHE Outcome 4A: Good standing/review in three years

#### **Graduate Programs**

Chemistry Education, M.S.C.E., M.C.E.	IBHE Outcome 4A: Good standing/review in two years
Theatre Studies, M.A., M.S.	IBHE Outcome 4.B: Strong institutional justification and no further action

For two of the five programs, Illinois State provided justification in its fall 2017 efficiency and effectiveness report for retaining each program without further review or action: the B.A. in French program and the M.A., M.S. in Theatre Studies program. Illinois State determined the other three programs to be in good standing and indicated that the University would revisit that outcome after a review by the University through its long-standing, comprehensive program review process, which typically spans 18-24 months. The Business Education program and the Chemistry Education program are scheduled for program review in 2019-2020. The Technology and Engineering Education program is scheduled for program review in 2020-2021. Illinois State will report outcomes of those program reviews in its annual report to IBHE regarding program reviews (due September 30 each year). The University will also use those findings to inform its determination of an efficiency and effectiveness review outcome for each of the programs. The University will report its determinations regarding the Business Education and Chemistry Education programs in its fall 2020 efficiency and effectiveness report and will report its determination regarding the Technology and Engineering Education program in its fall 2021 efficiency and effectiveness report.

## **CONTENTS OF THIS FALL 2018 REPORT TO IBHE**

The purpose of this report is to update IBHE regarding each of the five programs listed above. Each program is addressed in turn. For each program, this report recapitulates the reasons for the program being cited in the 2017 report, the 2017 outcome determined by the University, the rationale for that outcome, and any program updates pertinent to the efficiency and effectiveness analysis.

### **BUSINESS EDUCATION, B.A., B.S., B.S.ED.**

Department of Marketing  
College of Business

## **DATA FROM THE FALL 2017 EFFICIENCY AND EFFECTIVENESS REPORT**

<u>Enrollment, Fall Census Day</u>	<u>Degrees Conferred, Fiscal Year</u>
2014: 26	2014: 5
2015: 28	2015: 8
2016: 18	2016: 7
Three-year average: 24.0	Three-year average: 6.7
<i>Threshold: 40</i>	<i>Threshold: 9</i>

### Supplemental expense per degree, Fiscal Year

	FY2013	FY2014	FY2015	Three-year average	Percent Change	
					FY2013 - FY2014	FY2014- FY2015
Business Education, B.A., B.S., B.S.Ed.	\$46,300	\$48,800	\$48,300	\$47,800	5.4%	(1.0%)
All undergraduate programs, ISU	\$38,900	\$39,100	\$40,300	\$39,400	0.5%	3.1%
Business Education : All	1.19	1.25	1.20	1.21		
National average, undergraduate programs in Education at public four-year institutions	\$62,200- \$63,300	\$63,100- \$64,200	\$63,600- \$64,700			

## **THE FALL 2017 OUTCOME**

Outcome 4A: Justification – Good Standing/Review in Two Years

## **THE RATIONALE FOR THE 2017 OUTCOME**

- The program is in good standing with respect to program review, specialized accreditation, and state educator preparation standards.
- The program is the only active business education degree program at an Illinois public university.
- The program is helping meet the demand for high school teachers in Illinois in a discipline experiencing teacher shortages.
- Enrollment trends in the program reflect enrollment trends across other teacher preparation programs in the state.
- The program is developing a student recruitment plan to stabilize and increase program enrollment.

## **UPDATE**

The Department of Marketing is scheduled to submit a program review self-study report for its B.A., B.S., B.S.Ed. in Business Education program in fall 2019. The Academic Planning Committee, the shared governance committee at Illinois State University charged with program review, is scheduled to discuss the report during its fall 2019/spring 2020 review session and to report its findings and recommendations to the Department of Marketing, the College of Business, and the Provost in April 2020. The Academic Planning Committee is scheduled to submit a final report of its findings to the Academic Senate in May 2020 and to the Board of Trustees of Illinois State University in July 2020. The final report for the program will be submitted to IBHE by the Office of the Provost with other program review reports due to IBHE by September 30, 2020.

Through the program review process, the Academic Planning Committee will address the outcome assigned the program in the fall 2017 Academic Program Efficiency and Effectiveness Report. Based on Academic Planning Committee findings and based on input from faculty, staff, administrators and other stakeholders, the Provost will assign an efficiency and effectiveness outcome from the six choices prescribed by IBHE. That outcome will be reported to IBHE by the University in its fall 2020 Academic Program Efficiency and Effectiveness Report.

The process for compiling the program review self-study report for the B.A., B.S., B.S.Ed. in Business Education program is underway at this time. A program co-coordinator and the Department of Marketing chairperson attended a program review orientation conducted by the Academic Planning Committee facilitator on October 15, 2018. Since that meeting, the program co-coordinators have proceeded with their comprehensive analysis of the program. The outline of the self-study report that will result from that analysis is included as Appendix B of this report, to evidence the comprehensive nature of the review.



A related development occurred on September 18, 2018, when IBHE granted Illinois State University authority to expand its business education offerings through establishment of a Master of Science in Business Education (M.S.B.E.) program. The program is scheduled to enroll its first students in summer 2019. Illinois State proposed the new program as a way of utilizing its existing resources (including its business and business education faculty and staff) to offer graduate level training to two currently underserved groups: business education teachers in Illinois middle and high schools seeking to upgrade their skills and credentials and business professionals seeking the pedagogical knowledge and skills needed to effectively teach business courses at the lower division post-secondary level. The M.S.B.E. program is the only graduate-level program in Illinois designed to serve these groups. Illinois State University considers this development a valuable opportunity to further support elementary/secondary educators in Illinois and, in turn, contribute to the quality of business education in elementary, secondary, and post-secondary schools of the state.

### **FRENCH, B.A.**

Department of Languages, Literatures, and Cultures  
College of Arts and Sciences

#### **DATA FROM THE FALL 2017 EFFICENCY AND EFFECTIVENESS REPORT**

<u>Enrollment, Fall Census Day</u>	<u>Degrees Conferred, Fiscal Year</u>
2014: 20	2014: 6
2015: 12	2015: 4
2016: 13	2016: 2
Three-year average: 15.0	Three-year average: 4.0
<i>Threshold: 40</i>	<i>Threshold: 9</i>

### Supplemental expense per degree, Fiscal Year

	FY2013	FY2014	FY2015	Three-year average	Percent Change	
					FY2013 - FY2014	FY2014- FY2015
French, B.A.	\$37,100	\$38,400	\$41,900	\$39,100	3.5%	9.1%
All undergraduate programs, ISU	\$38,900	\$39,100	\$40,300	\$39,400	0.5%	3.1%
French : All	0.95	0.98	1.04	0.99		

						Percent Change	
		FY2013	FY2014	FY2015	Three-year average	FY2013 -FY2014	FY2014- FY2015
ISU	French, B.A.	\$37,100	\$38,400	\$41,900	\$39,100	3.5%	9.1%
NEIU	French, B.A.	\$39,100	\$46,400	\$47,200	\$44,200	18.7%	1.7%
NIU	French, B.A.	\$36,300	\$38,700	\$38,800	\$37,900	6.6%	0.3%
SIUC	French, B.A.*	\$29,300	\$32,400			10.6%	
UIC	French and Francophone Studies, B.A.	\$26,300	\$32,500	\$35,000	\$31,300	23.6%	7.7%
UIUC	French, B.A.L.A.S.	\$32,100	\$37,100	\$38,200	\$35,800	15.6%	3.0%
WIU	French, B.A.*	\$36,400	\$43,800	\$41,000	\$40,400	20.3%	(6.4%)
Average, Illinois comparators excluding ISU and SIUC		\$33,300	\$38,400	\$40,000	\$37,900		
ISU : Average, Illinois comparators excluding ISU and SIUC		1.12	1.00	1.05	1.03		

National average, undergraduate programs in Foreign Languages, Literatures, and Linguistics at public four-year institutions	\$55,300-\$56,400	\$56,100-\$57,200	\$56,500-\$57,600
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\* From a review of SIUC catalogs, it appears that SIUC last offered a B.A. in French program in FY2014

## THE FALL 2017 OUTCOME

Outcome 4B: Strong Institutional Justification and No Further Review

## THE RATIONALE FOR THE 2017 OUTCOME

- The program is in good standing with respect to program review, specialized accreditation, and state educator preparation standards.
- The program serves many more students than its majors, including double majors for whom French is the declared second major, students completing the French minor, and students meeting General Education requirements or requirements of some other plan of study offered by the University.
- The program supports efforts by the University to internationalize the curriculum and increase participation in study abroad.
- The program is one of only four French degree programs at Illinois public universities and one of two downstate.
- The program prepares teachers for work in elementary and secondary schools of the state.
- Program faculty has revised the program curriculum to better reflect trends in French study and to better meet student needs.

## UPDATE

Faculty of the B.A. in French program continues to meet the diverse educational needs of multiple groups of students at Illinois State University. Those groups include students enrolled in the French major, students for whom French is an additional program of study, students enrolled in the French minor, students meeting the language requirement of the College of Arts and Sciences (which, in fall 2017, enrolled 5,052 undergraduate students), students meeting General Education requirements of the University, and students meeting requirements of some other academic program offered by the institution. In Graduating Fiscal Year 2018 (summer term 2017, fall term 2017, and spring term 2018) 572 students enrolled in French courses offered by the University. Through its service to those students, the program continues to contribute to internationalizing the curriculum as well as efforts to prepare students to teach languages in elementary and secondary schools of the state.

Notable developments related to the French program since submission of the fall 2017 efficiency and effectiveness report include curricular changes and the addition of a new major which the French program now supports. With publication of the 2018-2019 undergraduate catalog, a substantially revised French curriculum is in effect. Curricular changes include three new courses, editorial changes to four existing courses, and deletion of four others. Collectively, the changes are intended to reflect disciplinary trends, including greater emphasis on francophone studies and cultural studies, and the academic strengths and interests of new French faculty members hired to teach in the program after long-standing faculty members retired. To reflect the broadening of the curriculum beyond language learning, the name of the program has been changed to the B.A. in French and Francophone Studies, effective May 21, 2018. Also on that date, a new B.A. in European Studies program at Illinois State began enrolling students. That program was authorized by IBHE on March 14, 2017. While the European Studies curriculum is interdisciplinary in its coverage of the discipline, students are required to achieve proficiency in a European language other than English equivalent to five semesters of university-level coursework. Students in the program may choose to gain proficiency in French, German, Italian, or Spanish.

## TECHNOLOGY AND ENGINEERING EDUCATION, B.S.

Department of Technology  
College of Applied Science and Technology

## DATA FROM THE FALL 2017 EFFICIENCY AND EFFECTIVENESS REPORT

### Enrollment, Fall Census Day

2014: 16  
2015: 21  
2016: 33  
Three-year average: 23.3  
*Threshold: 40*

### Degrees Conferred, Fiscal Year

2014: 8  
2015: 8  
2016: 2  
Three-year average: 6.0  
*Threshold: 9*

### Supplemental expense per degree, Fiscal Year

	FY2013	FY2014	FY2015	Three-year average	Percent Change	
					FY2013 - FY2014	FY2014- FY2015
Technology and Engineering Education, B.S.	\$46,300	\$48,800	\$48,300	\$47,800	5.4%	(1.0%)
All undergraduate programs, ISU	\$38,900	\$39,100	\$40,300	\$39,400	0.5%	3.1%
Technology and Engineering Education : All	1.19	1.25	1.20	1.21		

		FY2013	FY2014	FY2015	Three-year average	Percent Change	
						FY2013 -FY2014	FY2014- FY2015
ISU	Technology and Engineering Education, B.S.	\$46,300	\$48,800	\$48,300	\$47,800	5.4%	(1.0%)
CSU	Career and Technical Education, B.S.Ed.	\$77,800	\$87,500	\$84,700	\$83,300	12.5%	(3.2%)
ISU : Illinois comparator		0.60	0.56	0.57	0.57		

National average, undergraduate programs in Education at public four-year institutions	\$62,200-\$63,300	\$63,100-\$64,200	\$63,600-\$64,700
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## THE FALL 2017 OUTCOME

Outcome 4A: Good standing/review in three years

## THE RATIONALE FOR THE 2017 OUTCOME

- The program is in good standing with regard to program review, specialized accreditation, and state educator preparation standards.
- The program is unique in its contributions to secondary education in Illinois.
- Enrollment trends in the program since 2009 reflect enrollment trends across other teacher preparation programs in the state.
- The aggressive recruitment plan implemented by program faculty has reversed enrollment decline.

