




# Illinois Board of Higher Education

Bruce Rauner, Governor  
Tom Cross, Chair • Dr. Al Bowman, Executive Director

## MEMORANDUM

**TO:** Governor Bruce Rauner  
Ms. Emily Bastedo  
  
Senate President John Cullerton  
Senate Minority Leader Bill Brady  
Secretary of the Senate Tim Anderson  
  
Speaker of the House Michael J. Madigan  
House Minority Leader Jim Durkin  
Clerk of the House John Hollman

**FROM:** Dr. Al Bowman, Executive Director 

**DATE:** August 22, 2018

**RE:** Annual Report of New, Consolidated, Closed, and Low Producing Programs at Illinois Public Universities, Academic Year 2016-2017

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Enclosed is the Annual Report on New, Consolidated, Closed, and Low Producing Programs at Illinois Public Universities (AY 2016-2017) by the Illinois Board of Higher Education as specified in 110 ILCS 205/7.

Building on existing institutional program review processes, each public university identified active academic programs that fell below agreed upon thresholds for degree completion and enrollments at the associate's, bachelor's, master's, and doctoral levels. The institutions placed those low-producing programs into one of five outcome categories and took related actions to teach out, further study, or continue the programs.

For Illinois to reach its goal of 60 percent of its workforce with a quality college credential by 2025, it will require both increased state investment and increased efficiency and effectiveness in its higher education system. The Illinois Board of Higher Education (IBHE) is a strong advocate for increased state investment in higher education while also continuing to work to increase system efficiency and effectiveness. Assessing programmatic capacity to ensure maximum degree production is one important strategy to help Illinois reach its 60 X 2025 goal. IBHE will continue to partner with our universities to improve and expand this work. Please contact Dr. Stephanie Bernoteit, Deputy Director of Academic Affairs, at 217-557-7352 if you have any questions about this report.

Enclosure

cc: Legislative Research Unit

**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**

**August 2018**

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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 third report prepared in accordance with this statutory requirement.

#### Academic Program Review

Prior to complying with this mandate, public institutions have been required by law to review and evaluate programs. Outlined in *23 Illinois Administrative Code 1050.50*, institutions must evaluate programs 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 not only by internal campus stakeholders, but also 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 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. These committees are usually comprised of faculty members, students and administrators who 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 System's review processes will be highlighted.

At Illinois State University, an average of 15 academic program reviews are conducted on a yearly basis. Academic programs 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, two students, the Associate Provost, the Director of Graduate Studies, and a representative from the assessment office. The review process involves faculty compiling a program self-study report that is submitted

to the APC. Upon review, the committee reports its findings, and the final version of the finding and recommendations are published in the report known as the *Academic Plan*. The program review status for each academic program is publicly available via ISU's program review website at <https://provost.illinoisstate.edu/planning/program/>. At ISU, external reviewers are not used for program review; however, the process outlined above demonstrates the significant labor costs associated with the review process. In addition to the time dedicated by faculty who prepare the self-study reports, APC members meet for several hours eight to ten times per academic year.

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 yearly. 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 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 require an external review is also about \$5,000 per program. Those average costs do not reflect the time and labor costs of all the NIU personnel involved in the process; NIU estimates that each program or center review takes the APC about eight hours to complete. Beyond these standard program reviews, NIU undertook a Program Prioritization process that included review of all the 223 programs and all of the 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 or not an external review 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 an honorarium and travel expenses. At the University of Illinois System, this cost is estimated between \$5,000 and \$9,000 per department, which covers several 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 as it would be difficult to calculate this total.

### **New, Consolidated, and Closed Programs**

Each State university submits an Annual Listing of Changes report to IBHE on new, consolidated, and closed programs each June. 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. Seventeen new Bachelor's level programs, 12 new Master's level programs, and two Doctoral level programs were started over the past academic year. Out of those newly established programs, eight Bachelor's level programs, three Master's level program, and one Doctoral level program were identified as "consolidated" – those programs were included with the new programs. Those 12 consolidated programs represented the reorganization, elevation, or

consolidation of existing Board-approved academic degree programs. For the 2016-2017 academic year, twenty programs were closed, including eight Bachelor's and 12 Master's level programs. No Doctoral level programs were closed in 2016-2017.

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 20 closed programs, eight 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. Twelve of the closed programs were fully eliminated.

Table 1

**SUMMARY FOR ILLINOIS PUBLIC UNIVERSITIES  
2016-2017 NEW AND CLOSED PROGRAMS**

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	17*	8
<b>Master's</b>	12*	12
<b>Doctoral</b>	2*	0

\*Eight Bachelor's level programs listed as *New* were *Consolidated*.

\*Three Master's level program listed as *New* were *Consolidated*.

\*One Doctoral level program listed as *New* was *Consolidated*.

For specific details, Tables 3.1-14.1 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**

The focus for this year's report includes those programs falling below both the completion and enrollment thresholds. 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 (based on a three-year average). 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 (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.

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

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 – 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 specific institutional information, Tables 3.2-14.2 summarize the low producing programs at each public university categorized by outcome for 2016-2017.

Costs were not compiled for this annual report. Appendices A through N include the specific institutional reports submitted and currently on file with IBHE. The institutional reports provide detail on cost as well as other information on why particular programs were placed in a certain category. All 12 public universities: Chicago State University; Eastern Illinois University; Governors State University; Illinois State University; Northeastern Illinois University; Northern Illinois University; Southern Illinois University Carbondale; Southern Illinois University Edwardsville; the University of Illinois at Chicago; the University of Illinois at Springfield; the University of Illinois at Urbana-Champaign; and Western Illinois University filed reports with IBHE.

### **Summary of Low Producing Programs**

Table 2 is a summary of those Bachelor's, Master's, and Doctoral level programs categorized as low producing at all of the public universities for July 1, 2016 to June 30, 2017. For that time period, across all of the public universities, 104 Bachelor's level programs, 67 Master's level programs, and 14 Doctoral level programs were flagged as low producing. For next year's report, the institutions will place the 38 Bachelor's, 15 Master's, and two Doctoral level programs selected for *Priority Review* into one of the five assigned outcome categories.

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

### Bachelor's Level Programs

For the 104 Bachelor's level programs, eleven were placed into *Sunset*, three were *Consolidated*, 16 entered into *Redesign*, 36 were categorized as *Justification*, and 38 were placed into *Priority Review*. The eleven programs placed into *Sunset* included the Bachelor of Art (BA)/Bachelor of Science (BS) in Africana Studies at Eastern Illinois University; the BS in Chemistry Education, BS in Economics, BA in Entrepreneurship, and BA in Social Sciences at Governors State University; the BA in Health and Wellness Secondary Education at Northeastern Illinois University; the BSEd in Health Education at Northern Illinois University; the BS in Business Economics and BS in Mining Engineering at Southern Illinois University Carbondale; the BS in Earth and Space Science Education at Southern Illinois University Edwardsville, and BS in Athletic Training at the University of Illinois at Springfield. Three programs were *Consolidated*—two at Northern Illinois University and one at the University of Illinois at Urbana-Champaign. At Eastern Illinois University and the University of Illinois at Springfield, each placed one program into *Redesign*, while Governors State University and the University of Illinois at Chicago placed two Bachelor's level programs into *Redesign*. Additionally, three programs at the University of Illinois at Urbana-Champaign, four programs at Northern Illinois University, and three programs at Chicago State University were placed into *Redesign*.

For this year's report, eight institutions categorized a total of 36 Bachelor's programs as *Justification*. At Southern Illinois Carbondale University and Chicago State University, one Bachelor's level program was placed as *Justification*. Both Illinois State University and Southern Illinois University Edwardsville identified three Bachelor's level programs as *Justification*. The University of Illinois at Springfield categorized four programs as *Justification*. At the University of Illinois at Springfield, three programs were justified because they were still relatively new and had not averaged three years of completions yet, but had demonstrated sufficient enrollments. The fourth program at the University of Illinois at Springfield was classified as *Justification* because the BA in Global Studies is an interdisciplinary program that has significant course overlap with several other disciplines keeping the overall cost of the program relatively low. The University of Illinois at Chicago and Urbana-Champaign each assigned eight programs as *Justification*, citing that extensive self-study, external, and interview reviews were conducted and the programs were

then affirmed as in good standing. Additionally, the institutions justified the programs as critical to the mission of the College or already experiencing an increase in enrollment from previous program revisions. Finally, Eastern Illinois University categorized eight programs as *Justification* after focused review by the University Vitalization workgroup.

For the final category, eight institutions placed 38 Bachelor's level programs into *Priority Review*. These 38 programs will be the focus in next year's report allowing a year of review to determine the outcome for those low-producing programs. The three institutions with the largest number of programs identified as *Priority Review* included: Northeastern Illinois University (six programs); Western Illinois University (ten programs); and Southern Illinois University Carbondale (14 programs). The other five institutions with programs placed in *Priority Review* were Chicago State University (one program), Eastern Illinois University (two programs), Governors State University (three programs), and one program at each the University of Illinois at Chicago and Urbana-Champaign.

### Master's Level Programs

For the Master's level programs, eleven were placed into *Sunset*, three entered into *Redesign*, 38 were categorized as *Justification*, and 15 were placed into *Priority Review*. The Master of Science (MS) in Master Teacher at Eastern Illinois University, and the MS in Mining Engineering at Southern Illinois University Carbondale were placed into *Sunset*. Governors State University, Northeastern Illinois University, and the University of Illinois at Urbana-Champaign each placed two programs into *Sunset*, ceasing new enrollments. Those programs were the Master of Arts (MA) in Urban Teacher Education and the MA in Early Childhood Education at Governors State University; the MA in Math Pedagogical Content Knowledge and Master of Arts in Teaching (MAT) in Language Arts at Northeastern Illinois University; and the MS in Plant Biotechnology and MA in Psychology at the University of Illinois at Urbana-Champaign. Additionally, Northern Illinois University placed the following three Master's level programs into *Sunset*: the MS in Foreign Languages; the MS in Teaching; and the Master of Science in Education (MSEd) in Foundations of Education. Only three of the public institutions placed one program each into *Redesign*: Chicago State University; Northern Illinois University; and the University of Illinois at Urbana-Champaign.

Seven of the 12 public institutions classified some of their Master's level programs as *Justification*. At Chicago State University, Eastern Illinois University, and Illinois State University, each classified two Master's level programs as *Justification*. Northern Illinois University and Southern Illinois University Carbondale also classified one and five programs respectively as *Justification*. The seven Master's level programs at the University of Illinois at Chicago and 19 at the University of Illinois at Urbana-Champaign categorized as *Justification* were justified for some common reasons detailed in the Appendices. Cited as one of the reasons for justification, Master's and Doctoral programs have overlaps in their curricula, so the incremental cost of maintaining the additional program is low. Furthermore, some of those Master's level programs tied to a doctorate are only used as completion option for those doctoral students who cannot finish the terminal degree and are not awarded without special approval from the department. One additional reason for categorizing as *Justification* provided by the University of Illinois at Urbana-Champaign for the MA in African Studies, MA in European Studies, MA in South Asian and Middle Eastern Studies, MA and Master of Education (EdM) in Art Education, and MA in Art History, is those programs were designed intentionally to be small to meet the programmatic goals and known employment opportunities in the respective fields. Additionally, some of those programs are also associated with International Area Centers which are funded in part by the United States Department of Education. Furthermore, the University of Illinois at

Chicago classified both the Master of Science in Neuroscience and Doctor of Philosophy (PhD) in Oral Sciences as *Justification* because both programs are funded through the National Institutes of Health, so limited applicants are admitted into those programs.

For the final category, fifteen programs were placed into *Priority Review*. Those programs were at Chicago State University (one program), Northern Illinois University (three programs), Southern Illinois University Carbondale (eight programs), the University of Illinois at Chicago (one program), and the University of Illinois at Urbana-Champaign (two programs). Status updates for these fifteen programs will be provided in next year's report.

### Doctoral Level Programs

For the Doctoral level programs, one was placed into *Sunset*, eleven were categorized as *Justification*, and two were placed into *Priority Review*. The PhD in Chemical Physics program was placed into *Sunset* at the University of Illinois at Urbana-Champaign, and the PhD in Geoscience at Southern Illinois University Carbondale and the PhD in Anatomy and Cell Biology at the University of Illinois at Chicago were placed into *Priority Review*. At the University of Illinois at Chicago, seven programs were categorized as *Justification*, while two were placed into that category for the University of Illinois at Urbana-Champaign. The PhD in Education at Southern Illinois University Carbondale and PhD in Geology at Northern Illinois University were each placed as *Justification*. More specifically, the PhD in Education exceeds the identified IBHE metrics, but it was included in the report because when evaluating all of the seven concentrations separately, three of the concentrations were found to be below the thresholds. Given that the total program (as a whole with all of the concentrations) was over the threshold, it was placed as *Justification*. The Geology doctoral program at Northern Illinois University which was classified as *Justification* in the report experienced a drop in enrollment when a large number of doctoral students graduated in 2016.

### Conclusion

Despite the two year budget impasse, 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 yearly program reviews including the investments made in assessing low performing programs. On top of the layoffs 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.

In comparison to the 2014-2015 report on low producing programs, the total Bachelor's and Doctoral level programs flagged increased by 20 and 27 percent, respectively, while the Master's level programs decreased by 36 percent. The budget uncertainty and corresponding decrease in enrollments forced some of the regional universities to respond more aggressively and take corrective action to realign and reprioritize the overall institutional efforts. With the recent stabilization of state appropriations to institutions of higher education, universities will be better positioned to reassure the public and better encourage students to remain in the State of Illinois for college. IBHE appreciates the continued focus by the public universities on their assessment of the flagged programs and realignment of services and administrative units.



Table 3.1

SUMMARY FOR CHICAGO STATE UNIVERSITY  
NEW AND CLOSED PROGRAMS IN 2016-2017

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

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

Table 3.2

SUMMARY FOR CHICAGO STATE UNIVERSITY  
LOW PRODUCING PROGRAMS IN 2016-2017

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

<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>	3	1	0
<b>Justification</b>	1	2	0
<b>Priority Review</b>	1	1	0
<b>Total</b>	5	4	0

Note: For the 2016-2017 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*; *Consolidation*; *Redesign*; *Justification*; or *Priority Review*. Refer to Appendix A for details.

Table 4.1

SUMMARY FOR EASTERN ILLINOIS UNIVERSITY  
NEW AND CLOSED PROGRAMS IN 2016-2017

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

Level	New	Closed
<b>Bachelor's</b>	BA in Criminology and Criminal Justice BS in Computer and Information Technology BS in Health Communication BS in Sports Management* BS in Exercise Science*	BA in African Studies (Phase Down) BS in Adult and Community Education (Eliminate)
<b>Master's</b>	MS in Cybersecurity MS in Talent Development MSEd in Curriculum and Instruction*	MSEd in Elementary Education (Phase Down) MSEd in Master Teacher (Eliminate)
<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 *Elimination*. Those specific status updates were provided next to the programs' names. See Appendix B for details.

Table 4.2

SUMMARY FOR EASTERN ILLINOIS UNIVERSITY  
LOW PRODUCING PROGRAMS IN 2016-2017

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

Low Producing Programs 2016-2017	Bachelor's	Master's	Doctoral
<b>Sunset/Teach Out</b>	1	1	0
<b>Consolidation</b>	0	0	0
<b>Redesign</b>	1	0	0
<b>Justification</b>	8	2	0
<b>Priority Review</b>	2	0	0
<b>Total</b>	12	3	0

Note: For the 2016-2017 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*; *Consolidation*; *Redesign*; *Justification*; or *Priority Review*. Refer to Appendix B for details. For purposes of this report, the BA and BS in African Studies (*Sunset*) and the BA and BS in Chemistry (*Justification*) were consolidated as one program in Table 4.2.

Table 5.1

**SUMMARY FOR GOVERNORS STATE UNIVERSITY  
NEW AND CLOSED PROGRAMS IN 2016-2017**

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

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	None	None
<b>Master's</b>	None	MA in Art (Phase Down) MA in Multi-categorical Special Education (Phase Down)
<b>Doctoral</b>	None	None

Note: *Closed* programs typically fall into two categories: *Phase Down* and *Elimination*. Those specific status updates were provided next to the programs' names. The MA in Art will be replaced by an MFA in Studio Art for the upcoming year. See Appendix C for details.

Table 5.2

**SUMMARY FOR GOVERNORS STATE UNIVERSITY  
LOW PRODUCING PROGRAMS IN 2016-2017**

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

<b>Low Producing Programs 2016-2017</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctoral</b>
<b>Sunset/Teach Out</b>	4	2	0
<b>Consolidation</b>	0	0	0
<b>Redesign</b>	2	0	0
<b>Justification</b>	0	0	0
<b>Priority Review</b>	3	0	0
<b>Total</b>	8	2	0

Note: For the 2016-2017 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*; *Consolidation*; *Redesign*; *Justification*; or *Priority Review*. Refer to Appendix C for details. The BS in Chemistry Education is noted as *Sunset* and the BS in Chemistry was placed into *Redesign*.

Table 6.1

**SUMMARY FOR ILLINOIS STATE UNIVERSITY  
NEW AND CLOSED PROGRAMS IN 2016-2017**

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

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	BA in European Studies BS in Cybersecurity*	BS in Special Education (Eliminate)
<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 *Elimination*. Those specific status updates were provided next to the programs' names. The BS in Special Education was eliminated, but the BSEd in Special Education remains active. See Appendix D for details.

Table 6.2

**SUMMARY FOR ILLINOIS STATE UNIVERSITY  
LOW PRODUCING PROGRAMS IN 2016-2017**

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

<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	2	0
<b>Priority Review</b>	0	0	0
<b>Total</b>	3	2	0

Note: For the 2016-2017 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*; *Consolidation*; *Redesign*; *Justification*; or *Priority Review*. Refer to Appendix D for details.

Table 7.1

SUMMARY FOR NORTHEASTERN ILLINOIS UNIVERSITY  
NEW AND CLOSED PROGRAMS IN 2016-2017

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

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	Bachelor of Fine Arts in Graphic Design	None
<b>Master's</b>	MAT in Middle Level Education*	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 E for details.

Table 7.2

SUMMARY FOR NORTHEASTERN ILLINOIS UNIVERSITY  
LOW PRODUCING PROGRAMS IN 2016-2017

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

<b>Low Producing Programs 2016-2017</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctoral</b>
<b>Sunset/Teach Out</b>	1	2	0
<b>Consolidation</b>	0	0	0
<b>Redesign</b>	0	0	0
<b>Justification</b>	0	0	0
<b>Priority Review</b>	6	0	0
<b>Total</b>	7	2	0

Note: For the 2016-2017 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*; *Consolidation*; *Redesign*; *Justification*; or *Priority Review*. Refer to Appendix E for details.

Table 8.1

**SUMMARY FOR NORTHERN ILLINOIS UNIVERSITY  
NEW AND CLOSED PROGRAMS IN 2016-2017**

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

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	BS in Rehabilitation and Disability Services* BFA in Dance Performance*	BSEd in Health Education (Eliminate)
<b>Master's</b>	Master of Accountancy* MS in Athletic Training	MSEd in Elementary Education (Eliminate) MSEd in Foundations of Education (Eliminate) MS in Family and Consumer Sciences (Eliminate)
<b>Doctoral</b>		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 *Elimination*. Those specific status updates were provided next to the programs' names. See Appendix F for details.

Table 8.2

**SUMMARY FOR NORTHERN ILLINOIS UNIVERSITY  
LOW PRODUCING PROGRAMS IN 2016-2017**

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

<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>	2	0	0
<b>Redesign</b>	4	1	0
<b>Justification</b>	0	1	1
<b>Priority Review</b>	0	3	0
<b>Total</b>	7	8	1

Note: For the 2016-2017 academic year, institutions flagged and reported the placement of the low-producing programs into one five outcome categories: *Sunset*; *Consolidation*; *Redesign*; *Justification*; or *Priority Review*. Refer to Appendix F for details.

Table 9.1

SUMMARY FOR SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
NEW AND CLOSED PROGRAMS IN 2016-2017

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

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	None	BS in Social Science (Phase Down)
<b>Master's</b>	None	None
<b>Doctoral</b>	None	None

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

Table 9.2

SUMMARY FOR SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
LOW PRODUCING PROGRAMS IN 2016-2017

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

<b>Low Producing Programs 2016-2017</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctoral</b>
<b>Sunset/Teach Out</b>	2	1	0
<b>Consolidation</b>	0	0	0
<b>Redesign</b>	0	0	0
<b>Justification</b>	1	5	1
<b>Priority Review</b>	14	8	1
<b>Total</b>	17	14	2

Note: For the 2016-2017 academic year, institutions flagged and reported the placement of the low-producing programs into one of five outcome categories: *Sunset*; *Consolidation*; *Redesign*; *Justification*; or *Priority Review*. Refer to Appendix H for details.

Table 10.1

**SUMMARY FOR SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE  
NEW AND CLOSED PROGRAMS IN 2016-2017**

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

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	None	None
<b>Master's</b>	MFA in Creative Writing	PSM in Biotechnology Management (Phase Down)
<b>Doctoral</b>	None	None

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

Table 10.2

**SUMMARY FOR SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE  
LOW PRODUCING PROGRAMS IN 2016-2017**

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

<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>	3	0	0
<b>Priority Review</b>	0	0	0
<b>Total</b>	4	0	0

Note: For the 2016-2017 academic year, institutions flagged and reported the placement of the low-producing programs into one five outcome categories: *Sunset*; *Consolidation*; *Redesign*; *Justification*; or *Priority Review*. Refer to Appendix I for details.



Table 11.1

**SUMMARY FOR UNIVERSITY OF ILLINOIS AT CHICAGO  
NEW AND CLOSED PROGRAMS IN 2016-2017**

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

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	BS in Disability and Human Development*	None
<b>Master's</b>	MA in Applied Economics	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 K for details.

Table 11.2

**SUMMARY FOR UNIVERSITY OF ILLINOIS AT CHICAGO  
LOW PRODUCING PROGRAMS IN 2016-2017**

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

<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>	2	0	0
<b>Justification</b>	8	7	7
<b>Priority Review</b>	1	1	1
<b>Total</b>	11	8	8

Note: For the 2016-2017 academic year, institutions flagged and reported the placement of the low-producing programs into one five outcome categories: *Sunset*; *Consolidation*; *Redesign*; *Justification*; or *Priority Review*. Refer to Appendix K for details.

Table 12.1

SUMMARY FOR UNIVERSITY OF ILLINOIS AT SPRINGFIELD  
NEW AND CLOSED PROGRAMS IN 2016-2017

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

Level	New	Closed
<b>Bachelor's</b>	BA in Theatre BS in Athletic Training	BS in Athletic Training (Eliminate)
<b>Master's</b>	None	None
<b>Doctoral</b>	None	None

Note: *Closed* programs fall into two categories: *Phase Down* and *Elimination*. Those specific status updates were provided next to the programs' names. The BS in Athletic Training is listed as new and closed because it was approved, but due to changes in accreditation standards requiring athletic training programs to be delivered at the graduate level, the program never was instituted and therefore closed. See Appendix L for details.

Table 12.2

SUMMARY FOR UNIVERSITY OF ILLINOIS AT SPRINGFIELD  
LOW PRODUCING PROGRAMS IN 2016-2017

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

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>	1	0	0
<b>Justification</b>	4	0	0
<b>Priority Review</b>	0	0	0
<b>Total</b>	5	0	0

Note: For the 2016-2017 academic year, institutions flagged and reported the placement of the low-producing programs into one five outcome categories: *Sunset*; *Consolidation*; *Redesign*; *Justification*; or *Priority Review*. Refer to Appendix L for details.

Table 13.1

**SUMMARY FOR UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN  
NEW AND CLOSED PROGRAMS IN 2016-2017**

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

<b>Level</b>	<b>New</b>	<b>Closed</b>
<b>Bachelor's</b>	BS in Computer Science and Crop Sciences* BS in Innovation, Leadership, Engineering Entrepreneurship	Bachelor of Veterinary Medicine (Phase Down)
<b>Master's</b>	MEng in Bioengineering MS in Management MS in Psychological Science MS in Sustainable Urban Management	MA in Economics (Phase Down) MA in Psychology (Phase Down) MEng in Bioinstrumentation (Phase Down)
<b>Doctoral</b>	Doctor of Medicine PhD in Comparative Biomedical Sciences*	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 *Elimination*. Those specific status updates were provided next to the programs' names. See Appendix M for details.

Table 13.2

**SUMMARY FOR UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN  
LOW PRODUCING PROGRAMS IN 2016-2017**

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

<b>Low Producing Programs 2016-2017</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Doctoral</b>
<b>Sunset/Teach Out</b>	1	2	1
<b>Consolidation</b>	1	0	0
<b>Redesign</b>	3	1	0
<b>Justification</b>	8	19	2
<b>Priority Review</b>	1	2	0
<b>Total</b>	14	24	3

Note: For the 2016-2017 academic year, institutions flagged and reported the placement of the low-producing programs into one five outcome categories: *Sunset*; *Consolidation*; *Redesign*; *Justification*; or *Priority Review*. Refer to Appendix M for details.

Table 14.1

SUMMARY FOR WESTERN ILLINOIS UNIVERSITY  
NEW AND CLOSED PROGRAMS IN 2016-2017

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

Level	New	Closed
<b>Bachelor's</b>	BSEd in Middle Level Education* BS in Mechanical Engineering	BA in Music (Eliminate)
<b>Master's</b>	None	MS in Media and Instructional Technology (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 *Elimination*. Those specific status updates were provided next to the programs' names. See Appendix N for details.

Table 14.2

SUMMARY FOR WESTERN ILLINOIS UNIVERSITY  
LOW PRODUCING PROGRAMS IN 2016-2017

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

Low Producing Programs 2016-2017	Bachelor's	Master's	Doctoral
<b>Sunset/Teach Out</b>	0	0	0
<b>Consolidation</b>	0	0	0
<b>Redesign</b>	0	0	0
<b>Justification</b>	0	0	0
<b>Priority Review</b>	10	0	0
<b>Total</b>	10	0	0

Note: For the 2016-2017 academic year, institutions flagged and reported the placement of the low-producing programs into one five outcome categories: *Sunset*; *Consolidation*; *Redesign*; *Justification*; or *Priority Review*. Refer to Appendix N for details.



**APPENDIX A:**  
**CHICAGO STATE UNIVERSITY**

## Low Enrolled/Producing Programs Report

Chicago State University  
Addendum Submitted to IBHE  
July 25, 2018

### **Summary of Programs Not Meeting Thresholds for Enrollments and Completions**

1. B.A. in International Studies: The program is in the discussion and developmental stage of redesign/restructure. The program will be merging under the new Interdisciplinary Studies Program/Department (e.g. Liberal Studies, General Studies). The program will benefit from a relationship with other interdisciplinary programs within the College. In addition, the program will pare down the number of areas of specialization and current concentrations offered in the major.
2. B.A. in Liberal Studies: The program is in the discussion and developmental stage of redesign/restructure. The program will be merging under the new Interdisciplinary Studies Program/Department (e.g. International Studies, General Studies). The program will benefit from a relationship with other interdisciplinary programs within the College.
3. B.A. in Political Science: The program has been designated as a program for priority review. The program will be reviewed in Spring 2018.
4. B.S. in Mathematics: The program is in the process of a redesign. In addition the program created in Spring of 2017 the BS/MS integrated degree. Students in the program earn a MS degree within two semesters of obtaining a BS degree in Mathematics. The BS/MS program will be reviewed in 3 years.
5. B.S. in Recreation: The program was redesigned in Spring 2017. The program previously offered four areas of specializations (e.g. General Recreation, Recreation Management, Therapeutic Recreation and Sports Studies). The new program offers concentrations in Parks, Recreation and Sports Administration and Therapeutic Recreation. The new program will be reviewed in 3 years.
6. M.A. in English: Some features of the program have been redesigned. A graduate certificate program for teaching composition has been approved. The program has also moved to hybrid online learning for a variety of courses in the program. The program will be reviewed in 2 years.
7. M.F.A. in Creative Writing: Some features of the program will be redesigned (e.g. in the process of offering courses online and hybrid). The program will be reviewed in 2 years.

8. M.S. Ed in Curriculum and Instruction: The program was redesigned in 2016. The program created a concentration in Teacher Leadership that offers students an Illinois State Board of Education approved endorsement for their teaching license. The program also created a new concentration in Urban Education. In Spring of 2017 the program was approved to be offered fully online (except for one course e.g. Practicum). The program will be reviewed in 3 years.
9. Masters in Nursing: The program is in the process of redesign and will be in a 3 year review cycle.

### **Programs Not Meeting Thesholds for Completions**

1. B.S. in Health Sciences (Health Administration Program [HIA]): The HIA program is in the process of redesign to address the changing competencies of the profession. In addition to modifying the course content, the program will be converted to a hybrid model to assist working individuals to successfully complete the program.
2. B.A. in Art: The program redesign was completed in Fall 2017. Both general education requirements and two options and three concentrations were reconfigured to improve time towards graduation. Two new concentrations were created (e.g. 2D Studio and 3D Studio). These concentrations have been approved through the university curriculum process. Expected admission to the new program is Spring & Fall 2018.
3. B.S. in Chemistry: The Department of Chemistry plays an essential role in increasing diversity in the number of Physical Science majors in undergraduate and PhD Programs and addresses the national need to increase the number of highly qualified Chemistry Teachers in the country. This program is one of the largest producers of African American Physical Science Majors in the country. The Chemistry Department at Chicago State University (CSU) plays a critical role in the education of African-American chemists. According to the American Chemical Society, only 4 % of practicing chemists in America are people of color, and CSU is the top producer of African-American chemists in the state of Illinois. This is done through the Department's external grant funding from the National Science Foundation (LS-AMP, Noyce, S-STEM), the National Institutes of Health (MBRS), and The Illinois Space Grant Consortium (NASA) which helps to support students through tutoring programs, learning assistant programs and research positions.



4. B.S. Ed in Physical Education: The program has been redesigned. Previously there were two degree programs (e.g. B.S. Education in Physical Education [B.S. Ed PE] and B.S. Education in Physical Education Non-teaching [B.S. Ed PENT]). The program redesign eliminated the physical education non-teaching (PENT) degree and consolidated the degree program into the B.S. Ed -Physical Education degree as a new Physical Education Non-Licensure (PENL) option. The redesign is currently in the University's internal curriculum process.
5. M.S. in Library Science & Communication Media (LIS): The program will be reviewed in 3 years. The program is currently in the process for gaining specialized professional accreditation from the American Library Association (ALA). The ALA accreditation process consists of several stages that are separated by a minimum of two years at each stage: (1) pre-candidacy status, (2) candidacy status and (3) initial accreditation. The LIS program is in candidacy status. An accreditation visit for the program is scheduled for Spring 2019.

#### **Programs Not Meeting Thresholds for Enrollment**

1. M.A.T. in Elementary Education: The program was redesigned and approved in Spring 2016 as required by Illinois State Board of Education to meet new state licensure requirements/law. The new program will be reviewed in 3 years.
2. M.S. Ed in Technology and Education: The program was sunset in 2014 and the M.S. in Technology and Performance Improvement Studies program was created in 2015. Remaining students in the program are being taught out.

Submitted by:

Dr. Angela Henderson  
Provost and Senior Vice President of Academic Affairs

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## Summary Report of Programs Not Meeting Suggested Degrees Conferred Thresholds for Enrollments and Completions, Established Active Programs Only

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Selection Criteria: Sector = Public Universities, Program Status = Active

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Chicago State University		Enrollments 3-year Average	Completions, 3-yr Average	Status	Cost Per Credit Hour
<b>Bachelors</b>					
30.2001	B.A. in International Studies	6.0	0.3	Redesign	\$1,765.89
24.0101	B.A. in Liberal Studies	8.0	5.6	Justification	\$1,706.30
45.1001	B.A. Political Science	21.6	6.6	Priority Revi	\$559.96
27.0101	B.S. Mathematics	20.6	6.3	Redesign	\$392.84
31.0301	B.S. in Recreation	21.0	8.0	Redesign	\$621.20

**TOTAL for Bachelors: 5**

<b>Masters</b>					
23.0101	M.A. in English	3.3	2.0	Justification	\$465.17
23.1302	M.F.A. in Creative Writing	3.6	2.0	Justification	\$465.17
13.0301	M.S. Ed. In Curriculum & Instruction	7.3	2.6	Priority Revi	\$1,015.76
51.3801	Masters in Nursing	1.0	1.6	Redesign	\$482.40

**TOTAL for Masters: 4**

### Doctoral

*All programs at this degree level meet or exceed the minimum threshold.*

## Programs Not Meeting Suggested Degrees Conferred Thresholds, Established Active Programs Only

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2013-2016, Completions Data for All 3 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=12, Bachelors=9, Masters=5, Doctoral=2.