The Department of Technology is scheduled to submit a program review self-study report for its B.S. in Technology and Engineering Education program in fall 2020. The Academic Planning Committee, the shared governance committee at Illinois State University charged with program review, is scheduled to discuss the report during its fall 2020/spring 2021 review session and to report its findings and recommendations to the Department of Technology, the College of Applied Science and Technology, and the Provost in April 2021. The committee is scheduled to submit a final report of its findings to the Academic Senate in May 2021 and to the Board of Trustees of Illinois State University in July 2021. The final report for the program will be submitted to IBHE by the Office of the Provost with other program review reports due to IBHE by September 30, 2021.

Through the program review process, the Academic Planning Committee will address the outcome assigned the program in the fall 2017 Academic Program Efficiency and Effectiveness Report. Based on Academic Planning Committee findings and based on input from program faculty, administrators, and other stakeholders, the Provost will assign an efficiency and effectiveness outcome from the six choices prescribed by IBHE. That outcome will be reported to IBHE by the University in its fall 2021 Academic Program Efficiency and Effectiveness Report.

The process for compiling the program review self-study report for the B.S. in Technology and Engineering Education program is underway at this time. In 2018-2019 the student learning outcomes assessment plan for the program is being reviewed by program faculty, University Assessment Services, and the Assessment Advisory Council in the Division of Academic Affairs. Program faculty will consider revisions to the assessment plan based on the review and will then implement the plan to collect data for the upcoming program review self-study. In fall 2019 the Associate Provost will orient program faculty to the program review process and to content of the program review self-study report. The report outline will not be finalized by the Academic Planning Committee until spring 2019. However, the outline should be similar to the

outline being followed by faculty of the B.A., B.S., B.S.Ed. in Business Education program (see Appendix B) in compiling its program review self-study report for submission in fall 2019.

Two developments related to the B.S. in Technology and Engineering Education program since submission of the fall 2017 efficiency and effectiveness report are particularly notable. One development is continued enrollment growth, which is contrary to the trend of enrollment decline in educator preparation programs across the state. In its fall 2017 efficiency and effectiveness report, Illinois State reported that enrollment in the Technology and Engineering Education program increased from 16 students in fall 2014 to 21 in fall 2015 and to 33 in fall 2016. In fall 2017 program enrollment was 36 students and in fall 2018 it reached 40. This growth is due largely to implementation of an aggressive recruitment plan by the Department of Technology. A second development is an award by the National Science Foundation of \$4.6 million to a consortium comprised of Illinois State University, Illinois Wesleyan University, and Heartland Community College. The consortium will use the award to provide scholarships to students choosing to pursue a career in a STEM field. Students enrolling in the B.S. in Technology and Engineering Education will be eligible to apply for a scholarship through the program. Scholarships are intended for students with significant, demonstrated financial need.

### **CHEMISTRY EDUCATION, M.S.C.E., M.C.E**

Department of Chemistry  
College of Arts and Sciences

#### **DATA FROM THE FALL 2017 EFFICIENCY AND EFFECTIVENESS REPORT**

<u>Enrollment, Fall Census Day</u>	<u>Degrees Conferred, Fiscal Year</u>
2014: 7	2014: 1
2015: 11	2015: 0
2016: 8	2016: 3
Three-year average: 8.7	Three-year average: 1.3
<i>Threshold: 10</i>	<i>Threshold: 5</i>

### Supplemental expense per degree, Fiscal Year

	FY2013	FY2014	FY2015	Three-year average	Percent Change	
					FY2013 - FY2014	FY2014- FY2015
Chemistry Education, M.C.E, M.S.C.E.	\$17,500	\$22,100	\$22,500	\$20,700	26.3%	1.8%
All master's programs, ISU	\$20,800	\$21,900	\$21,400	\$21,400	5.3%	(2.3%)
Chemistry Education : All	0.84	1.01	1.05	0.97		

		Credit Hours	FY2013	FY2014	FY2015	Three-year average	Percent Change	
							FY2013 - FY2014	FY2014- FY2015
ISU	Chemistry Education, M.C.E, M.S.C.E.	33	\$17,500	\$22,100	\$22,500	\$20,700	26.3%	1.8%
UIUC	Teaching of Chemistry, M.S.	32	\$19,700	\$26,300	\$16,600	\$20,900	33.5%	(36.9%)
ISU: Illinois comparator			0.89	0.84	1.36	0.99		

## THE FALL 2017 OUTCOME

Outcome 4A: Good standing/review in two years

## THE RATIONALE FOR THE 2017 OUTCOME

- The program provides professional development opportunities responsive to the needs of high school chemistry teachers in Illinois.
- Program faculty members also support students enrolled in the chemistry teacher education sequence in the undergraduate chemistry program.
- The program is one of only three master's-level chemistry teacher education programs in Illinois and one of only two such programs at public universities in the state.
- Recruitment efforts undertaken by recently-hired chemistry education faculty have already led to increased enrollment.

The Master of Chemistry Education (M.C.E.)/Master of Science in Chemistry Education (M.S.C.E) program was authorized by the IBHE board on December 8, 2009 (the M.C.E. degree designation) and on January 26, 2010 (the M.S.C.E. degree designation). In compliance with Illinois statutes and administrative code, the program compiled a three-year progress report in fall 2014. That report was submitted to IBHE by the University on July 27, 2015. At that time the Office of the Provost determined the program to be in good standing, while identifying enrollment growth as the most pressing challenge, and opportunity, facing its faculty. Since submission of the three-year progress report, the Department of Chemistry has significantly expanded its efforts to recruit in-service secondary school teachers to enroll in the program and has increased its online course offerings to make it possible for more in-service teachers to do so. Those efforts have resulted in enrollments above IBHE thresholds. Fall census day enrollment in the program has increased from 8 students in 2016 to 27 in 2017 and to 30 in 2018. Consistent with the increase in enrollment is an increase in the number of degrees conferred by the program, to nine in Fiscal 2018. The enhanced efforts to recruit students to the program will continue in the coming years.

The Department of Chemistry is scheduled to submit a program review self-study report for its M.C.E., M.S.C.E. program in fall 2019. The Academic Planning Committee, the shared governance committee at Illinois State University charged with program review, is scheduled to discuss the report during its fall 2019/spring 2020 review session and to report its findings and recommendations to the Department of Chemistry, the College of Arts and Sciences, and the Provost in April 2020. The Academic Planning Committee is scheduled to submit a final report of its findings to the Academic Senate in May 2020 and to the Board of Trustees of Illinois State University in July 2020. The final report for the program will be submitted to IBHE by the Office of the Provost with other program review reports due to IBHE by September 30, 2020.

Through the program review process, the Academic Planning Committee will address the outcome assigned the program in the fall 2017 Academic Program Efficiency and Effectiveness Report by reviewing student recruitment,

retention, and completion data. Based on Academic Planning Committee findings and on input from program faculty, administrators, and other stakeholders, the Provost will assign an efficiency and effectiveness outcome from the six choices prescribed by IBHE. That outcome will be reported to IBHE by the University in its fall 2020 Academic Program Efficiency and Effectiveness Report.

The process for compiling the program self-study report for the M.C.E., M.S.C.E. program is underway at this time. The program coordinator, the Department of Chemistry chairperson, the Interim Dean of the College of Arts and Sciences, and the Associate Dean of that college attended an orientation to program review conducted by the Academic Planning Committee facilitator on October 29, 2018. Since that meeting, department faculty has proceeded with analysis of the program. The outline of the self-study report that will result from that analysis is included as Appendix B of this report, to evidence the comprehensive nature of the review.

### **THEATRE STUDIES, M.A., M.S.**

School of Theatre and Dance  
College of Fine Arts

### **DATA FROM THE FALL 2017 EFFICIENCY AND EFFECTIVENESS REPORT**

#### Enrollment, Fall Census Day

2014: 3  
2015: 7  
2016: 10  
Three-year average: 6.7  
*Threshold: 10*

#### Degrees Conferred, Fiscal Year

2014: 4  
2015: 2  
2016: 3  
Three-year average: 3.0  
*Threshold: 5*

Supplemental expense per degree, Fiscal Year

	FY2013	FY2014	FY2015	Three-year Average	Percent Change	
					FY2013 - FY2014	FY2014- FY2015
Theatre Studies, M.A., M.S.	\$33,200	\$29,500	\$29,800	\$30,800	(11.1%)	1.0%
All master's programs, ISU	\$20,800	\$21,900	\$21,400	\$21,400	5.3%	(2.3%)
Theatre Studies : All	1.60	1.35	1.39	1.44		

		Credit Hours	FY2013	FY2014	FY2015	Three-year Average	Percent Change	
							FY2013 -FY2014	FY2014- FY2015
ISU	Theatre Studies, M.A., M.S.	36	\$33,200	\$29,500	\$29,800	\$30,800	(11.1%)	1.0%
UIUC	Theatre, M.A.	32	\$33,000	\$37,800	\$30,000	\$33,600	14.5%	(20.6%)
ISU: Illinois comparator			1.01	0.78	0.99	0.92		

## THE FALL 2017 OUTCOME

Outcome 4B: Strong institutional justification and no further action

## THE RATIONALE FOR THE 2017 OUTCOME

- The program is in good standing with respect to specialized accreditation and program review.
- Programs of the School of Theatre and Dance share resources, including faculty and courses.
- The program is one of two M.A., M.S. in theatre or theatre studies programs at public universities in the state.
- The program shares a CIP code with the M.F.A. in Theatre program; combined metrics of the programs exceed IBHE-designated thresholds.
- Consolidation of the M.A., M.S. in Theatre Studies program with the M.F.A. in Theatre program would not be appropriate despite their sharing of resources and CIP code.

Illinois State University reaffirms its commitment to its M.A., M.S. in Theatre Studies program for the reasons stated in the fall 2017 efficiency and effectiveness report: its good standing with program review and with accreditation standards of the National Association of Schools of Theatre; its sharing of resources with its sister program, the M.F.A. in Theatre; and its contributions to higher education in Illinois as one of only two such programs among public universities in the state. The program and its faculty contribute significantly to theatre education at the University, at both the undergraduate and graduate level. As was the case in fall 2017, combined metrics of the M.A., M.S. in Theatre Studies and the M.F.A. in Theatre programs (which share the same CIP code) continue to exceed IBHE-designated thresholds. Combined enrollment of the programs was 25 students in fall 2016, 25 in fall 2017, and 26 in fall 2018.



## APPENDIX E: NORTHEASTERN ILLINOIS UNIVERSITY

To: Gretchen Lohman, PhD  
 Assistant Director for Academic Affairs  
 Illinois Board of Higher Education

From: R. Shayne Cofer, PhD  
 Acting Associate Provost  
 Northeastern Illinois University

Date: December 16, 2018

Re: Low Producing Programs at Northeastern Illinois University

Pursuant to 110 ILCS 205/7, this memo details the status of programs identified as low producing by Northeastern Illinois University (NEIU) in 2016-2017. Last year 9 NEIU programs were flagged based on the IBHE's enrollment and degree productivity metrics. In summary, six of the nine programs were placed under priority review and three were suspended and no longer admitting new students. The Bachelor's degree programs in Global Studies, Health and Wellness Secondary Education, Inner City Studies, Latino/a and Latin American Studies, Women's and Gender Studies, Philosophy, and Physics were placed under priority review. This outcome is appropriate because NEIU is completing a comprehensive prioritization process. Under this project, titled Forward 150: Program Prioritization, all academic and non-academic programs are undergoing extensive review. Until this process is completed, these programs are under continued review. The Bachelor's degree program in Health and Wellness and Master's degree programs in Math Pedagogical Content Knowledge and Language Arts have been suspended. These programs are not admitting any new students.

Table 1: Northeastern Illinois University: The 2018 Summary Report of the status of 2016-2017 Low Producing Programs

Table 1: Northeastern Illinois University: Summary Report of the status of 2016-2017 Low Producing Programs		
	Bachelors	Masters
<b>Outcomes</b>		
Sunset/Teach out	1	2
Consolidate		
Redesign		
Justification		
Continued Review	6	

**B.A. in Global Studies****IBHE threshold not met**

Low enrollment (14) and average fiscal year degree completion (2)

**IBHE Outcome Category**

This program began in 2012. Therefore, the review cycle for this program begins in 2020.