Chicago State University		2013-14	2014-15	2015-16	Completions, 3-yr Average	Status	Cost Per Credit Hour
<b><u>Bachelors</u></b>							
51.0706	B.S. Health Sciences- Health Infor Admin	5	9	5	6.3	Redesign	\$499.21
50.0701	B.A. in Art	7	9	9	8.0	Redesign	\$514.83
30.2001	B.A. in International Studies	1	0	0	0.3	Redesign	\$1,765.89
24.0101	B.A. in Liberal Studies	8	5	4	5.6	Justification-Good Standing/Review in 2 years	\$1,706.30
45.1001	B.A. Political Science	10	7	3	6.6	Priority Review	\$559.96
40.0501	B.S. Chemistry	6	13	6	8.3	Justification-Good Standing/Review in 3 years	\$481.86
27.0101	B.S. Mathematics	7	6	6	6.3	Redesign	\$392.84
13.1314	B.S.Ed. in Physical Education	1	9	2	4.0	Redesign	\$715.09
31.0301	B.S. in Recreation	10	7	7	8.0	Redesign	\$621.20
<b><i>TOTAL for Bachelors: 9</i></b>							
<b><u>Masters</u></b>							
23.0101	M.A. in English	3	2	1	2.0	Justification-Good Standing/Review in 2 years	\$465.17
23.1302	M.F.A. in Creative Writing	4	1	1	2.0	Justification-Good Standing/Review in 2 years	\$465.17
25.0101	M.S. in Library Science & Comm. Media	1	4	4	3.0	Justification-Good Standing/Review in 3 years	\$2,288.98
13.0301	M.S. Ed. In Curriculum & Instruction	2	6	0	2.6	Priority Review	\$1,015.76
51.3801	Masters in Nursing	1	3	1	1.6	Redesign	\$482.40
<b><i>TOTAL for Masters: 5</i></b>							

### **Doctoral**

*All programs at this degree level meet or exceed the minimum threshold.*

## Programs Not Meeting Suggested Enrollment Thresholds, Established Active Programs Only

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2014-2017, Completions Data for All 3 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=25, Bachelors=40, Masters=10, Doctoral=10.

Chicago State University		2014-15	2015-16	2015617	Enrollment, 3-yr Average	Status	Student Cost per Year By Credit Hour
<b><u>Bachelors</u></b>							
24.0101	B.A. in Liberal Studies	17	10	7	8.0	Justification-Good Standing/Review in 2 years	\$1,706.30
27.0101	B.S. in Mathematics	28	18	16	20.6	Redesign	\$392.84
30.2001	B.A. in International Studies	8	8	3	6.0	Redesign	\$1,765.89
31.0301	B.S. in Recreation	35	38	22	21.0	Redesign	\$621.20
45.1001	B.A. in Political Science	32	16	17	21.6	Priority Review	\$559.96
<b>TOTAL for Bachelors: 5</b>							
<b><u>Masters</u></b>							
13.0301	M.S.Ed. in Curriculum & Instruction	9	6	7	7.3	Priority Review	\$1,015.76
413.1202	M.A.T in Elementary Education	9	7	1	5.6	Justification-Good Standing/Review in 3 years	\$715.09
13.132	M.S.Ed. in Technology & Education	16	7	2	8.3	Sunset	\$0.00
23.0101	M.A. in English	3	4	3	3.3	Justification-Good Standing/Review in 2 years	\$465.17
23.1302	M.F.A. in Creative Writing	1	4	6	3.6	Justification-Good Standing/Review in 2 years	\$465.17
51.3801	Masters in Nursing	3	0	0	1.0	Redesign	\$482.40
<b>TOTAL for Masters: 7</b>							
<b><u>Doctoral</u></b>							
<b>All programs at this degree level meet or exceed the minimum threshold.</b>							

**APPENDIX B:**  
**EASTERN ILLINOIS UNIVERSITY**



## OFFICE OF ACADEMIC AFFAIRS

### ACADEMIC PROGRAM EFFICIENCY & EFFECTIVENESS REPORT

FALL 2017

During the 2016-2017 academic year, the University undertook a campus-wide review of all academic programs as part of a strategic planning effort known as “*Vitalization*.” This process was a multi-faceted initiative composed of nine (9) work groups, and Workgroup #7 prioritized all undergraduate and graduate programs based on enrollments, degrees awarded, cost per student credit hour, mission, quality, and staffing. The result of this faculty-led process was that four tiers were identified with the following recommendations: 1.) Growing Programs with a Need for Increased Resources; 2. Stable Programs; 3. Programs Needing to Enhance Efficiency & Productivity; and 4. Programs Recommended for Elimination or Consolidation.

In addition to *Vitalization*, the 2017 IBHE report must be contextualized relative to the two-year budget impasse and observed enrollment declines—particularly well documented the out-migration of high-performing first-time full-time Illinois students across nearly all institutions. Indeed, the overall enrollment decline experienced between Fall 2014 and Fall 2016 at EIU was 16.8%—with the decline continuing through the current year. EIU anticipates that in future years first-time full-time enrollments will stabilize and expand. For that reason, the preservation of mission-centered programs is integral to the overall viability of Eastern, as a regional comprehensive institution. Moreover, as the descriptive and explanatory text will demonstrate, EIU is committed to continuous improvement vis-à-vis curricular revisions and expanded modes of delivery.

On the issue of cost, EIU’s report includes departmental level data that reflect the cost per credit hour. The costs were calculated as part of the 2016-2017 *Vitalization* initiative. As no recent statewide data are available, no cost comparisons are possible.

### SUMMARY OF MAJOR CURRICULAR DEVELOPMENTS

As the examples below, the 2016-2017 *Vitalization* process resulted in tangible outcomes and campus-wide innovation. Additionally, as the example below illustrate, recent campus innovations were also informed by the EIU’s 2015 IBHE Efficiency & Effectiveness submission.

#### Eliminated or Consolidated Programs

- **Africana Studies (B.A.).** At the spring meeting of the EIU Board of Trustees, the degree program was eliminated based on a *Vitalization* recommendation. This program was previously “flagged” in the 2015 IBHE.

- **Adult and Community Education (B.S.).** At the spring meeting of the EIU Board of Trustees, the degree program was eliminated based on a *Vitalization* recommendation. This program was previously “flagged” in the 2015 IBHE report.

In addition to the above programs, the following concentrations were eliminated, effective Fall 2017.

- **Chemistry: Biochemistry Concentration (B.S.)**
- **Organizational and Professional Development: Training/Development Concentration (M.S.),** see Talent Development below.
- **Organizational and Professional Development: Supervision/Leadership Concentration,** see Talent Development below.

#### **Reorganized & New Programs**

- **Biochemistry Option (B.S.),** effective Fall 2017. This program replaces the biochemistry concentration in the Chemistry major.
- **Communication Studies: Communication in Organizations Option (B.A.),** effective Fall 2017
- **Computer Science (B.S.),** effective Fall 2017. This new degree will replace the B.S. in Computer Science and Mathematics which was “flagged” in the 2015 IBHE report.
- **Curriculum & Instruction (M.S. Ed.),** effective Fall 2018. This new degree will replace the M.S. in Elementary Education and the previously eliminated M.S. in Master Teacher, effective Fall 2018.
- **Cybersecurity (M.S.),** effective Fall 2017.
- **Exercise Science (B.S.),** effective Fall 2018. This new degree will replace the B.S. in Kinesiology and Sports Studies: Exercise Science Concentration.
- **Sports Management (B.S.),** effective Fall 2018. This new degree will replace the B.S. in Kinesiology and Sports Studies: Sport Management Concentration.
- **Talent Development (M.S.),** effective Fall 2017.

### **SUMMARY OF Academic Program Efficiency and Effectiveness Report**

The following programs have been “flagged” based on the IBHE review criteria. As you know, the 2017 IBHE guidelines for both bachelor’s and master’s degrees have increased since 2015. Concomitantly, the budget impasse (2015-2017) created significant challenges for many universities and the impact on observed enrollments was significant. For that reason, the heightened accountability measures combined with observed enrollment declines, reasonably attributable to the budget impasse, have resulted in a larger number of flagged programs than in prior years at EIU.

#### ***Undergraduate Programs***

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

**Career & Technical Education, B.S.** This program was identified by the campus *Vitalization* process as a program of concern and possible candidate for elimination. The program has been tasked with developing a plan during the current academic year and an update will be provided in 2018. **PRIORITY REVIEW.**

**Chemistry, BA.** As stated in prior years, the curriculum is entirely embedded within the BS in Chemistry. Hence, no additional instructional costs are associated with delivery and the combined enrollments and degrees awarded of the BA/BS programs exceed 2017 IBHE targets. Additionally, the BA and BS support the MS in Chemistry which is a productive STEM graduate degree with a high quality extramurally funded research program. The B.A. program provides students with additional opportunities to develop connections with other degree programs and future efforts to expand health-related programming will make this program essential to EIU's future. Further, the Chemistry program supports numerous pre-professional programs, other STEM fields, and EIU's general education program. As no instructional costs are associated solely with this program and the major is consistent with the mission of the University, the University classifies the program as justified with no further review. **JUSTIFICATION—NO FURTHER ACTION.**

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

**Clinical Laboratory Science, BS.** The program's course work is embedded primarily in existing majors and is low cost. Additionally, observed enrollments were impacted by the budget impasse. The program attracts high performing pre-professional first-time full-time students who migrate to other STEM majors. Finally, demand exists in the region to support the local healthcare industry. For these reasons, the University believes the program is central to EIU's mission and the region. **JUSTIFICATION—NO FURTHER ACTION.**

**Engineering (CO-OP), BS.** This program has been "flagged" in prior IBHE reporting cycles. As noted before, the program enrollments based on majors are robust and the majority of students transfer prior to the degree award to partner institutions UIUC and SIUC. While students may "transfer back," very few students do. This program is critical to the region as it provides students with a cost-effective pathway to completion of an engineering degree. In terms of EIU costs, the program is embedded within existing STEM course offerings and no additional costs are associated with delivery per se. Finally, the program is an important element of the program array as it relates to first-time full-time student recruitment. **JUSTIFICATION—NO FURTHER ACTION.**

**Geology, BS.** The program has been impacted by enrollment declines; but the courses are critical to the delivery of k-12 Science teacher licensure. The University anticipates reduced costs in the future and a program revision to enhance collaboration with other programs and reduce cost. **JUSTIFICATION WITH REVIEW IN 2019.**

**Mathematics & Computer Science, BS.** This program was flagged in prior IBHE reports, as well as identified by the *Vitalization* workgroup as an area of concern. In light of prior productivity concerns, the program was restructured and the IBHE approved a new BS in Computer Science in 2017. **REDESIGN IMPLEMENTED.**



**Philosophy, BA.** This program has been flagged by the IBHE in prior years. Additionally, the program was identified by *Vitalization Workgroup #7* as a program of concern and possible candidate for program elimination. For that reason, the department has worked with the administration to develop a revised reduced staffing plan for future years and the program enrollments will be reviewed during 2019-2020 academic year. While the major performance does not meet IBHE guidelines per se, the academic department is highly efficient, philosophy contributes to the general education program, and the cost per credit hour is well below both college and university figures. **PRIORITY REVIEW.**

**Physics, BS.** The program has been impacted by enrollment declines; but the courses are critical to the delivery of k-12 Science teacher licensure, as well as other pre-professional and STEM majors. The University anticipates a forthcoming program revision that will reduce the cost of delivery in future years. **JUSTIFICATION—NO FURTHER ACTION.**

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

**Social Sciences Teacher Licensure, BA.** The program is central to EIU's mission and historical strengths in k-12 teacher education. The program is comprised almost entirely of courses situated in productive majors such as history, sociology, economics, geography, psychology, and political science. As such, the cost of delivery is limited to two courses—a 1 credit exploratory course and a 3 credit hour upper-division methods course. Additionally, k-12 majors at EIU—and across the nation—have declined as the market environment has changed for education programs. Given the shortage of k-12 educators and the specific staffing needs of Illinois districts (notably rural districts in our region), EIU anticipates program growth in the future. Finally, the social science licensure program is also formally connected with a highly enrolled history teaching program for secondary teachers and the total combined enrollment far exceeds the minima. **JUSTIFICATION—NO FURTHER ACTION.**

**Theatre Arts, BA.** The program has consistently produced more than ten graduates annually prior to the budget impasse. Additionally, the Theatre Arts program is one of the three outstanding performing arts programs that anchor the Doudna Fine Arts Center. For that reason, the 2017 *Vitalization* report (Workgroup 8) identified the performing arts as one of the potential candidates for EIU's signature programs. Finally, the University anticipates future program revisions that will enhance efficiency and respond to student demand. **JUSTIFICATION—NO FURTHER ACTION.**

In addition to the programs above, one reactivated program – **Middle Level Education, BS** – referenced in the 2015 report has not been included as it does not meet the revised 2017 criteria as it has been less than 8 years since the program started. For that reason, the program is not flagged as it will graduate its first cohort next year (2018-2019).

### ***Graduate Programs***

**Geographic Information Science, PSM.** This is a fairly new program that offers a master's degree in a compressed format. The enrollments prior to the budget impasse exceeded the current IBHE minimum

and the 2015-2016 degrees awarded exceed 5 (n=7). The University seeks to justify the program with an additional internal review in 2019. **JUSTIFICATION WITH REVIEW IN 2019.**

**Master Teacher, MS.** This program was flagged during prior reviews and was in “teach out” in 2015-2016. The program has subsequently been consolidated as part of a program redesign of the Elementary Education master’s degree program (now Curriculum & Instruction) which was approved by the IBHE. **SUNSET.**

**Special Education, MS.** This program has recently been moved to online delivery and the fall 2017 enrollments exceed the IBHE minima (n=21). It is expected that the program will exceed IBHE criteria in future years, as well. **JUSTIFICATION WITH REVIEW IN 2019.**

In addition to the programs noted above, the **MS in Natural Science** program’s “teach out” referenced in 2015 ended in 2017.

### Required Data on Low Enrolled Programs

Degree Level	Degree Program	Cost FY2016*	Majors				Degrees				IBHE STATUS
			2014	2015	2016	3-Year Average	2013	2014	2015	3-Year Average	
G	Geographic Information Science PSM	\$161	13	7	8	9.33	1	3	7	3.67	JUSTIFICATION-REVIEW 2019
G	Master Teacher MS	N/A	0	0	0	0.00	18	0	0	6.00	SUNSET
G	Special Education MSED		9	9	7	8.33	1	3	5	3.00	JUSTIFICATION-REVIEW 2019
U	Africana Studies BS	\$157	11	1	0	4.00	2	3	4	3.00	SUNSET
U	Africana Studies BA	\$157		6	4	5.00		0	1	0.50	SUNSET
U	Career & Technical Education BS	\$236	14	12	15	13.67	9	6	2	5.67	PRIORITY REVIEW
U	Chemistry BA	\$340	8	6	8	7.33	4	5	3	4.00	JUSTIFICATION—NO FURTHER ACTION
U	Chemistry BS	\$340	38	41	35	38.00	6	9	6	7.00	JUSTIFICATION—NO FURTHER ACTION
U	Clinical Laboratory Science BS	\$251	37	33	31	33.67	4	4	5	4.33	JUSTIFICATION—NO FURTHER ACTION
U	Engineering (Coop) BS	\$376	43	38	31	37.33	1	2	0	1.00	JUSTIFICATION—NO FURTHER ACTION
U	Geology BS	\$161	31	23	16	23.33	7	2	6	5.00	JUSTIFICATION-REVIEW 2019
U	Mathematics & Computer Science BS	\$219	28	36	28	30.67	5	4	2	3.67	REDESIGN IMPLEMENTED
U	Philosophy BA	\$257	9	12	9	10.00	4	2	5	3.67	PRIORITY REVIEW
U	Physics BS	\$376	31	26	16	24.33	7	5	5	5.67	JUSTIFICATION—NO FURTHER ACTION
U	Social Sciences Teacher Licensure (Certificate) BA	\$161	14	18	12	14.67	4	1	0	1.67	JUSTIFICATION—NO FURTHER ACTION
U	Science with Teacher Licensure (Certificate) BS	\$161	37	31	30	32.67	16	4	6	8.67	JUSTIFICATION—NO FURTHER ACTION
U	Theatre Arts BA	\$407	28	30	28	28.67	10	7	7	8.00	JUSTIFICATION—NO FURTHER ACTION

\*The cost calculation was determined at the department level as part of the 2016-2017 Vitalization Workgroup 7 program review.

**APPENDIX C:**  
**GOVERNORS STATE UNIVERSITY**

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**GOVERNORS STATE UNIVERSITY  
ANNUAL LOW PRODUCING ENROLLMENT REPORT**

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**TO:** GRETCHEN LOHMAN, PH.D., ILLINOIS BOARD OF HIGHER EDUCATION, ASSISTANT DIRECTOR OF ACADEMIC AFFAIRS  
**FROM:** COLLEEN SEXTON, PH.D., ASSOCIATE PROVOST/ASSOC. V.P ACADEMIC AFFAIRS, GSU  
**SUBJECT:** LOW PRODUCING ENROLLMENT REPORT  
**DATE:** OCTOBER 28, 2017

The charge of the Academic Program Review Committee (APRC) is to review enrollment, retention, and graduation data on all Academic Programs at Governors State University. The committee works closely with the Office of the Provost and the Institutional Research Director to obtain accurate data. During this past year, the APRC reviewed these data based on the revised 2017 Illinois Board of Higher Education guidelines. These guidelines require that programs must meet the following enrollment and graduation three-year averages:

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

Programs are flagged when both conditions (enrollment and graduation rates) are not met. Under those circumstances, the APRC, in consultation with the Provost Office, will use the IBHE guidelines to assign a status to the program and to provide feedback and guidance to the program based on that determination. The assessment feedback will provide one of the following recommendations:

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

This report is the result of their analysis for AY2016/2017. The data examined by APRC to inform the IBHE Low Producing Programs Report for the 2016-2017 Academic Year are in Tables I.A.-I.D. below.