Efforts at growing the NEIU Global Studies program over the past year have produced results. The current number of Global Studies majors is 24 and the program is on target to graduate six students this academic year (2018-19). In the last year (November 2017-present), Global Studies has added 14 new majors and graduated two. The program has continued with high-contact advising, to ensure that students complete their degrees as efficiently as possible. For the first time, the Capstone Seminar has been offered as a scheduled class instead of as a tutored study, because of the larger number of graduating seniors. These activities will continue in order to grow the program further in the coming year. The Global Studies program remains committed to contributing to the strategic goals of the University, by providing “interdisciplinary courses and programs that lead to higher levels of critical, analytical, and integrated learning” (Goal 2.3) and “that focus on contemporary urban issues, such as education reform, immigration, economic development, and the environment” (Goal 3.5). The Global Studies curriculum addresses real world issues in a timely way and prepares students with a global perspective and critical analytical skills crucial for successful next steps in their educational and career pursuits. The continued support of the Global Studies program is justified as it remains an integral part of the liberal arts and sciences education at NEIU.

**B.A. in Health and Wellness Secondary Education****IBHE threshold not met**

Low enrollment (3) and average fiscal year degree completion (1)

**IBHE Outcome Category**

Program has been suspended; no new students are admitted into the program.

**B.A. in Inner City Studies****IBHE threshold not met**

Low enrollment (27) and average fiscal year degree completion (5)

**IBHE Outcome Category**

Continued review/Redesign in 2019-20

The Bachelor of Arts in Inner City Studies program is under-going a comprehensive redesign during the FY20 fiscal year. Prior to this redesign initiative, the curriculum of Inner City Studies had not been revised in over thirty years. The FY20 comprehensive redesign includes a new name for the program, Urban Community Studies which is aimed to reflect more contemporary and inclusive models of theory and practice that address urban life. Last year, the program’s faculty was engaged in a redesign of the Master of Arts in Inner City Studies program (with a corresponding change in name). This program is now going through our university governance process. Completion of that redesign has enabled time for the faculty to work on the undergraduate program revision, beginning with a redesign of the core program courses.

The courses of the BA in Inner City Studies (soon to be Urban Community Studies) are being redesigned to focus on providing students with a skill set to engage the political, social, economic and cultural forces that influence urban environments. Inner City Studies faculty are currently establishing a timeline to work on a total of twenty courses that will focus on themes of urban community development, violence prevention, culturally responsive urban education and community activism. As a central part of the program design, faculty plan to meet with community consultants and community partners to further identify the academic and professional needs that the program should address. Subsequently, the new BA in Urban Community Studies program will speak to a new market by addressing a current and pressing need for candidates prepared in violence prevention, urban education and urban social services as well as urban planning and development.

**B.A. in Latino/a and Latin American Studies (LLAS)****IBHE threshold not met**

Low enrollment (13) and average fiscal year degree completion (4)

**IBHE Outcome Category**

Continued Review

After a two-year stretch of interim leadership, the LLAS program will have a full-time coordinator at the helm starting in Spring 2019. The program is expected to grow by having a stable, dedicated coordinator that will oversee the courses offered so that they will lead to efficient time to degree. In Fall 2018, three new faculty members who specialize in Latinx and/or Latin American studies were hired in World Languages and Cultures, Justice Studies, and Sociology. These faculty members are teaching existing courses and proposing new courses that will contribute to the elective coursework for the LLAS major and minor. The new faculty member from Sociology, in particular, is working to establish a pipeline from the City Colleges of Chicago, where he previously worked, to NEIU programs, including LLAS. LLAS also plans to coordinate directly and in concrete ways with the other interdisciplinary programs focused on gender identities, Women's and Gender Studies and African and African American Studies, in order to facilitate double majors/minors and attract students simultaneously to the various programs, as well as to facilitate student engagement in research. The continued support of the LLAS program is justified as it remains an integral part of the liberal arts and sciences education at NEIU.

**B.A. in Philosophy****IBHE threshold not met**

Low enrollment (25) and average fiscal year degree completion (6)

**IBHE Outcome Category**

Continued Review

The Philosophy Program has made significant progress in implementing its enrollment plan. In Spring 2018, the program inaugurated a colloquium series designed to attract interest to the major. The speakers have included graduate students, professors, and two Philosophy alums, and more speakers are planned for Spring, including more alums. The curricular actions outlined in last year's plan have gone through governance, and enrollment spikes have already resulted from this action. As an example, Medical Ethics, an Engaged Learning Experience - Boundary Crossing (ELE-X) designated course that satisfies a graduation requirement, was enrolled at 10 students over the typical cap for the program's 300 level courses. In addition, the Philosophy program will offer Ethics Bowl as a one-credit ELE course. This will be very attractive to both majors and non-majors. Finally, the program has initiated a robust process of alumni outreach to show current and prospective students the kinds of jobs one can get with an undergraduate philosophy degree. Compiled testimonials of NEIU philosophy graduates (with all sorts of jobs) about what their Philosophy degree has meant to them are being uploaded to the Philosophy webpage and are on the bulletin boards in the Department. The Philosophy program is an integral part of general education, and provides required cognates in other areas, such as business and pre-professional studies. The continued support of the Philosophy program is justified as it is an integral part of the liberal arts and sciences education at NEIU.

**B.S. in Physics****IBHE threshold not met**

Low enrollment (19) and average fiscal year degree completion (5)

**IBHE Outcome Category**

Continued review

The Physics program used internal strategies to recruit new majors by first recruiting new minors with and expectation of gaining more double majors. In the original 3-year action plan developed in 2014, the benchmarks for the subsequent three years (2015, 2016 and 2017) were retention rates of 70% 73% and 75% and 3, 3, and 4 degrees conferred per year. The Physics program has met and exceeded those benchmarks with its retention rates despite limited resources, graduating 6, 5, and 5 students in 2016, 2017 and 2018. For comparison, the program notes that nationwide, the median number of degrees awarded in Physics at institutions with undergraduate only programs is 5 per year. The number of awarded degrees is

on an upward trend, hitting the benchmarks and the nationwide median for degrees awarded, while keeping student retention high. Strategies such as the use of intrusive advising and individualized graduation plans for current majors have been very successful. Work on recruiting is continuing, and new partnerships are being developed through a recent Title III grant awarded to NEIU to partner with Triton College to recruit more students into STEM. Curricular and scheduling practices that can lead to a timely graduation are also being developed.

The Physics program continues to be an essential part of the general education program. Faculty in the Physics program are directly involved in multiple NSF funded proposals, and the relative instruction cost per credit hour of the Physics program at 0.79 is among the lowest of all programs at NEIU, and well below the average of 1.08 for all Physics programs across Illinois public universities. The continued support of the Physics program is justified as it is an integral part of the liberal arts and sciences education at NEIU.

#### **B.A. in Women's and Gender Studies (WGS)**

##### **IBHE threshold not met**

Low enrollment (12) and average fiscal year degree completion (4)

##### **IBHE Outcome Category**

Continued review

Women's and Gender Studies at Northeastern Illinois University is the oldest program of its kind in the Midwest and is currently the only remaining major at a state university, thus it is imperative that it continue to serve students who would not otherwise have access to a Bachelor's degree in WGS. Despite institutional constraints, the program has taken on several measures in an attempt at growing the WGS program, such as engaging in interdisciplinary/cross-disciplinary collaborations in both curriculum and programming, communicating the value of our degree through faculty and student presentations, making/enhancing community college connections, revising the curriculum to make it more up-to-date and appealing to students, fundraising and the development of scholarships for students, and hiring a work study student to aid in recruitment efforts. The continued support of the WGS program is justified as it is an integral part of the liberal arts and sciences education at NEIU.

#### **MAT in Language Arts.**

##### **IBHE threshold not met**

Low enrollment (13) and average fiscal year degree completion (2)

##### **IBHE Outcome Category**

This program was eliminated. It has been replaced with the MAT/SCED program.

#### **M.A. in Math Pedagogical Content Knowledge**

##### **IBHE threshold not met**

Low enrollment (9) and average fiscal year degree completion (2)

##### **IBHE Outcome Category**

The program is suspended; no new students are admitted into the program.

## APPENDIX F: NORTHERN ILLINOIS UNIVERSITY



## 2018 Northern Illinois University's Low-Producing Programs Report December 20, 2018

Contact: Carolinda Douglass, Vice Provost for Institutional Effectiveness  
Contact Information: 815-753-0492 or [cdoug@niu.edu](mailto: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. This report on low-producing programs provides a current description of programs that were identified as "Continued Review" in the 2017 Low-Producing Programs Report. Per the request of the Illinois Board of Higher Education (IBHE) this report provides an update on the three NIU programs that were identified as being in "Continued Review" in the 2017 report (Table 1). This report also includes a list of all new, consolidated, and closed programs for fiscal year 2018.

**Table 1 Update on NIU's Programs Categorized as "Continued Review" in 2017**

<b>Program</b>	<b>2017 Status</b>	<b>2018 Status</b>	<b>Rationale for Status</b>
M.S. in Educational Research and Evaluation	Continued Review	Good Standing, Review in Routine Program Review Cycle in 2019-2020.	This program implemented a redesign process and added an online component. Enrollments in Fall 2018 were at 17.
M.S.Ed. in Educational Psychology	Continued Review	Continued Review	The M.S.Ed. is still in the redesign phase. Changes are being made to the curriculum and faculty are exploring the viability of diversifying teaching and learning modalities (i.e., online/hybrid). We expect to use a cohort-based model to offer the redesigned program of study in Fall 2020.
M.S. in Art and Design	Continued Review	Good Standing, Review in Routine Program Review Cycle in 2020-2021	The program has undergone redesign with online offerings and an increased recruiting and marketing campaign. Enrollments have risen to 22 in Fall 2018 and there were 8 graduates of the program in 2018.

### NIU'S ANNUAL LISTING OF CHANGES FY2018

#### ADDITIONS

##### Degree

B.S. in Sport Management

M.S. in Digital Marketing

M.S. in Health Sciences  
Ph.D. in Computer Science  
B.S. in Biomedical Engineering

Minor

Minor in Social Change Leadership  
Minor in Special Education Foundations  
Minor in Sport Management  
Minor in Sport Sales  
Minor in World Languages and Cultures

Emphasis

Emphasis 2: German Studies within the B.A. in World Languages and Cultures  
Emphasis 3: Spanish and Hispanic Studies within the B.A. in World Languages and Cultures

Specialization

Specialization in Clinical Mental Health Counseling within the M.S.Ed. in Counseling  
Specialization in School Counseling within the M.S.Ed. in Counseling

Options

Options under the Minor in World Languages and Cultures: Chinese Studies, French and Francophone Studies, German Studies, Italian Language and Culture, Japanese Studies, Russian Studies, Spanish and Hispanic Studies, and Translation for Global Literacy

**DELETIONS**

Degree

B.A. in German  
B.A. in Spanish  
Bachelor of General Studies (B.G.S.) – Only within the College of Engineering and Engineering Technology

Minor

Minor in Chinese Studies  
Minor in French  
Minor in German  
Minor in Italian  
Minor in Japanese Studies  
Minor in Russian  
Minor in Spanish

Specialization

Specialization in Early Childhood Special Education within the M.S.Ed. in Special Education  
Specialization in Spanish within the M.A. in World Languages and Cultures – Spanish and Hispanic Studies  
Specialization in Art Education within the Ed.D. in Curriculum and Instruction

Emphasis

Emphasis 1: Language and Literature within the B.A. in German  
Emphasis 2: Translation and Business German within the B.A. in German  
Emphasis 1: Language and Literature within the B.A. in Spanish  
Emphasis 2: Translation and Business Spanish within the B.A. in Spanish  
Emphasis 1: Electrical and Computer Engineering within the B.S. in Electrical Engineering  
Emphasis 2: Biomedical Engineering within the B.S. in Electrical Engineering



Center

Center for Biochemical and Biophysical Studies  
Institute for Nano Science, Engineering and Technology  
The University Writing Center

**OTHER CHANGES**

Name Changes

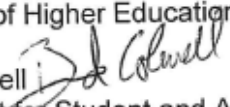
Bachelor of Arts in French to Bachelor of Arts in World Languages and Cultures  
Emphasis 2: Vision Impairments within the Bachelor of Science in Education in Special Education to  
Emphasis 2: Visual Impairments within the Bachelor of Science in Education in Special Education  
Master of Arts in Foreign Languages – Specialization in Spanish to Master of Arts in World Languages and  
Cultures – Spanish and Hispanic Studies  
Specialization in Art Education within the Master of Science in Art and Design to Specialization in Art and  
Design Education within the Master of Science in Art and Design  
Master of Science in Art to Master of Science in Art and Design  
Doctor of Philosophy in Art Education to Doctor of Philosophy in Art and Design Education  
Department of Foreign Languages and Literature to Department of World Languages and Cultures  
Child Development Laboratory to Child Development and Family Center

## APPENDIX G: SOUTHERN ILLINOIS UNIVERSITY SYSTEM



December 14, 2018

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

FROM: Dr. Brad Colwell   
Vice President for Student and Academic Affairs

SUBJECT: Low-Producing Reports

Attached you will find the low-producing reports for FY2018 from SIUC and SIUE. Each campus created its own metrics on instructional costs and have applied them to their reports. They have provided narratives regarding their programs that are low producing according to IBHE's metrics.