## GSU IBHE Low Producing Program Report – Data and Analysis

### Legend for all Tables:

- **Orange** highlight for entire row = flagged per IBHE guidelines;
- **Purple** highlight for portion of row = GSU watch as one of the IBHE criterion not met;
- **Blue** highlight for entire row = new program with a GSU watch on criterion per IBHE guidelines which state at the Bachelor level we have 8 years from first enrollment to report data, at Master level we have 5 years from first enrollment, and at Doctoral level we have 8 years from first enrollment.

### Explanation of Categories:

- **Enrollment** - Reflects the number of students as of the fall census date for a given year.
- **Student Credit Hours** - Reflects the number of attempted credit hours as of the fall census date for a given year.
- **Full-time Equivalent Students** - Reflects the number of students using IBHE definitions for Full-time Equivalency as of the fall census date for a given year (undergraduate programs: 15 credit hours, graduate programs: 12 credit hours).
- **Degrees Awarded Data** - Reflects full year data that are finalized each September. General Studies students are only admitted in the fall term, so those numbers are finalized.

**Table I.A.: GSU Program Data for 2014/15, 2015/16, 2016/17 Academic Years**

	CIP	Enrollment					Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
Program		2014 FA	2015 FA	2016 FA	<b>3- year Avg.</b>	2017 FA	2014	2015	2016	<b>3- year Avg.</b>	2014	2015	2016	<b>3- year Avg.</b>	2014/ 15	2015 /16	2016 /17	<b>3- year Avg.</b>
Accounting, BS	52.03 01	181	177	164	<b>174</b>	174	1884	1817	1668	<b>1790</b>	126	121	111	<b>119</b>	50	54	44	<b>49</b>
Accounting/Accelerated Professional Accounting, MS & BS/MS	52.03 01	43	55	48	<b>49</b>	33	318	393	330	<b>347</b>	27	33	28	<b>29</b>	18	15	24	<b>19</b>
Addiction Studies, MHS	51.15 01	141	143	142	<b>142</b>	128	950	904	932	<b>929</b>	79	75	78	<b>77</b>	28	37	14	<b>26</b>

	CIP	Enrollment					Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
Program		2014 FA	2015 FA	2016 FA	3- year Avg.	2017 FA	2014	2015	2016	3- year Avg.	2014	2015	2016	3- year Avg.	2014/ 15	2015 /16	2016 /17	3- year Avg.
Analytical Chemistry, MS	40.05 02	17	16	21	<b>18</b>	11	110	127	180	<b>139</b>	9	11	15	<b>12</b>	9	5	10	<b>8</b>
Anthropology and Sociology, BA	45.13 01	18	19	22	<b>20</b>	24	187	196	262	<b>215</b>	13	13	17	<b>14</b>	7	2	7	<b>5</b>
Art, BFA	50.07 01	28	31	37	<b>32</b>	33	244	307	362	<b>304</b>	16	20	24	<b>20</b>	3	5	8	<b>5</b>
Business Administration, BA	52.02 01	376	366	392	<b>378</b>	382	3572	3654	3913	<b>3713</b>	238	244	261	<b>248</b>	92	85	87	<b>88</b>
Business Administration, MBA	52.02 01	93	93	95	<b>94</b>	101	597	621	610	<b>609</b>	50	52	51	<b>51</b>	19	37	17	<b>24</b>
Business and Applied Science, BA	52.02 05	35	33	28	<b>32</b>	36	266	267	225	<b>253</b>	18	18	15	<b>17</b>	8	8	8	<b>8</b>
Communication Disorders, BHS	51.02 01	123	101	75	<b>100</b>	77	1053	897	741	<b>897</b>	70	60	49	<b>60</b>	29	31	22	<b>27</b>
Communication Disorders, MHS	51.02 03	109	99	100	<b>103</b>	106	884	802	812	<b>833</b>	74	67	68	<b>70</b>	33	29	38	<b>33</b>
Computer Science, BS	11.07 01	89	92	116	<b>99</b>	97	982	983	1111	<b>1025</b>	66	66	74	<b>69</b>	21	18	16	<b>18</b>
Computer Science, MS	11.07 01	99	349	359	<b>269</b>	151	951	3224	3186	<b>2454</b>	79	269	266	<b>205</b>	40	202	248	<b>163</b>
Counseling, MA	42.28 03	144	184	190	<b>173</b>	170	957	1197	1270	<b>1141</b>	80	100	106	<b>95</b>	17	39	32	<b>29</b>
Counselor Education & Supervision, EdD	13.11 01	29	24	25	<b>26</b>	28	171	141	126	<b>146</b>	14	12	11	<b>12</b>	5	1	0	<b>2</b>
Criminal Justice, BA	43.01 04	320	276	258	<b>285</b>	228	3082	2606	2654	<b>2781</b>	205	174	177	<b>185</b>	97	81	76	<b>85</b>
Criminal Justice, MA	43.01 04	61	39	33	<b>44</b>	31	357	246	207	<b>270</b>	30	21	17	<b>23</b>	31	18	12	<b>20</b>
Early Childhood Education, BA	13.12 10	74	89	75	<b>79</b>	83	745	858	756	<b>786</b>	50	57	50	<b>52</b>	6	14	11	<b>10</b>
Economics, BA	45.06 01	1	1	6	<b>3</b>	6	12	12	76	<b>33</b>	1	1	5	<b>2</b>	N/A	N/A	2	<b>N/A</b>

	CIP	Enrollment					Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
Program		2014 FA	2015 FA	2016 FA	3- year Avg.	2017 FA	2014	2015	2016	3- year Avg.	2014	2015	2016	3- year Avg.	2014/ 15	2015 /16	2016 /17	3- year Avg.
Elementary and Middle School Education, BA	13.12 02	135	119	98	117	73	1423	1298	1131	1284	95	87	75	86	27	11	26	21
English, MA	23.01 01	15	10	12	12	14	97	61	81	80	8	5	7	7	6	4	4	5
Environmental Biology, MS	26.13 05	13	11	10	11	16	55	65	48	56	5	5	4	5	5	0	1	2
General Studies (Lower Division)*	24.01 02	242	233	358	278	344	3747	3504	5431	4227	250	234	362	282	N/A	N/A	N/A	N/A
Gender and Sexuality Studies	05.02 99	0	0	1	N/A	2	0	0	15	N/A	0	0	1	N/A	N/A	N/A	0	N/A
Health Administration, BHA	51.07 02	161	141	128	143	122	1410	1262	1236	1303	94	84	82	87	52	51	41	48
Health Administration, MHA	51.07 02	30	43	51	41	63	240	310	384	311	20	26	32	26	7	13	5	8
History, BA	54.01 01	7	16	17	13	13	67	172	189	143	4	11	13	9	1	2	3	2
Independent Film and Digital Imaging, MFA	50.06 02	20	22	21	21	19	138	174	162	158	12	15	14	14	5	8	8	7
Information Technology, BS	11.01 03	66	101	120	96	126	745	1162	1307	1071	50	77	87	71	14	27	26	22
Interdisciplinary Studies, BA	24.01 01	416	407	401	408	327	3475	3479	3413	3456	232	232	228	231	170	132	150	151
Management Information Systems, MS	52.12 01	15	18	31	21	17	105	144	255	168	9	12	21	14	4	4	18	9
Manufacturing Management, BA	52.02 05	0	0	4	N/A	4	0	0	24	N/A	0	0	1.6	N/A	N/A	N/A	0	N/A
Mathematics, MS	27.01 01	33	37	33	34	22	179	222	176	192	15	19	15	16	5	7	12	8



	CIP	Enrollment					Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
Program		2014 FA	2015 FA	2016 FA	3- year Avg.	2017 FA	2014	2015	2016	3- year Avg.	2014	2015	2016	3- year Avg.	2014/ 15	2015 /16	2016 /17	3- year Avg.
Nursing Practice, DNP	51.38 18	31	26	22	<b>26</b>	17	140	106	79	<b>108</b>	12	9	7	<b>9</b>	7	3	11	<b>7</b>
Nursing, BSN	51.38 01	113	113	84	<b>103</b>	94	957	881	643	<b>827</b>	64	59	43	<b>55</b>	48	44	44	<b>45</b>
Nursing, MSN	51.38 08	183	158	156	<b>166</b>	111	1089	940	903	<b>977</b>	91	78	75	<b>81</b>	67	47	56	<b>57</b>
Occupational Therapy, MOT	51.23 06	74	78	86	<b>79</b>	84	922	1015	1143	<b>1027</b>	77	85	95	<b>86</b>	23	19	29	<b>24</b>
Political Science, BA	45.10 01	13	27	25	<b>22</b>	25	129	323	271	<b>241</b>	9	22	18	<b>16</b>	1	10	6	<b>6</b>
Psychology, MA	42.01 01	44	48	47	<b>46</b>	49	300	367	306	<b>324</b>	25	31	26	<b>27</b>	14	15	8	<b>12</b>
Public Administration MPA	44.04 01	108	82	76	<b>89</b>	69	675	498	437	<b>537</b>	56	42	36	<b>45</b>	9	12	15	<b>12</b>
School Psychology Educational Specialist, EdS/ School Psych MA	42.28 05	12	19	26	<b>19</b>	24	96	153	213	<b>154</b>	8	13	18	<b>13</b>	N/A	N/A	6	<b>N/A</b>
Social Work, BSW	44.07 01	177	176	156	<b>170</b>	154	1824	1891	1725	<b>1813</b>	122	126	115	<b>121</b>	43	49	45	<b>46</b>
Theatre and Performance Studies, BA	50.05 01	5	11	8	<b>8</b>	14	42	91	66	<b>66</b>	3	6	4	<b>4</b>	N/A	1	0	<b>N/A</b>
Urban Teacher Education, MA	13.12 99	14	2	N/A	<b>8</b>	N/A	97	10	N/A	<b>54</b>	8	1	N/A	<b>5</b>	8	0	N/A	<b>N/A</b>

**Table I.A.:** Per IBHE guidelines the programs listed below were flagged and the recommended action is identified:

- Anthropology and Sociology, BA - #5 Priority Review for fall 2017.
- Art, BFA – #3 Redesign with further review in two years. Note: The program recently completed a redesign with AY16-17 as the first year of its implementation. As evidenced in Table 1A, enrollment has already increased from Fall 15 to Fall 16.
- Business and Applied Science, BA - #5 Priority Review for fall 2017.
- Political Science, BA - #5 Priority Review for fall 2017.
- Urban Teacher Education, MA - #1 Sunset—A teach out period is established and no new or transfer students admitted

**Table I.B.: 2016-2017 Programs with Changes to Concentrations per GSU BOT Action**

	CIP	Enrollment					Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
Program		2014 FA	2015 FA	2016 FA	3- year Avg.	2017 FA	2014	2015	2016	3- year Avg.	2014	2015	2016	3- year Avg.	2014/ 15	2015 /16	2016 /17	3- year Avg.
Biology/Biology Education, BS	26.0101	137	117	137	<b>130</b>	113	1287	1115	1303	<b>1235</b>	86	74	87	<b>82</b>	22	24	22	<b>23</b>
Chemistry/Chemistry Education, BS	40.0501	35	34	27	<b>32</b>	25	330	329	257	<b>305</b>	22	22	17	<b>20</b>	7	7	5	<b>6</b>
Communication, BA	09.0101	153	129	116	<b>133</b>	107	1565	1416	1217	<b>1399</b>	104	94	81	<b>93</b>	41	35	38	<b>38</b>
Community Health, BHS	51.2208	131	113	107	<b>117</b>	102	1318	1094	1078	<b>1163</b>	88	73	72	<b>78</b>	41	33	32	<b>35</b>
Educational Administration, MA	13.0401	53	69	73	<b>65</b>	58	313	425	438	<b>392</b>	26	35	37	<b>33</b>	14	28	34	<b>25</b>
English/English Education, BA	23.0101	84	76	71	<b>77</b>	62	871	761	786	<b>806</b>	58	51	52	<b>54</b>	29	25	26	<b>27</b>
Interdisciplinary Leadership, EdD	52.0213	49	48	43	<b>47</b>	40	438	347	248	<b>344</b>	37	29	21	<b>29</b>	4	17	7	<b>9</b>
Mathematics/Mathematics Education, BA	27.0101	45	34	35	<b>38</b>	37	463	341	365	<b>390</b>	31	23	24	<b>26</b>	15	14	3	<b>11</b>
Media Studies, BA	09.0102	8	12	22	<b>14</b>	23	88	132	245	<b>155</b>	6	9	16	<b>10</b>	N/A	2	5	<b>N/A</b>
Psychology, BA	42.0101	366	328	341	<b>345</b>	337	3853	3511	3596	<b>3653</b>	257	234	240	<b>244</b>	117	119	93	<b>110</b>
Social Work, MSW	44.0701	146	125	144	<b>138</b>	146	1469	1293	1453	<b>1405</b>	122	108	121	<b>117</b>	66	59	53	<b>59</b>
Physical Therapy/Transitional Physical Therapy, DPT & tDPT	51.2308	105	113	114	<b>111</b>	103	1388	1428	1434	<b>1417</b>	116	119	120	<b>118</b>	25	41	39	<b>35</b>

**Table I.B.:** Per IBHE guidelines the programs listed below were flagged and the recommended action is identified:

- Chemistry/Chemistry Education - #1 Redesign—Further redesign and program changes will be applied to remediate performance; the program will be reviewed in 1 year; the Chemistry Education at the BA level is in phase out; the BA in pure Chemistry is being redesigned.

**Table I.C.: 2016-2017 Programs in “3-Year Phase Out” per GSU BOT Action**

	CIP	Enrollment					Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
Program		2014 FA	2015 FA	2016 FA	3- year Avg.	2017 FA	2014	2015	2016	3- year Avg.	2014	2015	2016	3- year Avg.	2014/ 15	2015 /16	2016 /17	3- year Avg.
Early Childhood Education, MA	13.12 10	9	10	4	<b>8</b>	1	67	83	34	<b>61</b>	6	7	3	<b>5</b>	0	2	0	<b>0.7</b>
Economics, BS	45.06 01	3	1	11	<b>5</b>	5	27	7	116	<b>50</b>	2	0	8	<b>3</b>	N/A	1	0	<b>N/A</b>
Education, MA	13.03 01	43	33	33	<b>36</b>	24	201	171	138	<b>170</b>	17	14	12	<b>14</b>	7	9	6	<b>7</b>
Entrepreneurship, BA	52.07 01	9	8	4	<b>7</b>	1	99	63	39	<b>67</b>	7	4	3	<b>5</b>	0	5	1	<b>2</b>
Multicategorical Special Education, MA	13.10 07	67	70	43	<b>60</b>	17	385	384	278	<b>349</b>	32	32	23	<b>29</b>	28	12	16	<b>19</b>
Reading, MA	13.13 15	20	7	4	<b>10</b>	0	105	30	18	<b>51</b>	9	3	2	<b>5</b>	12	0	2	<b>5</b>
Social Sciences, BA	45.01 01	13	12	12	<b>12</b>	2	120	129	131	<b>127</b>	8	9	9	<b>9</b>	2	1	5	<b>3</b>

**Table I.C.:** Per IBHE guidelines the programs listed below were flagged and the recommended action is identified:

- MA in Early Childhood Education, BS in Economics, BA in Entrepreneurship, and the BA in Social Sciences – All #1 Sunset —A teach out period is established and no new or transfer students admitted – these programs were reported in the IBHE Annual Program Review Report from June 2017.
- Other programs in the table above are NOT low producing, however, they are also in Sunset Status and a phase out plan for each has been established. There were reported in the IBHE Annual Program Review Report from June 2017

**Table I.D.: 2016-2017 Programs undergoing a Redesign per GSU BOT Action**

	CIP	Enrollment					Student Credit Hours				Full-time Equivalent Students				Degrees Awarded			
Program		2014 FA	2015 FA	2016 FA	<b>3- year Avg.</b>	2017 FA	2014	2015	2016	<b>3- year Avg.</b>	2014	2015	2016	<b>3- year Avg</b>	2014/ 15	2015 /16	2016 /17	<b>3- year Avg.</b>
Art, MA	50.07 01	17	13	11	<b>14</b>	6	110	102	64	<b>92</b>	9	9	5	<b>8</b>	7	1	3	<b>4</b>
Communication MA	09.01 02	146	110	71	<b>109</b>	53	919	681	420	<b>673</b>	77	57	35	<b>56</b>	33	25	23	<b>27</b>
Occupational Therapy, DrOT	51.23 06	17	16	9	<b>14</b>	8	103	61	32	<b>65</b>	9	5	3	<b>6</b>	4	8	7	<b>6</b>
Political and Justice Studies, MA	45.10 01	50	38	33	<b>40</b>	29	322	221	215	<b>253</b>	27	18	18	<b>21</b>	13	8	5	<b>9</b>

**Table I.D.:** Per IBHE guidelines no programs included in Table I.D. were flagged.

**APPENDIX D:**  
**ILLINOIS STATE UNIVERSITY**

**Academic Program Efficiency and Effectiveness Report**  
**ILLINOIS STATE UNIVERSITY**  
**Fall 2017**

**SUMMARY OF REVIEW OUTCOMES**

**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

**INTRODUCTION**

This document is the fall 2017 report to the Illinois Board of Higher Education regarding academic programs at Illinois State University that “exhibit a trend of low performance in enrollments, degree completions, and high expense per degree.” Such a report from Illinois State University and from every other public university in the state is required annually by Illinois statutes (Public Act 97-610, effective January 1, 2012).

The academic program efficiency and effectiveness reporting requirements set forth by IBHE staff involves different report content in odd-numbered years and even-numbered years. In reports compiled in odd-numbered years, including this report, public universities are required to provide longitudinal data for each of its academic programs, to identify from those data academic programs with metrics below thresholds set forth by IBHE, and to assign each such program an outcome selected from six options prescribed by IBHE. In even-numbered years, universities are asked to provide an update for each program identified in the prior year report.

For this fall 2017 Academic Program Efficiency and Effectiveness Report, IBHE staff has asked public universities to calculate average fall census day enrollments using data from fall 2014, fall 2015, and fall 2016 and average fiscal year degrees conferred using data from fiscal 2014, 2015, and 2016 for each of its academic programs. IBHE staff has required the universities to use data previously reported to the U.S. Department of Education through the Integrated Postsecondary Education Data System. Calculations for academic programs at Illinois State University are included in **Appendix A** of this report.

The universities were then asked to identify their academic programs with average fall census day enrollment and average fiscal year degrees conferred below the following thresholds.

**REPORTING THRESHOLDS FOR FALL 2017**

**Enrollment**

Three-year average census day enrollment:  
fall 2014, fall 2015, and fall 2016

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

**Degrees conferred**

Three-year average degrees conferred:  
fiscal 2014, fiscal 2015, and fiscal 2016

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

To be considered a “low producing” academic program for purposes of this annual report, both enrollment and degrees conferred must be below the thresholds set forth above. Of the 77 undergraduate programs and 51 graduate programs offered by Illinois State University as of fall 2017, five have metrics below both thresholds.

Undergraduate programs

Business Education, B.A., B.S., B.S.Ed.

French, B.A.

Technology and Engineering Education, B.S.

Graduate programs

Chemistry Education, M.S.C.E., M.C.E.

Theatre Studies, M.A., M.S.

For each academic program with enrollment and degrees conferred below the IBHE thresholds, universities have been asked by IBHE staff to analyze program viability and assign a review outcome from a list of six outcomes prescribed by IBHE, numbered 1, 2, 3, 4A, 4B, and 5. The possible outcomes applicable to this fall 2017 review are listed below.

**REVIEW OUTCOMES FOR FALL 2017**

- 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.

Review outcomes assigned by Illinois State University to the five academic programs cited in this report are summarized at the beginning of this document. The rationale for each outcome assignment is set forth in the report section that follows.

Note regarding expense per degree

While state statutes requiring academic program efficiency and effectiveness reports identify high expense per degree as a third metric to be reported by public universities, this fall 2017 report focuses primarily on enrollment and degrees conferred. As of fall 2017 IBHE staff has not yet determined how universities should calculate expense per degree nor has IBHE established thresholds against which expense per degree calculations should be compared. Therefore, for this fall 2017 report, IBHE staff has asked public universities to provide expense per degree data only for academic programs with average enrollment and degrees conferred below IBHE thresholds for those metrics. IBHE staff has permitted each reporting university to determine the manner in which expense per degree is calculated. Expense per degree calculations for the five academic programs cited in this report are provided in **Appendix B** of this document.



## ACADEMIC PROGRAM REVIEW OUTCOMES

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

Department of Marketing  
College of Business

#### DATA

The following data regarding this program are required to be reported by Illinois State University to the Illinois Board of Higher Education (IBHE) by November 30, 2017. Because both average enrollment and degrees conferred for this program are below thresholds established by IBHE, Illinois State is required to address this program in this Academic Program Efficiency and Effectiveness report.

Enrollment, Fall Census Day	Degrees Conferred, Fiscal Year	Expense per Degree
2014: 26	2014: 5	See cost data at the end of this report
2015: 28	2015: 8	
2016: 18	2016: 7	
Three-year average: 24.0	Three-year average: 6.7	
Threshold: 40	Threshold: 9	

#### OUTCOME

Illinois State University is required by IBHE to assign one of five outcomes regarding the future of academic programs with both average enrollment and degrees conferred below thresholds established by IBHE. The University is asked to provide rationale for assignment of that outcome. Illinois State University has assigned its B.A., B.S., B.S.Ed. in Business Education program the following outcome from among the six choices prescribed by IBHE.

#### **OUTCOME 4A: JUSTIFICATION – GOOD STANDING/REVIEW IN TWO YEARS**

The B.A., B.S., B.S.Ed. in Business Education program is scheduled to submit its next program review self-study report on the eight-year program review cycle in fall 2019. That report will be reviewed by the Academic Planning Committee in fall 2019 and spring 2020. The committee will report its findings and recommendations regarding the program to the Academic Senate in May 2020 and to the Board of Trustees of the University in July 2020. In its fall 2019 self-study report, faculty of the Business Education program will address trends in program enrollment and degrees conferred relative to IBHE-established thresholds since 2016 and will describe any actions taken by the program relative to those metrics. Results of the program review will be submitted by the University to IBHE with its annual report of program review activities due to IBHE September 1, 2020. The University will report to IBHE regarding the status of the program in its fall 2020 Academic Program Efficiency and Effectiveness Report due to IBHE November 30, 2020.

#### RATIONALE

The B.A., B.S., B.S.Ed. in Business Education program provides students foundational business knowledge and skills while preparing them to teach business-related subjects in secondary schools. The Business Teacher Education sequence of the program prepares students for initial teacher licensure in Illinois with a Business, Marketing, and Computer Education endorsement. Graduates of the sequence are prepared to teach basic business, accounting, record keeping, business law, information processing/keyboarding, computer applications, consumer economics, marketing, entrepreneurship, business communications, and subjects with similar titles. The program also offers a Training and Development sequence. Its curriculum is designed to prepare students for training and development positions, administration, and personnel work in business organizations. The Training and Development sequence was first offered in fiscal 2016.

Illinois State University cites the following reasons for selecting Outcome 4A. Each reason is discussed below.

- 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.

The program is in good standing with respect to program review, specialized accreditation, and state educator preparation standards.

The Business Education program was last reviewed through the program review process at Illinois State in 2011-2012. At that time the program was determined to be in good standing, meaning that the program met academic program standards set forth by IBHE in the Illinois Administrative Code.

The program is administered by the Department of Marketing in the College of Business. The college is accredited by the Association to Advance Collegiate Schools of Business International (AACSB). AACSB last reviewed the college and its programs in 2016. As a result of that review, AACSB extended its accreditation of undergraduate and master's degree programs in business offered by the University, including Business Education, for five years. The next continuous improvement review application is due to AACSB in July 2019. The next on-site review by AACSB is scheduled to occur during the 2021-2022 academic year.

The Business Education program is subject to annual review and approval by the State Educator Preparation and Licensure Board (SEPLB) of the Illinois State Board of Education (ISBE). The most recent review occurred in spring 2017. The business education program was among the teacher preparation programs at Illinois State approved by SEPLB at that time. SEPLB accepted the annual business education program report without asking for additional information or justification regarding the program.

The program is the only active business education degree program at an Illinois public university.

Illinois State University was founded in 1857 as a teacher training institution and has a rich history of preparing teachers to work in elementary and secondary classrooms of the state. Business education is one of the oldest majors in the College of Business at the University. The majority of business educators in Illinois secondary schools are Illinois State University alumni. The business education program furthers the mission of the University in its service to the citizens of Illinois and beyond by preparing business educators who, in turn, help prepare the youth of the state for employment and post-secondary education.

The Business Education program at Illinois State is unique in being the only active business education degree program at an Illinois public university. While business education programs have been offered at other Illinois public universities within the last 10 years, the program at Illinois State has been the only such program enrolling students since 2010. Some universities in the state offer a business education plan of study as a sequence or concentration within a broader program rather than as a separate degree program. One example is the Career and Technical Education specialization within the B.S. in Workforce Education and Development program at Southern Illinois University Carbondale. Most business education plans of study at other Illinois public universities are administered through a college of education. The business education program at Illinois State is the only such plan of study offered through a college of business.

Eight colleges or universities in the state are currently authorized by the Illinois State Board of Education to offer a plan of study leading to the business, marketing and computer education teacher endorsement. Of those eight, four are public universities: Chicago State University, Eastern Illinois University, Illinois State University, and Southern

Illinois University Carbondale. Of those four public universities, three have offered a business education degree program within the last 10 years: Chicago State University, Eastern Illinois University, and Illinois State University. Enrollments in those programs are provided in the table below.

**Fall Census Day Enrollment, 2007-2016**  
**Bachelor's-Level Programs at Illinois Public Universities**  
**Assigned CIP Code 13.1303 (Business Teacher Education)**

Institution	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Chicago State University	37	34		13			NA			
Eastern Illinois University	0	0	0	0	0	0	NA	0	0	0
Illinois State University	94	101	88	74	67	51	NA	26	28	18
Public Universities, Total	131	135	88	87	67	51	NA	26	28	18

Source: IBHE-Enrollments and Degrees Conferred database

Note: The IBHE database also identifies the University of Illinois at Urbana-Champaign as once offering a degree program assigned CIP code 13.1303. However, the last report by UIUC of enrollment in the program was for fall 2007, and enrollment at that time was zero.

Chicago State University last reported enrollment in its business education program in 2010. It appears that Chicago State has since incorporated the program into a broader B.S. in Career and Technical Education program administered through its College of Education. The 2017-2018 Chicago State University catalog refers to a business, marketing, and computer education option in that program. That catalog also refers to a B.A., B.S. in Secondary Teaching program, with a Secondary Business Education option.

While apparently being authorized by IBHE to confer degrees in a business education program, Eastern Illinois University reported zero enrollment in the program between fall 2007 and fall 2016. From searches of the IBHE Degree Program Inventory and the 2017-2018 Undergraduate Catalog for the university, it appears that the plan of study once taught through a business teacher education degree program is now an emphasis in the B.S. in Career and Technical Education program offered by the university.

As a result of these changes in business teacher education at Chicago State University and Eastern Illinois University, the B.A., B.S., B.S.Ed. in Business Education program at Illinois State is now the only business teacher education degree program among public universities in Illinois. Across all higher education sectors in the state, only two other colleges or universities offer a business teacher education program (McKendree University and Trinity Christian College). Both report enrolling two or fewer students.

The program is helping meet the demand for high school teachers in Illinois in a discipline experiencing teacher shortages.

The Illinois State Board of Education annually publishes a report on the relative supply and demand in the state for teachers by field, content area, and levels. ISBE published its most recent report, *Educator Supply and Demand in Illinois*, in December 2014 (publication of subsequent editions may have been delayed due to delays in adopting a state budget). In that December 2014 report, ISBE ranked business education as the sixth highest relative need across school districts in the state. Relative need is defined as the number of teachers in the discipline that will be needed by Illinois schools in coming years divided by the current number of teachers in the discipline employed by Illinois schools. Most business education teacher openings in the state will be associated with retirements or resignations rather than to growth in secondary school enrollment.

More recently, in February 2017, the U.S. Department of Education issued a list of academic disciplines or subject matter as teacher shortage areas in Illinois during the 2017-2018 school year. The department provided the list pursuant to federal regulations concerning federal student financial aid programs. Included on the list are Business, Marketing, and Management; Computer Literacy/Technology; and Career and Technical Educator. The Business Education program at Illinois State prepares students to teach in all three areas at the secondary education level.

The U.S. Bureau of Labor Statistics, in its *Occupational Outlook Handbook*, forecasts a four percent increase in the number of career and technical education teachers in the United States from 2014 to 2024. According to the handbook entry (viewed August 31, 2017), the median annual wage for career/technical educators in middle schools across the country was \$57,560 in May 2016 and \$57,320 for career/technical educators in high schools, compared to \$37,040 across all occupations.

According to a 2011 study conducted by Georgetown University, 41 percent of all jobs in Illinois in 2018 will be associated with the business, management, and administration; marketing, sales, and services; or hospitality and tourism clusters (*Illinois CTE By the Numbers: Career and Technical Education (CTE) Student Enrollment*, Illinois State Board of Education). The U.S. Department of Labor projects that business will be one of the fastest growing sectors for job opportunities in the coming years. Business educators at the secondary level are needed to prepare students for these positions or for post-secondary business education needed to qualify for them.

Enrollment trends in the program reflect enrollment trends across other teacher preparation programs in the state.

The table below provides fall census day enrollments from 2009 through 2016 for the Business Education program at Illinois State, for all undergraduate programs (degree programs and sequences) at Illinois State leading to initial teacher licensure, and for all undergraduate education programs at Illinois public universities.

**Enrollment, Fall Census Day, 2009-2016  
Teacher Preparation Programs**

	2009	2010	2011	2012	2013	2014	2015	2016	% change, 2009-2016
Business Education, B.A., B.S., B.S.Ed., Illinois State University	88	74	67	51	34	26	28	18	(79.5)
Undergraduate teacher preparation programs at Illinois State University leading to initial teacher licensure	4,887	4,780	4,524	4,119	3,728	3,592	3,636	3,678	(24.7)
Undergraduate education programs at Illinois public universities*	14,376	13,968	1,2743	11,079	NA	8,435	8,217	7,656	(46.7)

\* Programs assigned CIP code 13.XXXX (Education); As of October 1, 2017, IBHE had not yet compiled enrollment data for fall 2013  
Sources: IBHE-Enrollments and Degrees Conferred Database; Office of Planning, Research, and Policy Analysis, Illinois State University

The trend in enrollment in the Business Education at Illinois State between 2009 and 2016 mirrors the trend across all undergraduate-level teacher preparation programs at the University and across all public universities in the state. During this period, enrollment in all but two undergraduate-level teacher preparation programs at Illinois State declined (the two exceptions being early childhood education and dance teacher education). Among commonly cited reasons for this trend are adoption by the state of more stringent teacher preparation requirements, the fiscal condition of local and state governments, issues related to the teacher pension system in the state, and negative portrayal of public education and the teaching profession by the media.

The program is developing a student recruitment plan to stabilize and increase program enrollment.

Business Education faculty members are developing a student recruitment plan for the program, in consultation with the Department of Marketing chairperson, department faculty colleagues, the college advisory council, and other internal and external stakeholders. Some elements of the plan include communicating with program alumni (e.g., high school business teachers who might refer students to the program); providing program information to students enrolled in the introductory business course in the college; posting program information in the State Farm Hall of Business and other areas of campus; hosting a business education information night each fall and spring for undeclared majors, business administration students and faculty, and business education program freshmen; and expanding outreach to students enrolled in business-related programs at Heartland Community College in Normal.

Business education faculty is seeking assistance from its business and marketing students to identify other student recruitment strategies. In the integrated marketing communication class, students will be tasked with developing a long term marketing plan for the business education program that includes print and digital media. Seniors in two business education courses will be tasked with creating a marketing video for the business education program.

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

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

### **DATA**

The following data regarding this program are required to be reported by Illinois State University to the Illinois Board of Higher Education (IBHE) by November 30, 2017. Because both average enrollment and degrees conferred for this program are below thresholds established by IBHE, Illinois State is required to address this program in this fall 2017 Academic Program Efficiency and Effectiveness Report.

<b>Enrollment, Fall Census Day</b>	<b>Degrees Conferred, Fiscal Year</b>	<b>Expense per Degree</b>
2014: 20	2014: 6	See cost data at the end of this report
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>	

### **OUTCOME**

Illinois State University is required by IBHE to assign one of five outcomes regarding the future of academic programs with both average enrollment and degrees conferred below thresholds established by IBHE. The University is asked to provide rationale for assignment of that outcome. Illinois State University has assigned its B.A. in French program the following outcome from among the six choices prescribed by IBHE.

#### **OUTCOME 4B: STRONG INSTITUTIONAL JUSTIFICATION AND NO FURTHER REVIEW**

### **RATIONALE**

The curriculum of the B.A. in French program at Illinois State follows the French and Francophone studies model, allowing students to take a range of courses related to the literatures, cultures, and history of the French-speaking world and courses related to French language, linguistics, and composition. Students either pursue the French plan of study or the French Teacher Education sequence. Historically, approximately 60 percent of students in the program enroll in and graduate from the French plan, while 40 percent enroll in and graduate from the teacher education sequence. Students completing the teacher education sequence are qualified for initial teacher licensure in Illinois with the Foreign Language-French endorsement.

Illinois State University cites the following reasons for selecting Outcome 4B. Each reason is discussed below.