Attached you will find a memo dated December 22, 2017, informing IBHE of SIUC's enrollment suspensions for the BS in Business Economics, and the BS and MS in Mining Engineering. The suspensions for the MAT and BS in Physical Education Teacher Education were retracted. SIUC will have additional enrollment suspensions that are listed in this report but formal requests are forthcoming.

If you have any questions, please let us know.

Attachments

c: Gretchen Lohman

Office of the President, Stone Center - Mail Code 6801, 1400 Douglas Drive, Carbondale, Illinois 62901

Carbondale • Edwardsville • Springfield • Alton • E. St. Louis  
Carbondale, Phone 618/536-3331, Fax: 618/536-3404 Edwardsville, Phone 618/650-2426, Fax: 618/650-3216



December 22, 2017

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

FROM: Randy J. Dunn, President  
Southern Illinois University System

A handwritten signature in black ink, appearing to read "Randy J. Dunn".

SUBJECT: Notification of Program Enrollment Suspensions

In accordance to IBHE's Guidelines for Review of Existing Units of Instruction, Research, and Public Service at Public Institutions (Section 10.50.50/D), please consider this our official notification of Southern Illinois University Carbondale's plan to suspend the following programs in 2018:

- | DEGREE PROGRAM  | EFFECTIVE DATE      |
|---|---------------------|
| <ul style="list-style-type: none"><li>• <b>Master of Arts Teaching in Curriculum and Instructions Secondary Education</b><br/>The MAT program will suspend admissions due to low enrollment and lack of a program coordinator. Due to recent ISBE changes (e.g. EdTPA requirements, etc.), it is no longer feasible for the program to offer required coursework. One student remains in the MAT program and has an anticipated graduation date of May 2018. The student has been advised for spring semester and is on target to complete the degree requirements for graduation.</li></ul>  | <i>January 2018</i> |
| <ul style="list-style-type: none"><li>• <b>Bachelor of Science and Master of Science in Mining Engineering</b><br/>Due to low enrollments and low recent admissions, the College of Engineering has decided to suspended enrollments in both the BS and MS in Mining Engineering. The department has seen a reduction in faculty members coinciding with declining enrollment. There are currently no plans for additional hires. There are 19 undergraduate and 4 graduate students remaining in the program. The department will prepare individualized plans for courses for currently enrolled students until completion.</li></ul> | <i>January 2018</i> |
| <ul style="list-style-type: none"><li>• <b>Bachelor of Science in Business Economics</b><br/>Since 2001, the program has only seen a high enrollment of 40 students. The most closely affected department, Finance have discussed the matter, and are in favor of the proposal. There are no specific courses associated with this degree program, therefore no anticipation of teaching out sections.</li></ul>  | <i>Summer 2018</i>  |

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- **Bachelor of Science in Physical Education Teacher Education**

*Summer 2018*

Due to declining enrollments for a number of years and the departure of all tenure track faculty members with expertise in the field, the department has decided to suspended enrollments in this program. The department will proceed to determine the future of this particular degree, and whether or not to reopen admissions and when. In the interim, to prevent promising education to students that the University may not be able to fulfill through to degree, admissions have been suspended. There are 13 students remaining in the program. Individual plans for teach out of enrolled students will be prepared with the assistance of department faculty.

The campus will submit to the Vice President for Student and Academic Affairs (VPSA) office an annual progress report for each suspended program until the issues have been resolved or the program has been terminated. Should the campus wish to reinstate any of the suspended programs, the VPSA office will send a letter of notification to IBHE.

Students who have any issues with the suspensions may contact Dr. Lizette Chevalier at 618-453-7653.

If you have any questions regarding this notification, please contact the VPSA office at 618-536-3465.

RJD/pm

c: Brad Colwell  
Carlo Montemagno  
Lizette Chevalier  
David DiLalla  
Ruth O'Rourke

## APPENDIX H: SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

### Low-Producing Programs Report

November 2018

Prepared by:

**Office of the Associate Provost for Academic Programs**

#### UNDERGRADUATE PROGRAMS

Low Producing Criteria

Enrollment: Less than 40 majors

and

Graduation: Less than 9 degrees conferred

**College: BA**

**Major: Business Economics (BUEC)**

**Degree: BS**

**Department: Finance**

**CIP: 520601**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
BUEC	23	20	13	18.67	2	6	6	4.67

Recommendation/Action in 2017 Low Producing Report: The program has suspended enrollment.

Action: There are currently 13 students enrolled in the program. The program has developed individualized teach out plans.

**College: EH**

**Major: Biology/Biological Sciences (BIOS), Biology Teacher Education (BIOZ)**

**Degree: BS**

**Department: Science**

**CIP: 260101, 131322**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
BIOS	23	20	13	18.67	3	8	2	4.33
BIOZ	2	11	12	8.33	0	1	1	0.67
BIOL	424	364	308	365.33	61	86	83	76.67

This is one of the teaching fields offered in the College of Education's Teach Ed Program. The CIP code was changed in 2015. This curriculum includes courses offered in both the College of Education and Human Services as well as the College of Science. The College of Science BS in Biology (BIOL) exceeds the metrics for enrollment and degrees conferred (three-year average 365 and 77 respectively) . Minimal additional resources are needed to offer these degrees.

Recommendation/Action in 2017 Low Producing Report: No Action.

Action: No action.

**College: EH**  
**Major: Public Health (PUBH), Formerly Health Ed (HED)**  
**Degree: BS**  
**Department: Public Health and Recreation Professions**  
**CIP: 131307**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
HED	18	4	5	9	4	2	2	2.67
PUBH	8	21	17	15.33	0	4	6	3.33

The BS is Health Ed has been renamed as a BS in Public Health. The combined enrollment is showing a downward trend, which is below the IBHE threshold for both enrollment and degrees conferred.

Recommendation/Action in 2017 Low Producing Report: This program is scheduled for a review in 2018-19.

Action: The program is undergoing an eight-year review this academic year. The program has been asked to address low enrollment and graduation rates by establishing and assessing strategies for recruitment and retention. If the enrollment and graduation rates do not improve, the program will have to undergo priority review.

**College: EH**  
**Major: Mathematics (MATH), Mathematics Teacher Education (MATZ)**  
**Degree: BS**  
**Department: Mathematics**  
**CIP: 131311, 270101**

**College: LA**  
**Major: Mathematics (MATH)**  
**Degree: BA**  
**Department: Mathematics**  
**CIP: 270101**

**College: SC**  
**Major: Mathematics (MATH)**  
**Degree: BS**  
**Department: Mathematics**  
**CIP: 270101**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
MATH (EH)	23	3	1	9	3	3	6	4
MATZ (EH)	1	13	19	11	0	1	0	0.33
MATH (LA)	8	6	3	5.33	2	3	0	1.67
MATH (SC)	26	24	19	23	4	12	6	7.33



The undergraduate mathematics curriculum is required for four different degrees thru three different colleges: EH BS in Mathematics and BS in Mathematics Teacher Education, LA BA in Mathematics, SC BS in Mathematics. Although the four degree programs are individually below the IBHE metrics on enrollment and graduation, combined they exceed the minimum. The math curriculum is provided by the Department of Mathematics in the College of Science. The other colleges provide the curriculum needed for the respective degrees. Minimal additional resources are needed.

In general, the three year average for the enrollment and degrees conferred have decreased with the two noted exceptions. The MATZ (EH) degree has increased the three year average enrollment from 4.67 to 11. The MATH (SC) degree has increased the three year average enrollment from 23 to 25.

Recommendation/Action in 2017 Low Producing Report: The BS and BA program in Mathematics in the COS is scheduled for review in 2018-19. The review of the EH and COLA programs will be included with this review.

Action: The College of Science mathematics programs are undergoing an eight-year review this academic year. The program has been asked to address low enrollment and graduation rates by establishing and assessing strategies for recruitment and retention. The LA BA in Mathematics has suspended enrollment. Individualized teach-out plans are being prepared for students remaining in the major.

**College: EN**  
**Major: Mining Engineering (MNGE)**

**Degree: BS**  
**Department: Mining Engineering**  
**CIP: 142101**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
MNG	29	19	11	19.67	10	9	7	8.67

Recommendation/Action in 2017 Low Producing Report: The Dean of the College of Engineering has recommended closure of the degree program. The process for suspension of enrollment is underway.

Action: The enrollment has been suspended. There are currently 11 students remaining in the program. These students have individualized teach out plans. More importantly, these need to complete the required mining coursework by the end of the spring 2020 semester. It is likely that a couple of students will still need to take a few non-major courses to graduate. It is however very important for all mining engineering students to graduate no later than the end of the Spring 2021 semester so that their awarded degree will still be ABET accredited. The students have received this information.

**College: LA**  
**Major: Africana Studies (AFR)**

**Degree: BA**  
**Department: Africana Studies**  
**CIP: 050201**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
AFR	7	10	10	9	2	2	1	1.67

The BA in Africana Studies does not meet the IBHE metrics. It has been flagged in the President's Financial Sustainability Plan as a program under consideration for suspending enrollment, and eventually closure. The program was not reviewed during the last two reviews cycles. As a result, it is now flagged for priority review. The three-year average enrollment has increase from 6.33 to 9 since last year's report. However there has been a slight decrease in the three-year average of the degrees conferred (2.33 to 1.67).

Recommendation/Action in 2017 Low Producing Report: Priority Review.

Action: The program submitted a Priority Review Report. This report was revised this year to provide a more focused report and review as outlined below. The report is being reviewed by the Campus Wide Assessment Committee (CWAC). The rubric used by the committee to provide feedback is also presented below. The purpose of this process is to provide a continuous improvement feedback loop to the program. The enrollment will be monitored.

#### PRIORITY REVIEW REPORT

1. Overview of Program
  - Provide a brief statement of the mission of the program, and how the program aligns with the mission of SIUC
  - Provide data on the number of faculty (include rank), staff, and students
  - If this program has a strong research, scholarship and creative activities profile, provide a summary of grants, scholarship, creative activities, and publications since the last review
  - If this program provides service courses to the institution, provide data on the courses and enrollment (by semester) for last three years
2. Plan for increasing enrollment, retention, and graduation
  - Identify roadblocks
  - Identify strategies for increasing enrollment, retention, and graduation (consider low-cost and high-costs initiatives as well as immediate and long-term initiatives)
  - Provide an addendum to your existing assessment plan or a new assessment plan that outlines approaches to measure the effectiveness of these strategies
3. Revised or new assessment plan
4. Assessment reports for last three years

#### RUBRIC FOR EVALUATION REPORT

Degree to which program identified impediments to enrollment

Degree to which the program described strategies for addressing enrollment concerns

Degree to which the program identified how they would assess the strategies

Overall feedback

**College: LA**  
**Major: Linguistics (LING)**

**Degree: BA**  
**Department: Linguistics**  
**CIP: 160102**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
LING	33	27	26	28.67	7	9	13	9.67

The three-year average enrollment has declined slightly since the last report (29.6 to 28.67). The three-year average for the number of degrees conferred has increased (6 to 9.67).

Recommendation/Action in 2017 Low Producing Report: The program was reviewed in 2012-13, and approved to continue. The program has been flagged for a priority review.

Action: The program submitted a Priority Review Report. This report was revised this year to provide a more focused report and review. The report is being reviewed by the Campus Wide Assessment Committee. The rubric used by the committee to provide feedback is the same as what was used for Africana Studies. The purpose of this process is to provide a continuous improvement feedback loop to the program. The enrollment will be monitored.

**College: LA**  
**Major: Musical Theater (MT)**

**Degree: BFA**  
**Department: Theater**  
**CIP: 500599**

**Major: Music (MUS)**

**Degree: BA**  
**Department: Music**  
**CIP: 500901**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
MT	29	26	22	25.67	1	6	5	4
MU BA	12	10	8	10	7	6	9	7.33
MU BM	38	31	36	31.67	11	3	3	5.67
THEA	56	52	43	50.33	11	7	10	9.33

Recommendation/Action in 2017 Low Producing Report: Priority review for both programs in 2018-19 due to low-producing criteria.

Action: Programs in the School of Music and the Department of Theatre share resources (faculty, curriculum, performance venues) in much the same way as BS/BA programs in the same discipline. Therefore, combining enrollment and degrees conferred removes the programs from the threshold that defines low-producing. The programs are in good standing. The programs are currently accredited by NAST and NASM.