- 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.

The program is in good standing with regard to program review, specialized accreditation, and state educator preparation standards.

The B.A. in French program was last reviewed through the program review process at Illinois State in 2013-2014. At that time the program was determined to be in good standing, meaning that the program met academic program standards set forth by IBHE in the Illinois Administrative Code. The Academic Planning Committee, the shared governance committee at Illinois State that conducts program reviews, cited the program for the exemplary manner in which oral proficiency of students in the program is assessed and curricular changes made by program faculty to improve student ratings on the proficiency examinations. The committee also commended the program for its numerous study abroad options, study abroad scholarships, and co-curricular opportunities.

The French Teacher Education sequence is reviewed by the American Council on the Teaching of Foreign Languages (ACTFL) in connection with accreditation of the teacher education unit at Illinois State, of which the French Teacher Education sequence is part. The teacher education unit at Illinois State was last accredited by the National Council for Accreditation of Teacher Education (NCATE) in 2012. The next accreditation review of the unit is scheduled to occur in 2019 and will be conducted by the Council for the Accreditation of Educator Preparation (CAEP), as successor to NCATE. In preparation for the 2019 CAEP review, the Department of Languages, Literatures, and Cultures submitted a request to ACTFL in 2016 for re-approval of its teacher education sequences, including French Teacher Education. ACTFL subsequently approved the sequences with conditions. Issues to be addressed by the sequences include disaggregation of outcome data by language and refinement of some rubrics used in the student learning outcomes assessment process.

The French Teacher Education plan of study is subject to annual review and approval by the State Educator Preparation and Licensure Board (SEPLB) of the Illinois State Board of Education (ISBE). The most recent review occurred in spring 2017. The French program was among the teacher preparation programs at Illinois State approved by SEPLB at that time. SEPLB accepted the French program report without asking for additional information or justification regarding the program.

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.

In addition to its first majors, the French program on average enrolls eight second majors and 40 minors each year. The minor requires 25 credit hours, including two second-year French courses and an advanced writing course.

All programs of the College of Arts and Sciences at Illinois State require foreign language study above and beyond the foreign language requirement for general admission to the University. While students applying for admission to the University must have completed two years of one foreign language or two years of fine arts, all students in the College of Arts and Sciences must have completed three years of the same foreign language in high school or must complete the second semester or higher of college-level foreign language with a passing grade or equivalent proficiency. Students who have completed one semester of college foreign language credit may satisfy this requirement by studying abroad in a non-English speaking country whose main language is the same as the one studied in college. The French program supports students in the College of Arts and Sciences in meeting this language requirement by offering its French 112: First-year French Part II for students seeking a B.S. degree and French 115: Second-year French Part I for students seeking a B.A. degree. The French program also sponsors study abroad opportunities in Quebec; Grenoble, France; and Angers, France (see below).

Students in the B.S. in International Business program of the College of Business and the Art History sequence of the B.A. in Art program of the College of Fine Arts also have foreign language requirements above and beyond those required for general admission to the University. International Business students are required to complete two language courses at least through the 116 level (second year) regardless of proficiency. Art History students are required to complete three semesters (12 credit hours) of French, German, Italian, or Spanish or demonstrate proficiency at the third semester level or higher.

Several courses taught by French faculty meet General Education requirements applicable to all undergraduate students at Illinois State. Completion of French 115: Second-year French Part I satisfies the Quantitative Reasoning requirement of the General Education program (for students pursuing a Bachelor of Arts degree), French 116: Second-year French Part II satisfies the Language in Humanities requirement, and French 314: Studies in Contemporary Francophone Culture or French 325: Selected Topics in Francophone Literature and Culture satisfies the AMALI/global studies requirement.

On March 14, 2017, IBHE authorized Illinois State to confer a B.A. in European Studies. The program is a collaboration of faculty across several units and colleges at the University, including faculty of the Department of Languages, Literatures, and Cultures. The program is scheduled to begin May 21, 2018. Students in the European Studies program will be required to achieve proficiency in a European language other than English equivalent to five semesters of university-level coursework. Language choices include French, German, Italian, and Spanish. Students must complete a four-course sequence of language courses at the 100 level and one language course at the 200 level. French courses that meet the 200-level requirement include French Phonetics, Written Communication in French, Advanced Grammar and Oral Proficiency, Contemporary France, Critical Readings in French, and French for Global Business. The European Studies program is projected to enroll 40 students once fully implemented.

The French program is also supporting students in the European Studies minor, which is new at Illinois State in fall 2017. The minor requires proficiency in a European language other than English equivalent to three semesters of university-level coursework. As with students in the major, students in the European Studies minor may choose to achieve proficiency in French, German, Italian, or Spanish.

The program supports efforts by the University to internationalize the curriculum and increase participation in study abroad.

Among the four goals set forth in *Educating Illinois*, the strategic plan for Illinois State University, is providing “rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.” One strategy articulated in the plan to further that goal is enhancing globalization of the campus and the curriculum by increasing study abroad opportunities, increasing the number of international students and visiting scholars on campus, increasing partnerships with institutions in other countries, enhancing university support for faculty and staff involved in international programs and partnerships, and increasing the number of English Language Institute participants who transition to academic programs of the University.

On average, approximately 500 students at Illinois State participate in the study abroad program each year. The University has committed to doubling that number within five years. Over the past two academic years, 58 Illinois State students have studied abroad in France. Study abroad opportunities sponsored by the French program include a semester- or year-long program at the Université Catholique de l’Ouest in Angers; a four-week summer intensive language program at Stendahl University in Grenoble; a language immersion program at Université Laval in Quebec City, Canada; and an immersive introduction to Africa through a summer program at the ISA Study Center in Meknes, Morocco.

The program is one of only four French degree programs at Illinois public universities and one of two downstate.

The *IBHE-Enrollments and Degrees Conferred* online database identifies seven Illinois public universities offering an undergraduate degree in French Literature and Culture (i.e., degree programs assigned CIP Code 16.0901) since 2007. Enrollment in those programs and the number of degrees conferred by them are provided in the tables below.



**Enrollment, Fall Census Day**  
**Bachelor's Level Academic Programs Assigned CIP Code 16.0901 (French Language and Literature)**  
**Illinois Public Universities, 2007-2016**

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Illinois State University	32	36	28	31	26	25	NA	20	12	13
Northeastern Illinois University	14	14	16	16	16	11	NA	5	3	
Northern Illinois University	29	27	36	37	33	28	NA	22	17	14
Southern Illinois University Carbondale	6	10	7	7	2	5	NA			
University of Illinois at Chicago	20	17	22	22	19	27	NA	19	18	13
University of Illinois at Urbana-Champaign	63	61	50	48	50	38	NA	19	17	16
Western Illinois University	10	3	5	12	8	4	NA	4	5	4
Total	174	168	164	173	154	138	NA	89	72	60

**Degrees Conferred by Fiscal Year**  
**Bachelor's Level Academic Programs Assigned CIP Code 16.0901 (French Language and Literature)**  
**Illinois Public Universities, 2007-2015**

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Illinois State University	2	2	6	8	13	5	6	6	4
Northeastern Illinois University	4	1	5	3	2	3	2	4	1
Northern Illinois University	3	11	6	7	7	4	8	7	8
Southern Illinois University Carbondale	2	0	4	3	4	1			1
University of Illinois at Chicago	8	11	6	6	6	12	12	7	8
University of Illinois at Urbana-Champaign	22	17	9	20	13	16	10	7	5
Western Illinois University	4	4	0	0	1	2	0	1	1
Total	45	46	36	47	46	43	38	32	28

**Table Notes**

Data are from *IBHE-Enrollments and Degrees Conferred* (Online Database), Illinois Board of Higher Education, searched 9-27-17. As of that date, IBHE had not yet added to the database either fall 2013 enrollment or counts of fiscal 2016 degrees conferred. The fiscal year for which degrees conferred are reported include summer term and the following fall and spring terms. Blank entries indicate that data were not reported by the institution for that year (blank entries should not necessarily be interpreted as zero counts).

In addition to these French degree programs, other public universities in the state offer French instruction through specializations within broader foreign languages degree programs. Examples include the B.A. in Foreign Languages at Eastern Illinois University and the B.A., B.S. in Foreign Language and Literature at Southern Illinois University Edwardsville.

Offering a broader foreign language degree with specializations or concentrations in multiple languages or offering a foreign language degree only in Spanish may soon be the predominant model for foreign language plans of study at Illinois public universities. Of the seven universities identified in the tables above, two have recently incorporated their French program into a broader foreign languages major and one has retained only a French minor.

In its fall 2015 efficiency and effectiveness report, Western Illinois University reported that its B.A. in French program had been incorporated into a B.A. in Foreign Languages and Cultures program. Students in that program select a primary language of study and a secondary language of study from among French, German, and Spanish.

From a review of undergraduate catalogs published by Southern Illinois University Carbondale, it appears that SIUC last offered its B.A. in French program in 2013-2014. Since then the French, German, and Spanish programs at the University appear to have been merged into a B.A. in Languages, Cultures, and International Studies program.

Northeastern Illinois University reported in its fall 2015 efficiency and effectiveness report that it had sunset and eliminated its B.A. in French program. From a review of the 2017-2018 Northeastern Illinois University catalog, it appears that the university has retained only a Minor in French. The only foreign language major now offered by NEIU is Spanish.

As a result of these trends and changes, only four public universities in the state are offering an undergraduate French degree in 2017-2018, two in northern Illinois (Northern Illinois University and the University of Illinois at Chicago) and two in central Illinois (Illinois State University and the University of Illinois at Urbana-Champaign). Although IBHE has not yet released counts of fiscal 2016 degrees conferred, it appears from data in the tables above that enrollment and degree counts for more than one of the four French programs may fall below IBHE-designated thresholds.

The program prepares teachers for work in elementary and secondary schools of the state.

The French Teacher Education sequence of the B.A. in French program at Illinois State contributes to K-12 education in Illinois by preparing students to teach French in Illinois high schools and middle schools. The French Teacher Education sequence is part of a larger teacher education unit at Illinois State University that prepares undergraduate students for initial licensure in Illinois through 28 teacher education programs across five colleges.

Illinois State University is one of nine public universities in the state authorized by the Illinois State Board of Education to offer a plan of study leading to initial teacher licensure with a Foreign Language-French endorsement. Of those nine, eight are known to be active as of fall 2017. The eight plans of study are offered as either a stand-alone degree, a sequence within a French major, or a specialization or endorsement within a broader foreign languages program.

#### **French Teacher Education Plans of Study At Illinois Public Universities, Fall 2017**

<b>University</b>	<b>Plan of Study</b>
Eastern Illinois University	B.A. in Foreign Languages with Teacher Licensure
Illinois State University	French Teacher Education sequence, B.A. in French
Northern Illinois University	Educator Licensure plan of study with the B.A. in French
Southern Illinois University Carbondale	French with K-12 Teacher Licensure specialization, B.A., B.S. in Languages, Cultures, and International Studies
Southern Illinois University Edwardsville	French with K-12 Teacher Licensure specialization, B.A., B.S. in Languages, Cultures, and International Studies
University of Illinois at Chicago	B.A. in the Teaching of French
University of Illinois at Urbana-Champaign	B.A. in the Teaching of French
Western Illinois University	B.A. in French Teacher Education

Sources: 2017-2018 undergraduate catalogs posted on each institution's website.

Note: The 2017-2018 undergraduate catalog published by Northeastern Illinois University references a teacher education program in Spanish but not one in French.

Although a sequence, the French Teacher Education plan of study at Illinois State University compares favorably to the three stand-alone French teacher education degree programs in the state with respect to enrollment and degrees conferred. In at least four of the six years between 2010 and 2015 enrollment in the French Teacher Education sequence at Illinois State exceeded enrollment in each of the three French language teacher education degree programs. Between fiscal 2010 and fiscal 2015, the French Teacher Education sequence at Illinois State graduated at

least 13 students for work in Illinois schools as French teachers, compared to 15 in the French language teacher education program at the University of Illinois at Urbana-Champaign.

#### **Enrollment, Fall Census Day**

#### **Bachelor's Level Academic Programs Assigned CIP Code 13.1325 (French Language Teacher Education) Illinois Public Universities, 20**

	2010	2011	2012	2013	2014	2015
University of Illinois at Chicago	6	8	2	NA	5	9
University of Illinois at Urbana-Champaign	4	2	8	NA	3	2
Western Illinois University					2	0
Total	10	10	10	NA	10	11
French Teacher Education sequence, B.A. in French, Illinois State University	20	15	15	12	6	5

#### **Degrees Conferred by Fiscal Year**

#### **Bachelor's Level Academic Programs Assigned CIP Code 13.1325 (French Language Teacher Education) Illinois Public Universities, 2010-2015**

	2010	2011	2012	2013	2014	2015	Total
University of Illinois at Chicago	6	0	1	2	0	0	9
University of Illinois at Urbana-Champaign	2	3	1	3	4	2	15
Western Illinois University						0	0
Total	8	3	2	5	4	2	24
French Teacher Education sequence, B.A. in French, Illinois State University	2	5	2	2	2	NA	13

#### **Table Notes**

Data for the three degree programs are from *IBHE-Enrollments and Degrees Conferred* (Online Database), Illinois Board of Higher Education, searched 10-18-17. As of that date, IBHE had not yet added to the database either fall 2013 enrollment or counts of fiscal 2016 degrees conferred. The fiscal year for which degrees are reported include summer term and the following fall and spring terms. Blank entries indicate that data were not reported by the institution for that year (blank entries should not be interpreted as zero counts). Data for the French Teacher Education sequence, B.A. in French, at Illinois State University are from reports published by the Office of Planning, Research, and Policy Analysis, Illinois State University.

Program faculty has revised the program curriculum to better reflect trends in French study and to better meet student needs.

In April 2017 the University Curriculum Committee at Illinois State approved a proposal by French program faculty to revise the French major. Goals of the revision were to align the program with the emerging emphases in the discipline on francophone and cultural studies, streamline the curriculum to facilitate graduation within four years, and foster sustainability of program delivery given the reduction in the number of tenure-line faculty members teaching in the program. To reflect the new curricular emphases, the program name will change from the B.A. in French to the B.A. in French and Francophone Studies effective May 21, 2018. It is hoped that these changes will help increase program enrollment.

## **TECHNOLOGY AND ENGINEERING EDUCATION, B.S.**

Department of Technology  
College of Applied Science and Technology

### **DATA**

The following data regarding this program are required to be reported by Illinois State University to the Illinois Board of Higher Education (IBHE) by November 30, 2017. Because both average enrollment and degrees conferred for this program are below thresholds established by IBHE, Illinois State is required to address this program in this Academic Program Efficiency and Effectiveness Report.

<b>Enrollment, Fall Census Day</b>	<b>Degrees Conferred, Fiscal Year</b>	<b>Expense per Degree</b>
2014: 16	2014: 8	See cost data at the end of this report
2015: 21	2015: 8	
2016: 33	2016: 2	
Three-year average: 23.3	Three-year average: 6.0	
<i>Threshold: 40</i>	<i>Threshold: 9</i>	

### **OUTCOME**

Illinois State University is required by IBHE to assign one of five outcomes regarding the future of academic programs with both average enrollment and degrees conferred below thresholds established by IBHE. The University is asked to provide rationale for assignment of that outcome. Illinois State University has assigned its B.S. in Technology and Engineering Education program the following outcome from among the six choices prescribed by IBHE.

#### **OUTCOME 4A: JUSTIFICATION – GOOD STANDING/REVIEW IN THREE YEARS**

The B.S. in Technology and Engineering Education program is scheduled to submit its next program review self-study report on the eight-year program review cycle in fall 2020. That report will be reviewed by the Academic Planning Committee in fall 2020 and spring 2021. The committee will report its findings and recommendations regarding the program to the Academic Senate in May 2021 and to the Board of Trustees of the University in July 2021. In its fall 2020 self-study report, faculty of the Technology and Engineering Education program will address trends in program enrollment and degrees relative to IBHE-established thresholds since 2016 and will describe any actions taken by the program relative to those metrics. Results of the program review will be submitted by the University to IBHE with its annual report of program review activities due to IBHE September 1, 2021. The University will report to IBHE regarding the status of the program in its Academic Program Efficiency and Effectiveness Report due to IBHE November 30, 2021.

### **RATIONALE**

Illinois State University cites the following reasons for selecting Outcome 4A. Each reason is discussed below.

- 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 program is in good standing with regard to program review, specialized accreditation, and state educator preparation standards.

The Technology and Engineering Education program was last reviewed through the program review process at Illinois State in 2012-2013. At that time the program was determined to be in good standing, meaning that the program met academic program standards set forth by IBHE in the Illinois Administrative Code.