**College: LA**  
**Major: Philosophy (PHIL)**

**Degree: BA**  
**Department: Philosophy**  
**CIP: 380101**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
PHIL	23	11	10	14.67	10	10	1	7

The BA in Philosophy does not meet the IBHE metrics. It should be noted that the three year average enrollment in the MA program is 9 students, and the PhD program 34. The three year average enrollment has decreased since the last report (20.33 to 14.67). The three-year average for the number of degrees conferred in the last report was 8.67

Recommendation/Action in 2017 Low Producing Report: The program was reviewed in 2012-13 and approved to continue. The program will be asked to update the Office of the Associate Provost for Academic Programs on changes since the last review to determine whether they are making progress. If sufficient information is not provided, they will be flagged for a priority review in 2018-19.

Action: The program submitted a Priority Review Report. This report was revised this year to provide a more focused report and review. The report is being reviewed by the Campus Wide Assessment Committee. The rubric used by the committee to provide feedback is the same as what was used for Africana Studies. The purpose of this process is to provide a continuous improvement feedback loop to the program. The enrollment will be monitored.

**College: SC**  
**Major: Chemistry (CHEM)**

**Degree: BA**  
**Department: Chemistry and Biochemistry**  
**CIP: 400501**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
CHEM BA	1	4	3	2.67	0	1	0	0.33
CHEM BS	82	76	70	76	19	17	17	17.67

The BA in Chemistry does not meet the IBHE metrics. The numbers have not changed since the last report. The BS in Chemistry has a three-year average enrollment of 76 and a three-year average of 18 degrees conferred. Therefore, offering this degree requires no additional resources. The program faculty will be asked to consider whether the program should continue to be offered though due to the low-producing metrics.

Recommendation/Action in 2017 Low Producing Report: The degree programs in Chemistry are undergoing a program review this academic year.

Action: The program is undergoing an eight-year review this academic year. The program has been asked to address low enrollment and graduation rates by establishing and assessing strategies for recruitment and retention. If the enrollment and graduation rates do not improve, the program will have to undergo priority review.

**College: SC**  
**Major: Geology (GEOL)**

**Degree: BA**  
**Department: Geology**  
**CIP: 400601**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
GEOL BA	2	5	2	3	4	4	1	3
GEOL BS	32	27	25	28	10	11	13	11.33

The BA in Geology does not meet the IBHE metrics. The three-year average enrollment and degrees conferred is slightly reduced (from 3 to 3.33 for both metrics). If you combine these numbers with the BS

degree in Geology, the combined bachelor degrees offered by the department would still fall below the enrollment metric but not the degrees conferred metric.

Recommendation/Action in 2017 Low Producing Report: The degree programs in Geology are undergoing a program review this year.

Action: The program is undergoing an eight-year review this academic year. The program has been asked to address low enrollment and graduation rates by establishing and assessing strategies for recruitment and retention. If the enrollment and graduation rates do not improve, the program will have to undergo priority review.

**College: SC**  
**Major: Physics (PHYS)**

**Degree: BS**  
**Department: Physics**  
**CIP: 400801**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
PHYS BS	42	27	23	30.67	6	13	9	9.33

The BS in Physics does not meet the IBHE metrics. In last year's report, the three year average enrollment was 38.67, and the degrees conferred was 4.67. If this trend continues, the program enrollment will decrease.

Recommendation/Action in 2017 Low Producing Report: The degree programs in Physics are undergoing a program review this year.

Action: The degree programs in Physics underwent a review last year. As such, it is expected that the program has the opportunity to implement strategies and assessment of these strategies for increasing enrollment. The program enrollment and graduation rates will be monitored. It is noted that the high enrollment in F16 has not been sustained.

**College: SC Major: Plant Biology (PLB)**

**Degree: BA and BS**  
**Department: Plant Biology**  
**CIP: 260301**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
PLB BA	5	3	3	3.67	0	0	0	0
PLB BS	24	22	22	22.67	7	7	4	6

Even combined, the undergraduate degrees in plant biology are below the IBHE metrics.

Recommendation/Action in 2017 Low Producing Report: Priority Review. The degree programs in Plant Biology will undergo a program review in 2018-19.

Action: The program was scheduled for the required eight-year program review. However, due to changes in leadership and faculty lines, they requested, and were granted, a one-year extension by the SIU Vice

President for Academic and Student Affairs. However, low enrollment and graduation rates required the program to submit a Priority Review Report.

The Priority Review report was revised this year to provide a more focused report and review. The report is being reviewed by the Campus Wide Assessment Committee. The rubric used by the committee to provide feedback is the same as what was used for Africana Studies. The purpose of this process is to provide a continuous improvement feedback loop to the program. The enrollment will be monitored.

**College: SC**  
**Major: Zoology (ZOOL)**

**Degree: BA**  
**Department: Zoology**  
**CIP: 260701**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
ZOOL BA	26	21	17	21.33	5	4	2	3.67
ZOOL BS	238	206	189	211	33	54	49	45.33

The BA in Zoology does not meet the IBHE metrics. However, the BS does meet the metrics for enrollment and degrees conferred (three-year average 226 and 38, respectively). Therefore, the program does not require significant additional resources. The program is slated for a review in 2018-19. The program will be asked to evaluate whether to continue the BA program.

Recommendation/Action in 2017 Low Producing Report: No action.

Action: No action.

**GRADUATE PROGRAMS**

Low Producing Criteria

Enrollment: Less than 10 majors  
and

Graduation: Less than 5 degrees conferred

**College: EH**  
**Major: Rehab Admin & Services (REHA)**

**Degree: MS**  
**Department: Rehabilitation Institute**  
**CIP: 510704**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
REHA MS	6	6	6	6	2	3	1	2

The MS in Rehab Admin & Services does not meet the IBHE metrics. However, the College also offers an MS in Rehab Counseling that meets the metrics. Therefore, there are minimal additional resources needed to offer this degree program.

Recommendation/Action in 2017 Low Producing Report: The degree program is scheduled for program review in 2018-19.

Action: The Dean of the College of Education and Human Services, in consultation with the Director of the Rehabilitation Institute, has suspended enrollment in Rehab Admin & Services. The Director will be asked to develop individual teach-out plans for the remaining students.

**College: EH**  
**Major: Special Education (SPED)**

**Degree: MSED**

**Department: Counseling, Quantitative Methods, and Special Education**

**CIP: 131001**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
SPED MSED	4	5	2	3.67	1	0	0	0.3

The MSED in Special Education does not meet the IBHE metrics. The three-year enrollment and graduation rates are steadily declining (5.67 and 2 respectively in last year's report).

Recommendation/Action in 2017 Low Producing Report: The degree program is scheduled for program review in 2018-19.

Action: The enrollment in this program has been suspended. Individualized teach out plans are in place for the two remaining students.

**College: EN**  
**Major: Biomedical Engineering (BME)**

**Degree: ME and MS**

**Department: Engineering**

**CIP: 140501**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
BME MS	3	3	3	3	2	1	1	1.33
BME ME	0	1	0	0.33	6	0	1	2.33

In last year's report, the ME and MS degrees in Biomedical Engineering do not meet the IBHE metrics. However, combined, the programs meet the degrees conferred metric but not the enrollment.

Enrollment was suspended in the program from 9/9/14-6/10/15. During this time there were only two core faculty and six associated faculty in the area of biomedical. In this context, core faculty are defined as persons whose principal or majority research focus is in biomedical engineering, while associated faculty conduct only a minority amount of their research in the biomedical area. In fall 2017, there are five core engineering faculty in the biomedical area in addition to the same six associated faculty.

Recommendation/Action in 2017 Low Producing Report: The degree program is scheduled for program review in 2019-20.

Action: This program will continue to be monitored. The program has also been approved for a faculty search this year to support the development of an undergraduate biomedical program. It is anticipated that this should also impact the enrollment in this graduate program. The Dean of Engineering has suspended enrollment in the ME program. The MS program will undergo a required review in 2019-20.

**College: EN**  
**Major: Civil and Environmental Engineering (CEE)**

**Degree: ME**  
**Department: Civil and Environmental Engineering**  
**CIP: 140899**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
CEE ME	0	1	1	0.67	4	1	1	2
CE MS	32	27	28	29	14	12	8	12.33

Although this program is below the IBHE metrics, the MS in Civil Engineering is above the metrics. This degree does not require addition resources. It is a non-thesis degree.

Recommendation/Action in 2017 Low Producing Report: The program is undergoing a program review this academic year.

Action: The ME in Civil and Environmental Engineering and the MS in Civil Engineering programs underwent the mandatory eight-year review. The programs combined were found to be in good standing.

**College: EN**  
**Major: Mining Engineering (MNGE)**  
**Degree: MS**

**Department: Mining Engineering**  
**CIP: 142101**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
MNGE MS	7	4	1	4	3	3	4	3.33

Recommendation/Action in 2017 Low Producing Report: The Dean of the College of Engineering has recommended closure of the degree program. The process for suspension of enrollment is underway.

Action: Enrollment is suspended in this program. There is one remaining student left in the program. It is anticipated that the student will graduate this fall.



**College: LA**  
**Major: Art History and Visual Culture (AHVC)**  
**Degree: MA**

**Department: Art and Design**

**CIP: 500703**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
AHVC MA	0	0	0	0	1	0	0	0.3

The MA in Art History and Visual Culture does not meet the IBHE metrics. The College of Liberal Arts and the School of Art and Design has decided to hold off closing the program. They are putting a plan in place to hire faculty to teach the program. The accreditation body for the program, NASAD, requested information on resources needed for the continuation of the program. The Director of the School believes that the proposed College of Arts and Media will provide a new outlet for recruiting students into the program.

Recommendation/Action in 2017 Low Producing Report: This program was started in summer of 2012, and had a three-year review in 2015. It is flagged for priority review in the 2018-19 cycle.

Action: As a result of the decision of the dean and director, the program was required to submit a Priority Review Report. This report was revised this year to provide a more focused report and review. The report is being reviewed by the Campus Wide Assessment Committee. The rubric used by the committee to provide feedback is the same as what was used for Africana Studies. The purpose of this process is to provide a continuous improvement feedback loop to the program. The enrollment will be monitored.

**College: LA**  
**Major: Anthropology (ANTH)**

**Degree: MA**

**Department: Anthropology**

**CIP: 500703**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
ANTH MA	7	9	6	7.33	3	2	3	2.67
ANTH PHD	38	37	31	35	4	3	1	2.67

The MA in Anthropology does not meet the IBHE metrics. The three-yr averages have decreased since last year (9.33 and 4 respectively). The PhD program is above the IBHE metrics (three-year average enrollment 40, average degrees conferred 4.67). As with similar programs that have graduate programs below the IBHE metrics, this program serves as a transition to or fall-back from the doctoral programs.

Recommendation/Action in 2017 Low Producing Report: No action.

Action: No action.

**College: LA**  
**Major: Communication Studies (CMST/SPCM)**  
**Degree: MA**  
**Department: Communication Studies**  
**CIP: 090101/231304**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
CMST MA	9	2	3	4.67	1	6	4	3.67
SPCM MA	0	0	0		5	0	0	1.67
CMST PHD	47	46	40	44.33	7	5	9	7
SPCM PHD	0	1	1	0.67	2	2	0	1.33

The CMST programs were previously SPCM. Teach-out of the Speech Communication degree titles began Spring 2015. At the graduate level, there is one PhD student remaining under the previous degree title of Speech Communication. There are currently no students in the previous MA in Speech Communication degree title.

The MA in Communication Studies does not meet the IBHE metrics. The PhD does meet the metrics for enrollment and degrees conferred. As with similar programs that have graduate programs below the IBHE metrics, this program serves as a transition to or fall-back from the doctoral programs.

Recommendation/Action in 2017 Low Producing Report: No Action.

Action: No action.

**College: LA**  
**Major: Economics (ECON)**  
**Degree: MA/MS**  
**Department: Economics**  
**CIP: 450601**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
ECON MA	3	5	2	3.33	8	2	4	4.67
ECON MS	8	6	7	7	4	3	2	3
ECON PHD	29	28	21	26	9	7	8	8

The combined MA and MS programs in Economics meet the IBHE metrics. The PhD also meets the metrics for enrollment and degrees conferred. As with similar programs that have graduate programs below the IBHE metrics, this program serves as a transition to or fall-back from the doctoral programs. Of note, the overall three year averages are down for both graduate programs.

Recommendation/Action in 2017 Low Producing Report: No Action.

Action: No action. The program is undergoing the mandatory eight-year review in 2018-2019.