The Technology and Engineering Education program was reviewed by the International Technology and Engineering Educators Association, Council on Technology and Engineering Teacher Education (ITEEA/CTETE), in connection with the 2012 accreditation review of the teacher education unit at Illinois State by the National Council for Accreditation of Teacher Education (NCATE). ITEEA/CTETE awarded the program national recognition with no conditions for a seven-year period (to 2019). The program will be reviewed next in connection with the 2019 review of the teacher education unit at Illinois State by the Council for the Accreditation of Educator Preparation (CAEP), as successor to NCATE.

The program is subject to annual review and approval by the State Educator Preparation and Licensure Board (SEPLB) of the Illinois State Board of Education. The most recent review occurred in spring 2017. The technology education program was among the teacher preparation programs at Illinois State University approved by SEPLB at that time. SEPLB accepted the technology education program report without asking for additional information or justification regarding the program.

The program is unique in its contributions to secondary education in Illinois.

The Technology and Engineering Education program at Illinois State contributes to secondary education throughout Illinois by preparing students to teach technology- and engineering-related courses in Illinois high schools. In teaching high school students, graduates of the Technology and Engineering Education program help prepare them for jobs requiring technology and engineering skills and for postsecondary education in technology, engineering, and allied fields. A list of Illinois high schools employing students graduating from the B.S. in Technology and Engineering Education program in fiscal 2014, 2015, 2016, or 2017 follows. This list includes high schools in central Illinois, the Chicago suburbs, and southwestern Illinois.

Barrington High School	Maine West High School (Des Plaines)
James B. Conant High School (Hoffman Estates)	Metea Valley High School (Aurora)
Delavan High School	Minooka Community High School
Dundee-Crown High School (Carpentersville)	Palatine High School
Hinsdale Central High School	Roanoke-Benson High School (Roanoke)
Hoffman Estates High School	Adlai E. Stevenson High School (Lincolnshire)
Huntley High School	Stillman Valley High School
Lyons Township High School (LaGrange/Western Springs)	Triad High School (Troy)
Maine East High School (Park Ridge)	West Aurora High School

The Technology and Engineering Education program at Illinois State is one of only two undergraduate programs in the state assigned CIP code 13.1309 (Technology Teacher Education/Industrial Arts Teacher Education) that has enrolled students in the last 10 years. The other program is the B.S.Ed. in Career and Technical Education at Chicago State University. Enrollment in the two programs and the number of degrees conferred by them are provided in the tables below.

**Fall Census Day Enrollment, 2007-2016****Bachelor's-Level Programs at Illinois Colleges and Universities****Assigned CIP Code 13.1309 (Technology Teacher Education/Industrial Arts Teacher Education)**

Institution	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Chicago State University	14	9	53	26	35	28	NA	20	15	9
Illinois State University	79	82	81	76	64	41	NA	16	21	33
Total	93	91	134	102	99	69	NA	36	36	42

**Degrees Conferred by Fiscal Year, 2007-2015****Bachelor's Level Academic Programs at Illinois Colleges and Universities****Assigned CIP Code 13.1309 (Technology Teacher Education/Industrial Arts Teacher Education)**

Institution	2007	2008	2009	2010	2011	2012	2013	2014	2015
Chicago State University	3	0	0	1	2	4	6	1	3
Illinois State University	23	16	24	18	14	22	11	8	8
Total	26	16	24	19	16	26	17	9	11

**Table Notes**

Data are from *IBHE-Enrollments and Degrees Conferred* (Online Database), Illinois Board of Higher Education, searched 10-4-17. As of that date, IBHE had not yet added to the database either fall 2013 enrollment or counts of fiscal 2016 degrees conferred. The fiscal year for which degrees conferred are reported include summer term and the following fall and spring terms.

**The Technology and Engineering Education program at Illinois State University will soon be the one and only technology teacher education degree program in the state**, as Chicago State University has decided to eliminate its program. According to *Annual Report on New, Consolidated, Closed, and Low Producing Programs at Illinois Public Universities* (IBHE, February 2017), the B.S.Ed. in Career and Technical Education at Chicago State is in phase-down status. Chicago State anticipates graduating the last students from the program in 2018-2019.

Two other Illinois public universities offer technology education plans of study as emphases or specializations within a broader teacher preparation program: Eastern Illinois University and Southern Illinois University Carbondale. Those plans of study are described below.

The B.S. in Career and Technical Education at Eastern Illinois University offers emphases in business education, family and consumer sciences education, and technology education. The program has been assigned CIP code 13.1319 (Technical Teacher Education) by IBHE. According to the *IBHE-Enrollment and Degrees Conferred* database, enrollment in the B.S. in Career and Technical Education program at Eastern Illinois University has declined from 134 in fall 2007 to 12 in fall 2016. EIU currently has one student majoring in technology education.

Southern Illinois University Carbondale offers a B.S. in Workforce Education and Development program. The program has been assigned CIP code 13.1320 (Trade and Industrial Teacher Education) by IBHE. Students in the program select one of two specializations: Career and Technical Education or Organizational Training and Development. The former is designed to prepare students for initial teacher licensure with an endorsement in family and consumer sciences, health careers, or technology education. According to the *IBHE-Enrollment and Degrees Conferred* database, enrollment in the B.S. in Workforce Education and Development program at Southern Illinois University Carbondale has declined from 859 in fall 2007 to 284 in fall 2016. SIUC has one student majoring in technology education and is not admitting students to that plan of study at this time.

Throughout the Midwest, the Technology and Engineering Education program at Illinois State has historically graduated more students than all but one other institution. From 2009 to 2017, the program conferred 97 degrees, compared to 163 conferred by the University of Wisconsin-Stout. During that same period Purdue University graduated 64 students, Northern Iowa University graduated 49, and the University of Wisconsin-Platteville graduated 43.

Enrollment trends in the program since 2009 reflect enrollment trends across other teacher preparation programs in the state.

The table below provides fall census day enrollments from 2009 through 2016 for the Technology and Engineering Education program at Illinois State, for all undergraduate programs (degree programs and sequences) at Illinois State leading to initial teacher licensure, and for all undergraduate education programs at Illinois public universities.

**Enrollment, Fall Census Day, 2009-2016**  
**Teacher Preparation Programs**

	2009	2010	2011	2012	2013	2014	2015	2016	% change, 2009-2016
Technology and Engineering Education, B.S., Illinois State University	81	76	64	41	21	16	21	33	(59.3)
Undergraduate teacher preparation programs at Illinois State University leading to initial teacher licensure	4,887	4,780	4,524	4,119	3,728	3,592	3,636	3,678	(24.7)
Undergraduate education programs at Illinois public universities*	14,376	13,968	1,2743	11,079	NA	8,435	8,217	7,656	(46.7)

\* Programs assigned CIP code 13.XXXX (Education); As of October 1, 2017, IBHE had not yet compiled enrollment data for fall 2013  
Sources: IBHE-Enrollments and Degrees Conferred Database; Office of Planning, Research, and Policy Analysis, Illinois State University

The trend in enrollment in the Technology and Engineering Education program at Illinois State between 2009 and 2016 mirrors the trend across all undergraduate-level teacher preparation programs at the University and across all public universities in the state. During this period, enrollment in all but two undergraduate-level teacher preparation programs at Illinois State declined (the two exceptions being early childhood education and dance teacher education). Among commonly cited reasons for this trend are adoption by the state of more stringent teacher preparation requirements, the fiscal condition of local and state governments, issues related to the teacher pension system in the state, and negative portrayal of public education and the teaching profession by the media.

The aggressive recruitment plan implemented by program faculty has reversed enrollment decline.

As of fall 2017 census day, 36 students were enrolled in the Technology and Engineering Education program at Illinois State. That represents a 125 percent increase compared to fall 2014 census day enrollment, which was the lowest in the last nine years. Fall 2017 is the third consecutive fall term in which program enrollment has grown.

The two faculty members teaching in the Technology and Engineering Education program continue to recruit students from high schools throughout Illinois and from high schools in contiguous states. Their major recruiting efforts are listed below.

- Implementation of a “1 in 4” recruiting initiative, through which high schools teachers are asked to identify one prospective student for the Technology and Engineering Education program at Illinois State every four years.

- Sponsorship of the Technology and Engineering Education Collegiate Association chapter at Illinois State, the largest such chapter in the United States.
- Sponsorship of two state-wide robotics competitions.
- Judging a robotics competition held in suburban Chicago.
- Presenting and serving as a vendor at Illinois Technology Education conferences.
- Presenting and serving as a vendor at International Technology and Engineering Educators Association conferences.
- Serving as a vendor at the Peoria Manufacturing Showcase for high school students.
- Working with local elementary, middle, and high school teachers.
- Hosting the largest one-day technology and engineering education contest for Illinois schools (now in its 18th year).
- Asking members of the student association to personally contact all students accepted into the major to encourage and support their transition into the program.
- Delivery by student teachers in the program of a presentation to prospective students about teaching as a career choice.

New recruitment initiatives for the coming years include starting a new “1 in 4” recruiting campaign with high school teachers throughout the state, increasing communication with engineering students at the University of Illinois and Northern Illinois University who no longer want to pursue careers in engineering and might instead consider technology and engineering education, and working more closely with SkillsUSA, a national association that serves middle school, high school, and college students who are preparing for careers in trade, technical, and skilled service occupations.



**CHEMISTRY EDUCATION, MASTER OF (M.C.E.)**  
**CHEMISTRY EDUCATION, MASTER OF SCIENCE IN (M.S.C.E.)**

Department of Chemistry  
College of Arts and Sciences

**DATA**

The following data regarding these programs are required to be reported by Illinois State University to the Illinois Board of Higher Education (IBHE) by November 30, 2017. Because both average enrollment and degrees conferred by the programs are below thresholds established by IBHE, Illinois State is required to address these programs in this Academic Program Efficiency and Effectiveness Report.

When deciding in 2009 whether to authorize Illinois State to confer M.C.E. and M.S.C.E. degrees, IBHE considered the two programs separately. However, information regarding the two programs is combined in this section of Academic Program Efficiency and Effectiveness Report because IBHE has assigned both programs the same CIP code (13.1323 Chemistry Teacher Education). The programs differ only slightly with respect to the students they are designed to serve and the plan of study those students complete. The M.S.C.E. program is designed to improve content and pedagogical knowledge of high school teachers of chemistry who already possess an undergraduate degree in chemistry. Students in the program complete 12 credit hours of chemistry content, 15 credit hours of chemistry education and science education, and a 6-credit hour capstone project. The M.C.E. program is designed to improve content and pedagogical knowledge of high school teachers of chemistry who do not possess an undergraduate degree in chemistry. Students in the program complete 9 credit hours of chemistry content, 18 credit hours of chemistry education and science education, and a 6 credit-hour capstone project.

Enrollment and degrees conferred data are presented in the tables below. As the tables illustrate, the metrics fall below IBHE-established thresholds even if metrics for the programs are combined.

**Enrollment, Fall Census Day**

<b>Program</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>Average</b>	<b>Threshold</b>
Chemistry Education, Master of (M.C.E.)	2	2	2	1.3	10
Chemistry Education, Master of Science in (M.S.C.E.)	5	9	6	5.7	10
Total	7	11	8	8.7	10

**Degrees Conferred, Fiscal Year**

<b>Program</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>Average</b>	<b>Threshold</b>
Chemistry Education, Master of (M.C.E.)	1	0	1	0.7	5
Chemistry Education, Master of Science in (M.S.C.E.)	0	0	2	0.7	5
Total	1	0	3	1.3	5

**Expense per Degree**

See cost data at the end of this report

## **OUTCOME**

Illinois State University is required by IBHE to assign one of five outcomes regarding the future of academic programs with both average enrollment and degrees conferred below thresholds established by IBHE. The University is asked to provide rationale for assignment of that outcome. Illinois State University has assigned its Master of Chemistry Education (M.C.E.) and Master of Science in Chemistry Education (M.S.C.E.) program the following outcome from among the six choices prescribed by IBHE.

### **OUTCOME 4A: JUSTIFICATION – GOOD STANDING/REVIEW IN TWO YEARS**

The M.C.E. and M.S.C.E. programs are scheduled to submit their first program review self-study reports on the eight-year program review cycle in fall 2019. Those reports will be reviewed by the Academic Planning Committee in fall 2019 and spring 2020. The committee will report its findings and recommendations regarding the programs to the Academic Senate in May 2020 and to the Board of Trustees of the University in July 2020. In the self-study report, faculty of the programs will address trends in program enrollment and degrees conferred since 2016 and will describe any actions taken by faculty relative to those metrics. Results of the program review will be submitted by the University to IBHE with its annual report of program review activities due to IBHE September 1, 2020. The University will report to IBHE regarding the status of the programs in its Academic Program Efficiency and Effectiveness Report due to IBHE November 30, 2020.

## **RATIONALE**

Illinois State University cites the following reasons for selecting Outcome 4A. Each reason is discussed below.

- 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 program provides professional development opportunities responsive to the needs of high school chemistry teachers in Illinois.

Illinois State University prides itself on preparing highly-qualified elementary and secondary school teachers for work throughout Illinois and other states. Illinois State offers more than 25 academic programs leading to initial teacher licensure, including numerous specialized programs designed to prepare students to teach in Illinois high schools. Building on those specialized undergraduate teacher education programs, Illinois State also offers a dozen master's level plans of study designed to help practicing teachers further develop the knowledge and skills needed to better prepare their students. Chemistry teacher education is one of those master's level disciplines.

The M.C.E. and M.S.C.E. programs began in summer 2010, jointly enrolling 21 students whose interest in obtaining a master's degree in chemistry education in part had led to development of the two programs by the Department of Chemistry. By spring 2012, almost all of those students had graduated from one of the two programs. Since then, the number of students enrolling in either of the two programs each fall has been approximately half the 2010 count and, on average, below the IBHE-established enrollment threshold. The same is the case with respect to the number of degrees conferred.

While fall census day enrollment in the two programs has declined since that fall 2010 peak, the number of students enrolling in chemistry education courses that are part of the M.C.E./M.S.C.E. curriculum has steadily increased. Most high school teachers enrolling in the courses are doing so for reasons related to professional development and

career advancement; most have decided not to seek a chemistry education master's degree. Course enrollments since fall 2014 are presented in the table below.

**Enrollment, Master's Level Chemistry Education Courses  
Illinois State University, Fall 2014 - Fall 2017**

	CHE 380	CHE 401	CHE 401/402
Fall 2014	11	17	6
Spring 2015		20	15
Summer 2015	14	39	25
Fall 2015		24	19
Spring 2016		33	24
Summer 2016	12	43	45
Fall 2016		21	23
Spring 2017	15	42	22
Summer 2017	28	44	43
Fall 2017	12	35	23

**CHE 380: Topics in Contemporary Chemistry;** topics vary by course section; possible course topics include magnetic resonance, polymer chemistry, computation of molecular properties, biological catalysts, x-ray diffractometry, homogenous catalysis, and atmospheric chemistry.

**CHE 401: Advanced Chemistry Demonstration;** topics vary by course section; possible course topics include gas properties, laws, and reactions; chemistry reactions, stoichiometry, and the molecule; kinetics, equilibrium, and acids and bases; atomic and molecular structure; and redox, electrochemistry, and solutions.

**CHE 402: Teaching Chemistry in the Laboratory**

Students seeking the M.C.E. or M.S.C.E. degree are able to complete either program online, without having to come to the Normal campus. The Department of Chemistry has worked toward offering both programs online for the convenience of practicing teachers throughout Illinois. Spring and summer term enrollments for both degree-seeking and non-degree seeking students has consistently been higher than fall term enrollments; many students taking courses in the program have indicated that is difficult for them to enroll in fall term courses due to the higher number of co-curricular obligations at their school during the fall term.

A survey of students enrolling in spring 2017 courses revealed that 45 percent of students were from Illinois while 29 percent worked in the eastern United States. High school teachers enrolling in the courses in spring 2017 reported teaching introductory, honors, advanced, or Advanced Placement chemistry courses. Some teachers enrolling in the courses did so to obtain credentials that will allow them to continue teaching dual-credit (high school/college) courses and Advanced Placement courses. Most students enrolling in spring 2017 courses were not interested in obtaining a chemistry education masters' degree from Illinois State or any other university but chose to take the chemistry education courses offered by Illinois State in case the students later decide to complete the degree program.

Program faculty members also support students enrolled in the chemistry teacher education sequence in the undergraduate chemistry program.

The M.C.E. and M.S.C.E. programs were developed based on decades of experience by the Department of Chemistry preparing undergraduate chemistry students for initial teacher licensure in Illinois with a science-chemistry endorsement. Fall census day enrollment in the chemistry teacher education sequence of the B.S. in Chemistry program averaged 27 students from 2014 through 2017. The coordinator of the M.C.E. and M.S.C.E. programs also coordinates the undergraduate chemistry teacher education sequence. The faculty members who provide instructional support for students in the M.C.E. and M.S.C.E. programs also provide instructional support for students in the undergraduate chemistry teacher education sequence.

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.