**College: LA**  
**Major: Political Science (POLS)**

**Degree: MA**  
**Department: Political Science**  
**CIP: 451001**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
POLS MA	4	3	1	2.67	4	2	2	2.67
POLS PHD	20	15	16	17	3	2	2	2.33

The MA in Political Science does not meet the IBHE metrics. The enrollment has also declined (previous year's three-year average was 5). The PhD does meet the metrics for enrollment and degrees. As with similar programs that have graduate programs below the IBHE metrics, this program may serve as a transition to or fall-back from the doctoral programs.

Recommendation/Action in 2017 Low Producing Report: No Action.

Action: No action.

**College: LA**  
**Major: Psychology (PSYC)**

**Degree: MS**  
**Department: Psychology**  
**CIP: 420101**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
PSYC MS	0	1	2	1	2	0	0	0.67
PSYC MA	9	46	44	46.33	15	16	15	15.33
PSYC PHD	49	55	60	54.67	17	9	16	14

The MS in Psychology does not meet the IBHE metrics. However, the MA and PhD programs are healthy. Therefore, offering this degree requires minimal additional resources. The program faculty will be asked to consider whether the program should continue to be offered in light of these low-producing metrics.

Recommendation/Action in 2017 Low Producing Report: No action.

Action: No action.

**College: LA**  
**Major: Sociology (SOC)**

**Degree: MA**  
**Department: Sociology**  
**CIP: 451101**

	Enrollment	Degrees Conferred
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	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
SOC MA	3	1	2	2	2	0	2	1.33
SOC PHD	19	15	18	17.33	1	2	3	2

The MA degree in Sociology does not meet the IBHE metrics. In last year's data showed that the Ph.D. program has a three-year average enrollment of 18.33, and graduation of 1.67. Therefore, it is not in a position of having a healthy program to off-set resources.

Recommendation/Action in 2017 Low Producing Report: The program will be reviewed in the next review cycle 2018-19 due to low metrics.

Action: The program submitted a Priority Review Report. This report was revised this year to provide a more focused report and review. The report is being reviewed by the Campus Wide Assessment Committee. The rubric used by the committee to provide feedback is the same as what was used for Africana Studies. The purpose of this process is to provide a continuous improvement feedback loop to the program. The enrollment will be monitored.

**College: MC**  
**Major: Media Theory (MTR)**  
**Degree: MA**  
**Department: Mass Communication and Media Arts**  
**CIP: 90102**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
MTR MA	5	4	4	4.33	1	5	1	2.33

The MA in Media Theory does not meet the IBHE metrics. The previous review was in 2014-15.

Recommendation/Action in 2017 Low Producing Report: The program will be reviewed in the next review cycle 2018-19 due to low metrics.

Action: The program submitted a Priority Review Report. This report was revised this year to provide a more focused report and review. The report is being reviewed by the Campus Wide Assessment Committee. The rubric used by the committee to provide feedback is the same as what was used for Africana Studies. The purpose of this process is to provide a continuous improvement feedback loop to the program. The enrollment will be monitored.

**College: SC**  
**Major: Geology (GEOL)**  
**Degree: MA**  
**Department: Geology**  
**CIP: 400601**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
GEOL MA	1	3	4	2.67	1	4	3	2.67
GEOL MS	25	19	15	19.67	7	5	6	6

GEOS PHD	6	8	7	7	1	0	1	0.67
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The MA in Geology does not meet the IBHE metrics. However, the MS does. Therefore, offering this degree requires no significant additional resources. The program faculty will be asked to consider whether the program should continue to be offered though due to the low-producing metrics.

Recommendation/Action in 2017 Low Producing Report: The program is currently scheduled for a mandatory eight-year review in the 2018-19 academic year.

Action: The program is undergoing an eight-year review this academic year. The program has been asked to address low enrollment and graduation rates by establishing and assessing strategies for recruitment and retention. If the enrollment and graduation rates do not improve, the program will have to undergo priority review.

## DOCTORAL PROGRAMS

Low Producing Criteria

Enrollment: Less than 10 majors and

Graduation: Less than 2 degrees conferred

**College: EH**

**Major: Education (ED)**

**Concentrations: Counseling Ed (EDCE), Quantitative Methods (EDQM), Special Education (EDSE)**

**Degree: PhD**

**Department: Counseling, Quantitative Methods, and Special Education**

**CIP: 131101, 450102, 131001**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
EDCE	7	5	6	6	4	0	1	1.67
EDCI	79	59	57	65	12	18	11	13.67
EDEA	43	36	32	37	6	7	3	5.33
EDHE	37	25	21	24.33	7	7	4	6
EDQM	5	4	3	4	2	0	1	1
EDSE	2	2	3	2.33	1	1	0	0.67
EDWE	31	26	21	26	0	6	4	3.33

The PhD in Education has been designed with individual CIP codes for the concentrations (EDCE, EDCI, EDEA, EDEP, EDHE, EDQM, EDSE, EDWE). The degree as a whole exceeds the minimum metrics using IBHE standards. However, the concentrations Counseling Ed, Quantitative Methods, Spec Ed do not; consequently, the EDQM and EDSE programs have suspended enrollment. The programs have developed teach-out plans for the remaining students in these two programs.

The College and Departments should consider the fact that some of the concentrations are individually accredited.

Recommendation/Action in 2017 Low Producing Report: No action.

Action: No action.

**College: SC**  
**Major: Geoscience (GEOS)**

**Degree: PhD**  
**Department: Geology**  
**CIP: 400601**

	Enrollment				Degrees Conferred			
	F16	F17	F18	3-yr avg	FY 16	FY 17	FY 18	3-yr avg
GEOS PHD	6	8	7	7	1	0	1	0.67

The PhD in Geoscience does not meet IBHE metrics. Recognizing that the degree is low-producing, the program faculty have discontinued the concentrations in the program in order to promote flexibility and the breadth of the discipline.

Recommendation/Action in 2017 Low Producing Report: The program is currently under program review.

Action: The program is undergoing an eight-year review this academic year. The program has been asked to address low enrollment and graduation rates by establishing and assessing strategies for recruitment and retention. If the enrollment and graduation rates do not improve, the program will have to undergo a focused priority review.

## COST STUDY INFORMATION

The comparison of cost study data below utilized the All-State Norm Model. The data below reflects the cost ratio for fiscal year 2016 ([http://iquest.siu.edu/program\\_review/](http://iquest.siu.edu/program_review/))

Department	Lower Division	Upper Division	Grad-I	Grad-II	Total Instruction	Organized Research	Extension Public-Serv	Total All Activity
Africana Studies	0.93	1.20	0.34	0.31	1.02	0.00	0.00	0.92
Anthropology	1.91	1.83	2.14	0.93	1.67	0.00	0.00	1.61
Art	0.91	1.08	1.35	2.34	1.09	0.00	0.25	1.05
Chemistry and Biochemistry	0.91	0.42	1.69	0.54	0.62	5.23	0.00	0.85
Civil & Environmental Engineering	0.61	0.91	1.24	0.57	0.93	0.78	5.73	0.99
Communication Studies	0.72	0.79	0.80	0.41	0.70	0.00	0.93	0.72
Counseling, Quantitative Methods, & Special Education	1.07	1.07	1.22	0.85	1.07	0.07	0.07	0.63
Economics	1.35	0.86	1.37	0.50	0.85	0.00	2.46	0.88
Engineering	1.34	1.05	1.38	0.73	1.09	0.77	2.27	1.08
Finance	0.86	1.36	1.35	0.43	1.29	0.98	0.00	1.24
Geology	1.95	1.26	1.14	0.44	1.20	5.23	0.00	1.49
Linguistics	0.58	0.87	0.94	0.67	0.84	1.19	0.00	0.83
Mass Communication & Media Arts	1.44	1.42	1.08	1.25	1.37	10.81	8.57	1.94
Mathematics	0.83	0.62	0.93	0.39	0.70	4.28	6.02	0.83
Mining Engineering	1.37	2.01	1.81	1.53	1.86	2.96	0.00	1.96
Music	1.11	1.08	1.01	0.25	1.07	7.51	1.47	1.10
Philosophy	0.66	0.80	2.80	0.77	0.79	0.00	6.02	0.91
Physics	1.50	0.38	0.89	0.26	0.58	3.32	3.13	0.85
Plant Biology	1.18	0.99	1.01	0.65	0.99	0.06	0.00	0.83
Political Science	1.39	1.19	1.42	0.65	1.19	1.52	6.59	1.4
Psychology	1.10	0.95	1.86	0.80	1.08	0.50	0.00	1.05
Rehabilitation Institute	1.68	1.11	0.63	0.45	0.74	0.15	0.40	0.67
Science	0.95	0.70	1.08	0.51	0.79	1.54	1.61	0.87
Sociology	0.66	0.87	1.70	1.67	0.92	1.02	0.75	0.92
Theater	0.70	1.11	1.45	0.72	1.00	0.00	0.84	0.99
Zoology	0.56	0.59	0.68	0.48	0.58	0.68	0.23	0.59

## APPENDIX I: SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE



## SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

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

#### **NEW PROGRAMS**

43.0104 Master of Science in Criminal Justice Policy	9.26.17 – IBHE
51.3101 Master of Science in Nutrition and Dietetics	3.15.18 - IBHE

#### **ELIMINATED PROGRAMS**

23.0101 Master of Arts in English, Specialization in Creative Writing	8.1.17 - President
45.0601 Master of Arts in Economics and Finance	2.26.18 - President
45.0601 Master of Science in Economics and Finance	2.26.18 – President
11.0101 Bachelor of Science in Computer Management and Information Systems	4.18.18 – President
52.0601 Bachelor of Science in Business Economics and Finance	5.17.18 - President

### **II. LOW PRODUCING PROGRAMS**

SIUE has only 4 programs meeting the criteria for low-producing programs. These are all at the baccalaureate level. One of the four programs, Earth and Space Science Education, is not included below because the program is in sunset status and is not under continued review. There are still five students registered in Earth and Space Science Education, but the elimination is in process.

Two programs, Liberal Studies and Philosophy, were included in last year's report. The final program, Physics, is under continued review.

#### **BACHELORS PROGRAMS**

##### **Liberal Studies CIP 24.0101**

	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>3-yr Average</b>
Enrollment	12	15	14	14

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>3-yr Average</b>
Completions	4	10	6	7

Status: Strong Institutional Justification and No Further Action

The Bachelor's degree in Liberal Studies (BLS) 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 courses and faculty.

Cost: Because there is no department, faculty, or courses specific to the Bachelors in Liberal Studies, there is no separate cost for this program.

**Philosophy  
CIP 38.0101**

	2015-2016	2016-2017	2017-2018	3-yr Average
Enrollment	17	16	20	18

	2014-2015	2015-2016	2016-2017	3-yr Average
Completions	3	8	8	6

Status: Strong Institutional Justification and No Further Action

The Philosophy major is fundamental to the health of the Philosophy 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 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 FY17, the expenses for the Department were \$1,168,817. But the department generated approximately \$3,660,263 in tuition through the delivery of 12,518 student credit hours.

**Physics  
CIP 40.0801**

	2015-2016	2016-2017	2017-2018	3-yr Average
Enrollment	27	23	30	27

	2014-2015	2015-2016	2016-2017	3-yr Average
Completions	2	8	2	4

Status: Further Redesign and Program Changes to Remediate

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. More than 97% of about 6500 SCH are produced from non-physics majors.

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 4 over the latest 3-year average.

Recently, the 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 that are interested in physics in the state of Illinois. SIUE will also examine dual degree possibilities with Physics.

Cost: For FY17, the expenses for the Department were \$1,034,856. But the department generated approximately \$1,905,571 in tuition through the delivery of 6,517 student credit hours.

## APPENDIX J: UNIVERSITY OF ILLINOIS AT CHICAGO

## 2018 APEER – University of Illinois at Chicago

### New, Consolidated, and Closed Programs

Reported as of July 1, 2017 through June 30, 2018

Level	New	Closed
<b>Bachelor's</b>	BA in Design	None
<b>Master's</b>	MS in Statistics MS in Supply Chain and Operations Management	MA in Mathematics*
<b>Doctoral</b>	None	None

*\* The elimination of the MA in Mathematics was reported to the IBHE on 11/11/2016, but the program closure did not appear in the 2017 APEER document. The program was in phase down during Fall 2017, and was eliminated effective 02/01/2018. It does not appear in the current iteration (Fall 2018) of UIC's program inventory.*

### Update on Priority Review Programs from 2017 APEER Report

- **BA in the Teaching of Spanish**

The IBHE-required program review process (including self-study, external review, and internal review by the UIC Senate Committee on Educational Policy) was initiated in Fall 2016 and completed in Spring 2018. The program was reaffirmed as in good standing.

It is worth noting that the program shares a substantial number of courses with the BA in Liberal Arts and Sciences, Major in Spanish, and with five other secondary education programs in the College of Liberal Arts and Sciences (e.g., BA in the Teaching of German, BA in the Teaching of Mathematics). Further, the program has seen a notable increase in the number of declared majors, which averaged 17.3 (Fall 2014 - Fall 2016). The enrollment in Fall 2017 and Fall 2018 was 31 and 35 respectively.

UIC has revised the program's APEER status from 5 (Priority Review) to 4b (Justification/Strong Institutional Justification and No Further Action).

- **MA in Design Criticism**

The program was established in Fall 2010, and completed its IBHE-required new program review process in Fall 2015. Subsequently, in Fall 2017, the School of Architecture prepared an update for consideration of the UIC Senate Committee on Educational Policy describing their strategies for marketing the program and recruiting students.

The program's enrollment and number of degrees conferred is lower than the IBHE's metrics for master's level programs. UIC does not anticipate a significant change to program enrollment and completions in the future, as the MA in Design Criticism is a highly specialized degree. The program revolves around intensive writing seminars and publication workshops to solicit and expand the audience for design criticism and reposition the significance of design in public discourse. The program is intended for students and mid-career professionals who are interested in, or doing work as, critics, journalists, and curators, and those who seek a terminal, graduate degree in order to pursue an academic career.

The program was reaffirmed as in good standing because there was no concern about the quality of the program as students who enroll do complete, and all found employment or pursued additional graduate studies. Further, the program shares some coursework with other graduate programs in the School. In Spring 2019, all programs in the College of Architecture, Design, and the Arts are scheduled to start their IBHE-required program review process (eight-year cycle). The MA in Design Criticism will be included in this review. As a result, UIC has revised the program's APEER status from 5 (Priority Review) to 4a (Justification/Good Standing/Review in One Year).

- **PhD in Anatomy and Cell Biology**

The IBHE-required program review process (including self-study, external review, and internal review by the UIC Senate Committee on Educational Policy) was initiated in Spring 2017 and is expected to be complete in December 2018.

The College of Medicine has notified the UIC Office of Academic Program Review and Assessment (APRA) and external reviewers of plans to restructure the curriculum within their Graduate Education in Medical Sciences (GEMS) Program. The GEMS Program includes Anatomy and Cell Biology and five other doctoral programs in the biomedical sciences.

In order to implement these plans, the college must first submit a proposal that requires the approval of the UIC Senate, University of Illinois Board of Trustees, and the IBHE. The timeline of the implementation is currently unknown, but anticipated in AY2019-2020.

UIC has revised the program's APEER status from 5 (Priority Review) to 2 (Consolidation).

## APPENDIX K: UNIVERSITY OF ILLINOIS AT SPRINGFIELD

**Academic Program Efficiency and Effectiveness Report (APEER) 2018**  
**University of Illinois Springfield (UIS)**

**Section 1:**                      **New, Consolidated, & Closed Programs (July 1, 2017 – June 30, 2018)**

New Program:                      Master of Athletic Training (Approved by IBHE 12/12/2017)

Consolidated Program:                      The Master of Arts in Environmental Studies was consolidated with Master of Science in Environmental Sciences. (Approved by IBHE 4/17/2018)

Closed Programs:                      The Master of Science in Biology was eliminated and is currently in Phase Down (Closure approved by IBHE 8/14/2017)

The Master of Arts in Environmental Studies was eliminated and is currently in Phase Down (Closure approved by IBHE 4/17/2018). This program is also listed under “Consolidated Programs.”



## Section 2: UIS Low Producing Programs (Cost, Enrollment, & Completions)

In the 2017 APEER Summary, UIS identified the five “low-producing programs” listed in **Table 1**. Table 1 has been updated for 2018 to include 2017 and 2018 data. Because the Management Information Systems B.S. and the Information Systems Security B.S. each met both exceeded the 40 enrollment average threshold as well as the enrollment and graduation rate thresholds in Fall 2018, both programs have been removed from the list for 2018.

**Table 2** below contains the updated 2018 listing of Low Producing Programs at UIS based on the prescribed metrics.

**Table 1: 2017 UIS Low Producing Programs - Updated for 2018**

				Fall 201 4	Fall 201 5	Fall 201 6	Fall 201 7	Fall 2018	Fa11 14- Fall 18	FY 2014	FY 201 5	FY 201 6	FY 201 7	FY 201 8	Fa14-Fa18	FY16	FY17
University	Level	CIP	Program Description	Enrollment					Average Enrollment	Degrees					Average Degree Count	Cost per credit hour*	
UIS	Bachelors	03.0103	B.A. in Environmental Studies	26	31	28	32	38	31.0	5	8	8	10	8	7.8	\$190.59	\$174.35
UIS	Bachelors	11.0501	B.S. in Management Information Systems	31	39	45	50	43	41.6	1	5	7	5	9	5.4	\$186.26	\$191.76
UIS	Bachelors	11.1003	B.S. in Information Systems Security	2	25	48	64	80	43.8	0	1	3	12	9	5.0	\$116.04	\$117.06
UIS	Bachelors	30.2001	B.A. in Global Studies	19	19	20	17	15	18.0	3	5	4	5	4	4.2	\$214.47	\$185.65
UIS	Bachelors	38.0101	B.A. in Philosophy	26	25	20	27	22	24.0	5	3	2	5	4	3.8	\$178.99	\$166.15

**Table 2: 2018 UIS Low Producing Programs**

				Fall 201 4	Fall 201 5	Fall 201 6	Fall 201 7	Fall 2018	Fa11 14- Fall 18	FY 2014	FY 201 5	FY 201 6	FY 201 7	FY 201 8	Fa14-Fa18	FY16	FY17
University	Level	CIP	Program Description	Enrollment					Average Enrollment	Degrees					Average Degree Count	Cost per credit hour*	
UIS	Bachelors	03.0103	B.A. in Environmental Studies	26	31	28	32	38	31.0	5	8	8	10	8	7.8	\$190.59	\$174.35
UIS	Bachelors	30.2001	B.A. in Global Studies	19	19	20	17	15	18.0	3	5	4	5	4	4.2	\$214.47	\$185.65

UIS	Bachelors	38.0101	B.A. in Philosophy	26	25	20	27	22	24.0	5	3	2	5	4	3.8	\$178.99	\$166.15
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### **2018 UIS Low Producing Programs - Follow-Up Review Outcomes**

#### **Environmental Studies Follow-Up Review Outcome: #4.a. Justification – Good Standing / Review in Three Years**

The Environmental Studies B.A. began in Fall 2013, so the program has not been operating long enough to observe three full six-year cycles. Enrollment numbers, however, rose from 28 in Fall 2016 to 38 in Fall 2018. Because increasing enrollments have been observed over the past three years and are approaching the threshold, we suggest the program be reviewed again in 2021 when three full six-year cycles have concluded. This timeline dovetails with the program review, which is scheduled for self-study review in 2019-2020 and full governance program review in 2020-2021.

				Fall 201 4	Fall 201 5	Fall 201 6	Fall 201 7	Fall 2018	Fa11 14- Fall 18	FY 2014	FY 201 5	FY 201 6	FY 201 7	FY 201 8	Fa14-Fa18	FY16	FY17
University	Level	CIP	Program Description	Enrollment					Average Enrollment	Degrees					Average Degree Count	Cost per credit hour*	
UIS	Bachelors	03.0103	B.A. in Environmental Studies	26	31	28	32	38	31.0	5	8	8	10	8	7.8	\$190.59	\$174.35

#### **Global Studies Follow-Up Review Outcome: #4.a. Justification – Good Standing / Review in Five Years**

The Global Studies B.A. started in Fall 2009. Neither enrollment, nor degree thresholds have been met in the five full six-year cycles since the program began. As an interdisciplinary program, Global Studies (GBL) was designed to utilize existing courses at UIS, offered by other programs. Only two of the core courses in Global Studies are prefixed as GBL. The remaining required courses are offered by other departments, including Economics, History, Political Science, and Sociology/Anthropology. These courses have unused seat capacity so there is minimal cost incurred by offering this major. In addition, GBL will be reducing its faculty numbers by one full-time faculty member, starting in FY2019, further reducing program costs. Many students majoring in Global Studies “double major” in disciplines such as Political Science, Public Administration, and Social Work. Consequently, there is significant value in maintaining the Global Studies program at UIS. The program is scheduled for self-study review in 2021-2022, so we recommend the program be reviewed again in five years to coincide with the full-governance program review, which is due in 2023.

			IBHE	Fall 201 4	Fall 201 5	Fall 201 6	Fall 201 7	Fall 2018	Fa11 14- Fall 18	FY 2014	FY 201 5	FY 201 6	FY 201 7	FY 201 8	Fa14-Fa18	FY16	FY17
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University	Level	CIP	Program Description	Enrollment					Average Enrollment	Degrees					Average Degree Count	Cost per credit hour*	
UIS	Bachelors	30.2001	B.A. in Global Studies	19	19	20	17	15	18.0	3	5	4	5	4	4.2	\$214.47	\$185.65

### Philosophy Follow-Up Review Outcome: #5 – Continued Review

Philosophy (PHI) provides a large number of general-education courses. As **Table 3** illustrates, about half of the hours generated by PHI over the past four years have been for general education. With only three full-time faculty members in the department, this makes the department cost-efficiency metrics comparatively strong, with PHI having the sixth-lowest undergraduate program-major cost at UIS. Based on the 2017 APEER, the Philosophy program (PHI) anticipated implementing a redesign which was to focus on new articulation agreements with community-college “feeders” to the online program, improved coordination with enrollment management for marketing and recruitment, revamping the departmental advising system, and curricular restructuring such as dropping low-enrolled courses from the regular course offerings to increase seat utilization. Based on the PHI program review, submitted in the fall of 2018, these initiatives have yet to be fully realized. While PHI minors average nearly 15 per year (See **Table 4**), and the program provides a wide-range of general-education offerings, with only three full-time faculty members, continued improvements will be required to avoid losing students to expanding online alternatives offered by other colleges and universities. Additional recommendations to PHI, resulting from their program review, have included revising their program admissions requirements, and expanding collaborations with other UIS programs, such as “ethics courses” in business or health care.

				Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fa14-Fa18	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	Fa14-Fa18	FY16	FY17
University	Level	CIP	Program Description	Enrollment					Average Enrollment	Degrees					Average Degree Count	Cost per credit hour*	
UIS	Bachelors	38.0101	B.A. in Philosophy	26	25	20	27	22	24.0	5	3	2	5	4	3.8	\$178.99	\$166.15

**Table 3: Number of General Education Hours Generated by Philosophy 2014 -2017**

Term	Number of General Education Hours Generated by Philosophy	%
Fall 2014	523/1243	42.1
Fall 2015	598/1155	51.8

Fall 2016	621/1117	55.6
Fall 2017	543/1264	43.0
Fall 2014 – Fall 2017 Average	2285/4779	47.8

**Table 4: Number of Philosophy Minors 2014 -2018**

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2014 -2018 Average</b>
Minors	13	12	18	20	11	14.8

## APPENDIX L: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Level	CIP	Program Description	FY14-FY16			FY16	2017	Explanation	2018	
			Average Enrollment	Average Degrees	Cost per credit hour				Status Update	Explanation
Bachelors	13.1330	B.A. in the Teaching of Spanish	11	7.7	\$ 171.41	4a		Program is critical to the LAS mission. Spanish is often the secondary field for student pursuing teacher licensure.	4a	Program is critical to the LAS mission. Spanish is often the secondary field for student pursuing teacher licensure.
Bachelors	16.0400	B.A.L.A.S. in Slavic Studies	2.3	0.7	\$ 266.71	4a		Program is in good standing and will be reviewed in 2020/21 as part of the IBHE 8 Review Cycle.	4a	Program is in good standing and will be reviewed in 2020/21 as part of the IBHE 8 Review Cycle.
Bachelors	16.0501	B.A.L.A.S. in Germanic Studies	8	6.3	\$ 239.20	4a		Program is in good standing and will be reviewed in 2020/21 as part of the IBHE 8 Review Cycle.	4a	Program is in good standing and will be reviewed in 2020/21 as part of the IBHE 8 Review Cycle.
Bachelors	16.0901	B.A.L.A.S. in French	17.3	7.3	\$ 218.09	4a		Program is in good standing and will be reviewed in 2019/20 as part of the IBHE 8 Review Cycle.	4a	Program is in good standing and will be reviewed in 2019/20 as part of the IBHE 8 Review Cycle.
Bachelors	16.1200	B.A.L.A.S. in Classics	12.3	3.7	\$ 172.03	4b		Program is critical to the LAS mission. Major enrollment is small but course enrollments and interest in minor and second majors is strong.	4b	Program is critical to the LAS mission. Major enrollment is small but course enrollments and interest in minor and second majors is strong.
Bachelors	24.0199	B.A.L.A.S. in Interdisciplinary Studies	3.7	1.7	\$ 225.66	4b		Program is critical to the LAS mission. Major enrollment is small but course enrollments and interest in minor and second majors is strong.	4b	Program is critical to the LAS mission. Major enrollment is small but course enrollments and interest in minor and second majors is strong.
Bachelors	38.0201	B.A.L.A.S. in Religion	7	3.3	\$ 255.55	4b		Program is critical to the LAS mission. Major enrollment is small but course enrollments and interest in minor and second majors is strong.	4b	Program is critical to the LAS mission. Major enrollment is small but course enrollments and interest in minor and second majors is strong.
Bachelors	42.0701	B.A.L.A.S. in Geography and Geographic Information Science	33.7	7.7	\$ 244.48	4b		Program is critical to the LAS mission. Major enrollment is small but course enrollments and interest in minor and second majors is strong.	4b	Program is critical to the LAS mission. Major enrollment is small but course enrollments and interest in minor and second majors is strong.
Bachelors	50.0201	B.F.A. in Crafts	14	4.7	\$ 290.75	5		Review to be finalized by December 2018.	1	School to terminate program.
Bachelors	50.0706	B.F.A. in New Media	17.7	7.3	\$ 265.27	2		Program under review, consolidation likely.	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.
Bachelors	50.0901	Bachelor of Music	31.7	7.3	\$ 278.07	3		Program under review, redesign likely.	4a	Enrollment and degrees awarded on the rise; we believe with the inclusion of FY17 and FY18, this program will be above the threshold.
Bachelors	50.0905	B.Mus. in Musicology	2.3	0.7	\$ 300.61	3		Program under review, redesign likely.	3	Program under review, redesign likely. Curricular changes proposed and under review by college's courses and curriculum committees in FA18.
Bachelors	50.0910	B.Mus. in Jazz Performance	31.7	3.3	\$ 334.45	3		Program under review, redesign likely.	3	Program under review, redesign likely. Curricular changes proposed and under review by college's courses and curriculum committees in FA18.
Bachelors	51.0913	B.S. in Athletic Training*	0	0.3	\$ 186.23	1		Department to terminate program.	1	Department to terminate program.
<b>Bachelors - 14</b>										
Masters	05.0101	M.A. in African Studies	3.3	2	\$ 402.90	4b		Intentionally small, program associated with International Area Centers - Title VI Centers funded by the USDE.	4b	Intentionally small, program associated with International Area Centers - Title VI Centers funded by the USDE.
Masters	05.0106	M.A. in European Union Studies	9.3	3.3	\$ 372.44	4b		Intentionally small, program associated with International Area Centers - Title VI Centers funded by the USDE.	4b	Intentionally small, program associated with International Area Centers - Title VI Centers funded by the USDE.
Masters	05.0199	M.A. in South Asian and Middle Eastern Studies	4.3	0.7	\$ 416.65	4b		Intentionally small, program associated with International Area Centers - Title VI Centers funded by the USDE.	4b	Intentionally small, program associated with International Area Centers - Title VI Centers funded by the USDE.
Masters	13.1302	M.A. in Design and the Number is exactly on target with intentions.	4.7	4.3	\$ 463.97	4b		Program is small by design and the number is exactly on target with intentions.	4b	Program is small by design and the number is exactly on target with intentions.
Masters	16.0400	M.A. in Slavic Languages and Literature*	0	0.7	\$ 398.70	4b		Not a direct admit program, most students complete the PhD. The MA is only awarded upon approval of the department.	4b	Not a direct admit program, most students complete the PhD. The MA is only awarded upon approval of the department.
Masters	16.1200	M.A. in Classics	4	3.3	\$ 485.40	4b		Not a direct admit program, most students complete the PhD. The MA is only awarded upon approval of the department.	4b	Not a direct admit program, most students complete the PhD. The MA is only awarded upon approval of the department.
Masters	26.0102	M.S. in Veterinary Medical Science Comparative Biosciences*	0.3	0	\$ 597.61	5		Review to be finalized by December 2018.	5	Departmental structure and curricula have been reviewed by the college over past two academic years. Due to leadership changes, the review process is still in progress and expected to be finalized by the end of the current academic year.
Masters	26.0203	M.S. in Biophysics and Quantitative Biology	0	1.3	\$ 530.50	4b		Not a direct admit program, most students complete the PhD. The MS is only awarded upon approval of the department.	4b	Not a direct admit program, most students complete the PhD. The MS is only awarded upon approval of the department.
Masters	26.0301	M.S. in Plant Biology	7.3	4	\$ 739.79	4b			4b	Although available as a direct admit program, many students request transfer to the PhD program prior to completion of the thesis-based MS.
Masters	26.0399	M.S. in Plant Biotechnology	2	2.7	\$ 416.93	1		Department to terminate program.	1	Program transferred to new department/college and redesigns effective starting with the FA18 term.
Masters	26.0401	M.S. in Cell and Developmental Biology*	0.3	0.7	\$ 653.74	4b		Not a direct admit program, most students complete the PhD. The MS is only awarded upon approval of the department.	4b	Not a direct admit program, most students complete the PhD. The MS is only awarded upon approval of the department.
Masters	26.0901	M.S. in Molecular and Integrative Physiology*	0	3.7	\$ 733.35	4b		Not a direct admit program, most students complete the PhD. The MS is only awarded upon approval of the department.	4b	Not a direct admit program, most students complete the PhD. The MS is only awarded upon approval of the department.
Masters	26.1103	M.S. in Bioinformatics	9.3	4.7	\$ 350.20	4a		Average enrollment is expected to grow with the increases seen since 2015 and an increase in average degrees awarded is also expected to grow.	4a	Average enrollment is expected to grow with the increases seen since 2015 and an increase in average degrees awarded is also expected to grow.
Masters	26.1310	M.S. in Ecology, Evolution and Conservation Biology	2	1	\$ 689.68	4b		Not a direct admit program, most students complete the PhD. The MS is only awarded upon approval of the department.	4b	Not a direct admit program, most students complete the PhD. The MS is only awarded upon approval of the department.
Masters	38.0101	M.A. in Philosophy*	0	1	\$ 227.64	4b		Not a direct admit program, most students complete the PhD. The MS is only awarded upon approval of the department.	4b	Not a direct admit program, most students complete the PhD. The MS is only awarded upon approval of the department.
Masters	40.0201	M.S. in Astronomy*	0.3	1	\$ 462.96	4b		Not a direct admit program, most students complete the PhD. The MS is only awarded upon approval of the department.	4b	Not a direct admit program, most students complete the PhD. The MS is only awarded upon approval of the department.
Masters	42.3799	M.A. and M.S. in Psychology*	0	0	\$ 371.11	1		The MA in Psychology was terminated in 2016/17. Student opting not to complete the PhD will be awarded the existing MS in Psychology.	1	The MA in Psychology was terminated as of 10/10/2018 (Fall, 2018 term). Student opting not to complete the PhD will be awarded the existing MS in Psychology.
Masters	44.0201	M.S. in Human Development and Family Studies	0	1.7	\$ 290.18	4b		Not a direct admit program, most students complete the PhD. The MS is only awarded upon approval of the department.	4b	Not a direct admit program, most students complete the PhD. The MS is only awarded upon approval of the department.
Masters	45.0201	M.A. in Anthropology*	1	4	\$ 671.25	4b		Not a direct admit program, most students complete the PhD. The MA is only awarded upon approval of the department.	4b	Not a direct admit program, most students complete the PhD. The MA is only awarded upon approval of the department.
Masters	45.0701	M.A. in Geography	5.7	4	\$ 468.66	4b		Not a direct admit program, most students complete the PhD. The MA is only awarded upon approval of the department.	4b	Not a direct admit program, most students complete the PhD. The MA is only awarded upon approval of the department.
Masters	45.1101	M.A. in Sociology	0.3	1.3	\$ 457.26	4b		Not a direct admit program, most students complete the PhD. The MS is only awarded upon approval of the department.	4b	Not a direct admit program, most students complete the PhD. The MS is only awarded upon approval of the department.

Masters	50.0703	M.A. in Art History	3.3	1.7	\$	552.32	4b	Program is small by design and the number is exactly on target with intentions.	4b	Program is small by design and the number is exactly on target with intentions.
Masters	51.1208	M.S. and M.S.P.H. in Community Health	1	1.7	\$	408.92	3	Exploring options and considering a redesign.	1	The MSPH in Community Health was phased down effective 10/10/18.
										Departmental structure and curricula have been reviewed by the college over past two academic years. Enrollment and degrees awarded on the rise: we believe with the inclusion of FY17 and FY18, this program will be above the threshold.
Masters	51.1505	M.S. in Veterinary Medical Science Pathobiology*	2.7	0	\$	349.26	5	Review to be finalized by December 2018.	4a	
<b>Masters - 24</b>										
Doctoral	13.1312	Ph.D. in Music Education	7.3	1.3	\$	564.63	4b	Program is small by design and the number is exactly on target with intentions.	4b	Program is small by design and the number is exactly on target with intentions.
Doctoral	16.0501	Ph.D. in German	5.7	1	\$	411.26	4b	Enrollment has increased to 7 for Fall 2017, Department anticipates an upward trend.	4b	Enrollment has increased to 7 for Fall 2017, Department anticipates an upward trend.
Doctoral	40.0508	Ph.D. in Chemical Physics	7	1.3	\$	540.46	1	Department to terminate program.	1	Department to terminate program.
<b>Doctoral - 3</b>										

## APPENDIX M: WESTERN ILLINOIS UNIVERSITY



Program/CIP Code	2016					2017					2018					3 Year Average					2018 Status	Explanation
	Enrollment	Enrollment (2nd Major)	Degrees Conferred	Degrees Conferred (2nd)	FY15 Cost per credit hour by Dept	Enrollment	Enrollment (2nd Major)	Degrees Conferred	Degrees Conferred (2nd)	FY16 Cost per credit hour by Dept	Enrollment	Enrollment (2nd Major)	Degrees Conferred	Degrees Conferred (2nd)	FY17 Cost per credit hour by Dept	Enrollment	Enrollment (2nd Major)	Degrees Conferred	Degrees Conferred (2nd)	FY15- FY17 Cost per credit hour by Dept		
BA in Anthropology (45.0201)	13	3	6	2	\$132	20	1	3	0	\$ 148	36	1	2	1	\$ 145	23	2	4	1	142	Continued Review	see attached document
BFA in Art (Includes Art Ed; 50.0702)	26	4	2	0	\$339	19	1	5	0	\$ 392	21	0	4	0	\$ 396	22	2	4	0	376	Continued Review	see attached document
BS in Clinical Laboratory Science (51.1005)	11	0	0	0	\$164	14	0	0	0	\$ 176	12	0	2	0	\$ 199	12	0	1	0	180	Continued Review	see attached document
Economics (includes Pre, BA 45.0601, & BB 52.0601)	43	2	14	0	\$165	27	3	16	1	\$ 155	26	1	11	0	\$ 154	32	2	14	0	158	Continued Review	see attached document
BA in French Teacher Education (13.1325)	1	0	0	0	\$226	0	0	1	0	\$ 245	0	0	0	0	\$ 203	0	0	0	0	225	Continued Review	see attached document
BS in Meteorology (40.0404)	26	0	9	0	\$157	20	1	6	0	\$ 179	23	0	8	0	\$ 192	23	0	8	0	176	Continued Review	see attached document
BS in Physics (40.0801)	21	1	6	0	\$152	16	0	6	1	\$ 170	16	1	9	0	\$ 171	18	1	7	0	164	Continued Review	see attached document
BA in Spanish Teacher Education (13.330)	8	0	0	0	\$226	9	0	1	0	\$ 245	7	0	1	0	\$ 203	8	0	1	0	225	Continued Review	see attached document
BS in Cyber Security																					Continued Review	see attached document
BA in Foreign Languages & Cultures	81	25	0			80	46	1			69	42	3			77	37	1			No Further action	see attached document
BS in Physics (40.0801)																					Continued Review	see attached document

## **Explanation of Review Status**

1. All programs designated with Continued Review: Programs being reviewed by the WIU Academic Program Elimination and Review committee (APER). This committee is considering every aspect of the program and will make a recommendation to the Provost's office at the end of the Spring 2019 semester. This committee exists per the requirement of the UPI/WIU contract.
2. Program designated No Further Action: This program now meets enrollment and degrees conferred thresholds and has demonstrated that it will be able to do so in coming years.