The M.C.E./M.S.C.E. program is one of only three master's level chemistry teacher education programs in Illinois that has enrolled students since 2008 and one of only two such programs at Illinois public universities. The University of Illinois at Urbana-Champaign offers a M.S. in the Teaching of Chemistry program, while, in 2016, Relay Graduate School of Education, based in New York, began offering a master's level chemistry teacher education program through its Chicago branch campus. Of the three programs, the M.C.E./M.S.C.E. program at Illinois State is the only one designed to be completed online. The M.S. in the Teaching of Chemistry offered by the University of Illinois at Urbana-Champaign is not among the programs UIUC offers either online or at an off-campus location. Relay Graduate School of Education advertises that 40 percent of its M.A. in Teaching program can be completed online. Enrollment in the three programs and the number of degrees conferred by them are provided in the tables below.

**Fall Census Day Enrollment, 2007-2016**  
**Master's Level Programs at Illinois Public Universities**  
**Assigned CIP Code 13.1323 (Chemistry Teacher Education)**

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>Public Universities</b>										
Illinois State University				21	5	1	NA	7	11	8
University of Illinois at Urbana-Champaign	4	2	3	2	0	2	NA	3	2	1
<b>Independent Not-For-Profit Institutions</b>										
DePaul University	9	0	0	0	0	0	NA	0	0	0
<b>Out-of-State Institutions</b>										
Relay Graduate School of Education										13
<b>Total</b>	<b>13</b>	<b>2</b>	<b>3</b>	<b>23</b>	<b>5</b>	<b>3</b>	<b>NA</b>	<b>10</b>	<b>13</b>	<b>22</b>

**Fiscal Year Degrees Conferred, 2007-2015**  
**Master's Level Programs at Illinois Public Universities**  
**Assigned CIP Code 13.1323 (Chemistry Teacher Education)**

	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Public Universities</b>									
Illinois State University						23	1	1	0
University of Illinois at Urbana-Champaign	4	4	2	0	3	0	1	1	2
<b>Independent Not-For-Profit Institutions</b>									
DePaul University	1	6	0	0					
<b>Out-of-State Institutions</b>									
Relay Graduate School of Education									
<b>Total</b>	<b>5</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>23</b>	<b>2</b>	<b>2</b>	<b>2</b>

Source: Illinois Board of Higher Education, *IBHE-Enrollments and Degrees Conferred* Database, Searched September 12, 2017

Note: Blank cells indicate unreported data; enrollment data for fall 2013 were not collected by IBHE

The M.S. in the Teaching of Chemistry program at UIUC enrolled an average of two students in fall 2014, 2015, and 2016. In its fall 2015 efficiency and effectiveness report to IBHE, UIUC identified the program as having enrollment below the threshold established by IBHE and further indicated that the program was under review as a result. In its fall 2016 efficiency and effectiveness report, UIUC reported that it planned to continue offering its M.S. in the

Teaching of Chemistry program because the “Program curricula utilizes existing coursework from the disciplinary unit and other existing teacher preparation coursework.”

Recruitment efforts undertaken by recently-hired chemistry education faculty have already led to increased enrollment.

The decline in M.C.E./M.S.C.E. enrollment from the 2010 peak of 21 students occurred during a period in which there were no tenure track faculty members in the Department of Chemistry associated with chemistry education. This lack of faculty greatly hampered the ability of the department to offer courses to students in the program and to recruit new students.

A tenure track faculty member specializing in chemistry education joined the department in fall 2016 and has assumed responsibility for coordinating both the chemistry teacher education sequence on the undergraduate level and the M.C.E./M.S.C.E. program. The coordinator has since developed marketing and recruitment materials for the M.C.E./ M.S.C.E. program, including a three-year plan of study for practicing teachers. The coordinator continues to outreach to students enrolled in chemistry education courses who may not be aware that the Department of Chemistry offers the M.C.E. and M.S.C.E. degrees. One simple but effective approach has been to include information about the degree programs in online materials for each course. The coordinator also plans to alert prospective students to the program by working with national chemistry teacher organizations.

In just one year, these marketing and recruitment efforts have helped boost combined enrollment in the M.C.E. and M.S.C.E. programs to 27 students, the highest in program history. If average enrollment for this 2017 efficiency and effectiveness report were based on fall 2015, 2016, and 2017 census day enrollments, the average for the M.C.E./M.S.C.E. program (15.3) would exceed the IBHE-established threshold by approximately 50 percent.

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

School of Theatre and Dance  
College of Fine Arts

### **DATA**

The following data regarding this program are required to be reported by Illinois State University to the Illinois Board of Higher Education (IBHE) by November 30, 2017. Because both average enrollment and degrees conferred for this program are below thresholds established by IBHE, Illinois State is required to address this program in this fall 2017 Academic Program Efficiency and Effectiveness Report.

<b>Enrollment, Fall Census Day</b>	<b>Degrees Conferred, Fiscal Year</b>	<b>Expense per Degree</b>
2014: 3	2014: 4	See cost data at the end of this report
2015: 7	2015: 2	
2016: 10	2016: 3	
Three-year average: 6.7	Three-year average: 3.0	
Threshold: 10	Threshold: 5	

### **OUTCOME**

The M.A., M.S. in Theatre Studies program was identified by Illinois State University in its June 2015 efficiency and effectiveness report to IBHE as having average enrollments and degrees conferred below thresholds established by IBHE. The program was identified in that report as the M.A., M.S. in Theatre. The program name was changed to Theatre Studies effective May 22, 2017, to better reflect the program curriculum.

In that June 2015 efficiency and effectiveness report and again in its fall 2016 report, Illinois State indicated that it would defer selection of an outcome category for the program until two reviews of the program had been completed. One review was conducted by the National Association of Schools of Theatre (NAST) in response to a request from the School of Theatre and Dance for reaccreditation of the school and its theatre programs. The other review was the regular program review conducted on the eight-year program review cycle observed by the University. Based on results of those two reviews, Illinois State has assigned its M.A., M.S. in Theatre Studies program the following outcome from among the six choices prescribed by IBHE.

### **OUTCOME 4B: STRONG INSTITUTIONAL JUSTIFICATION AND NO FURTHER REVIEW**

### **RATIONALE**

Illinois State University cites the following reasons for selecting Outcome 4B for its Theatre Studies program. Each reason is discussed below.

- 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.

The program is in good standing with respect to specialized accreditation and program review.

Review of the M.A., M.S. in Theatre Studies program was conducted in 2015-2016 by the National Association of Schools of Theatre (NAST) in connection with its reaccreditation review of the School of Theatre and Dance at Illinois State. Program faculty compiled the reaccreditation request during the 2014-2015 academic year, and an accreditation team visited the University on October 29-30, 2015 to meet faculty, students, and staff. In March 2016 the NAST Commission on Accreditation granted reaccreditation of the school, including the M.A., M.S. in Theatre Studies program, for 10 years (through 2025-2026). In reaccrediting the School of Theatre and Dance, the commission determined that the school and its programs meet or exceed national standards for postsecondary education in theatre and dance. NAST evaluators described the written thesis examples from the M.A., M.S. in Theatre Studies program as “articulate and comprehensive” and students in the program as “enthusiastic, attentive, well-prepared and eager to participate in classes.” In their observations, the evaluators described the Theatre Studies program as having a “relaxed yet disciplined environment for learning,” with students who are “very supportive of the program and very positive regarding their experiences.” Evaluators further remarked,

“Student progress through the course of the two years is closely monitored to insure continued progress towards degree and the development of the necessary core competencies appropriate for a Masters level program. The program is deliberately broad-based and flexible. Once the students have chosen a path of study, they are closely mentored. The visiting team saw evidence of a firm understanding of the material. There is a rigorous review process in place that evaluates each student each semester to ensure continued growth.”

In 2016-2017 all academic programs of the School of Theatre and Dance, including the M.A., M.S. in Theatre Studies, were reviewed through the program review process at Illinois State. All of the programs, including Theatre Studies, were determined to be in Good Standing by the Academic Planning Committee, the shared governance committee at Illinois State responsible for program review. That determination was confirmed by the Board of Trustees of Illinois State University through its approval in July 2017 of *Academic Plan 2017-2022*, which includes 2016-2017 program review outcomes. The status of Good Standing reflects adherence by the program to academic program standards set forth by IBHE in the Illinois Administrative Code. In making its determination, the Academic Planning Committee concluded that strong institutional justification exists to retain the program as it is currently structured and that no further review of the program is necessary at this time. The committee cited the program for its niche among graduate-level theatre programs in the state as a rigorous research-oriented program designed to support students seeking direct entry into the profession in addition to students aspiring to subsequently complete the terminal degree in the discipline. The committee noted that the School of Theatre and Dance maintains enrollment in the Theatre Studies program at levels necessary to ensure program quality and that those levels are comparable to or higher than enrollments in comparator programs.

Programs of the School of Theatre and Dance share resources, including faculty and courses.

The M.A., M.S. in Theatre Studies is one of two graduate-level theatre programs offered by the School of Theatre and Dance at Illinois State. The Theatre Studies program shares courses, faculty, and facilities with its companion program, the Master of Fine Arts (M.F.A.) in Theatre.

Only two graduate-level courses taught in the School of Theatre and Dance exclusively enroll M.A., M.S. in Theatre Studies students: research methods (3 credit hours) and a one-credit professional seminar that meets each semester. Thus, only seven of the 36 credit hours required to graduate from the Theatre Studies program are earned through courses enrolling only Theatre Studies students. All other graduate-level courses in the School of Theatre and Dance enroll students pursuing either the M.A./M.S. degree or the M.F.A. degree. The faculty in the Theatre Studies program teach courses that are required for the M.F.A. program as well.

Faculty teaching in the two graduate theatre programs also teach required courses in the undergraduate theatre program. The B.A., B.S. in Theatre program at Illinois State is the largest undergraduate theatre program among public universities in Illinois with respect to enrollment and degrees conferred. The program enrolled 254 first or second majors in fall 2016 and conferred 72 degrees in fiscal 2016.

Some courses offered by the School of Theatre and Dance meet general education requirements applicable to all undergraduate students at the University. Graduate assistants in the Theatre Studies program regularly teach breakout sections for one of those courses. At optimal enrollment in the Theatre Studies program, the six students serving as graduate assistants help instruct 180 students enrolled in the course each semester. In their final year in the Theatre Studies program, the graduate assistants may teach their own general education courses if they have established a successful record of teaching and have an interest area that fits an established general education course. In recent years, for example, Theatre Studies graduate assistants have helped diversify the undergraduate theatre program curriculum by creating courses in Latin American theatre.

The program is one of two M.A., M.S. in theatre or theatre studies programs at public universities in the state.

A search of the *IBHE-Enrollments and Degrees Conferred* database for master's level programs assigned CIP code 50.0501 retrieves enrollments in such programs at five public universities in the state. A search of the *IBHE Institution Profiles* database for theatre programs at those five institutions retrieves the programs listed in the table below.

**Academic Programs at Illinois Public Universities  
Assigned CIP Code 50.0501 (Drama and Dramatics/Theatre Arts, General)  
Fall 2017**

Institution	Program(s)
Illinois State University	M.A., M.S. in Theatre Studies M.F.A. in Theatre
Northern Illinois University	M.F.A. in Theatre Arts
Southern Illinois University Carbondale	M.F.A. in Theatre
University of Illinois at Urbana-Champaign	M.A. and M.F.A. in Theatre
Western Illinois University	M.F.A. in Theatre

Sources: *IBHE-Enrollments and Degrees Conferred* database, Illinois Board of Higher Education, <http://www.ibhe.org/EnrollmentsDegrees/Search.aspx>, searched October 23, 2017. *Institution Profiles* database, Illinois Board of Higher Education, <http://ibheprofiles.ibhe.org/>, searched October 23, 2017.

All five universities offer a M.F.A. in theatre, which is the terminal degree in theatre performance and production. However, only two of the five universities offer a M.A. or M.S. program: Illinois State University and the University of Illinois at Urbana-Champaign. A M.A. or M.S. in theatre or theatre studies program has a research-oriented curriculum that focuses on theatre history, literature, and criticism rather than on performance and production.

While the M.A., M.S. in Theatre Studies program at Illinois State is similar to the M.A. in Theatre program at UIUC with respect to content, the program at Illinois State differs in two principal ways. First, faculty members of the Theatre Studies program at Illinois State can focus exclusively on master's students, because, unlike UIUC, Illinois State does not also offer a Ph.D. in theatre program. Second, students in the Theatre Studies program at Illinois State are required to complete a comprehensive examination or thesis, while students in the M.A. in Theatre program at UIUC have the option to complete a capstone portfolio project or a thesis. The Theatre Studies faculty at Illinois State has retained a rigorous thesis/comprehensive examination requirement to prepare students intending to seek a Ph.D. in the discipline for dissertation work required at that level.

The program shares a CIP code with the M.F.A. in Theatre program; combined metrics of the programs exceed IBHE-designated thresholds.

IBHE has assigned the M.A., M.S. in Theatre Studies program and the M.F.A. in Theatre program at Illinois State the same CIP code due to similarities in program content: 50.0501 (Drama and Dramatics/Theatre Arts, General). IBHE has done the same for master's-level theatre programs at the University of Illinois at Urbana-Champaign and Northwestern University. Thus, each of the three universities combines metrics of their respective M.A., M.S., and M.F.A. programs when reporting to the Integrated Postsecondary Education Data System maintained by the National Center for Education Statistics and when reporting to IBHE.



If, for purposes of compiling this efficiency and effectiveness report, IBHE requested data by CIP code rather than by academic program, CIP code 50.0501 and its constituent M.A., M.S. in Theatre Studies and M.F.A. in Theatre programs at Illinois State would not be cited in this report. As illustrated below, average combined enrollments and degrees conferred are more than double the IBHE-designated thresholds.

**Enrollment, Fall Census Day, 2014-2016**  
**Graduate-Level Theatre Programs, Illinois State University**

Program	2014	2015	2016	Average	Threshold
Theatre Studies, M.A., M.S.	3	7	10	6.7	10
Theatre, M.F.A.	24	19	15	19.3	10
Total	27	26	25	26.0	10

**Degrees Conferred, Fiscal Year, 2014-2016**  
**Graduate-Level Theatre Programs, Illinois State University**

Program	2014	2015	2016	Average	Threshold
Theatre Studies, M.A., M.S.	4	2	3	3.0	5
Theatre, M.F.A.	5	8	10	7.7	5
Total	9	10	13	10.7	5

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.

The M.A., M.S. in Theatre Studies program and the M.F.A. in Theatre program are designed to serve student populations having significantly different academic and professional goals. Reflecting those differences are differences between the two programs with respect to curriculum and graduation requirements. For these reasons, the University does not consider consolidation of the two programs an appropriate outcome from among the five outcome categories prescribed by IBHE.

The M.A., M.S. in Theatre Studies is a 36-credit hour program designed primarily to meet the needs of two populations of students: 1) those who intend to pursue a terminal degree in theatre (M.F.A., Ph.D., or D.F.A.) and need a rigorous master's degree program to prepare and qualify them for that experience, and 2) those who want to work professionally in theatre after graduation but are not yet certain which specialization within the discipline best fits their interests. The program serves both populations by providing a breadth of coursework in history, theory, and criticism and by allowing students to customize their course of study in consultation with a faculty advisory committee. Completion of the thesis or comprehensive examination required by the Theatre Studies program prepares students for the rigors of M.F.A., Ph.D., and D.F.A. programs.

The experiences of program graduates demonstrate the successes the Theatre Studies program has had meeting the needs of its students. Recent graduates have completed or are completing Ph.D. studies at the University of Pittsburgh, the University of Maryland, Northwestern University, the University of British Columbia, the University of Illinois at Urbana-Champaign, the University of Missouri, or Bowling Green State University. Graduates of the Theatre Studies program at Illinois State currently hold tenure track or tenured positions in theatre programs across the United States, including programs at Williams College, Albright College, Bowling Green State University, Radford University, The Naval Academy, Bradley University, and Texas Tech, and in other countries, including Thailand, Indonesia, and Romania. Theatre Studies graduates not choosing careers in education work in professional theatre or other arts-related sectors, including freelance dramaturgy or resident dramaturgy, directing, designing, and development for non-profit arts organizations.

The M.F.A. in Theatre program requires 60 credit hours and is considered the appropriate terminal degree for persons in performance or production aspects of theatre. Students are accepted into one of two concentrations: directing or design. Students in the design concentration select from among three focus areas: costume design, lighting design, or scenic design. A professional portfolio that includes examples of the student's work, reviews, evaluations, and other artifacts provides the major objective basis for awarding the degree and is required in lieu of a thesis. Students in the M.F.A. program complete a supervised experience in college teaching and, upon graduation, are qualified to teach at the post-secondary level. Success of the program is evidenced by the numerous graduates serving on theatre faculties of universities across the country and by contributions graduates make to professional theatre companies, most notably renowned companies in Chicago such as Steppenwolf Theatre, Goodman Theatre, and the Chicago Shakespeare Theatre.

## **APPENDIX A**

### **METRICS AND EXCLUSIONS**

**Academic Performance Efficiency and Effectiveness Report  
Illinois State University  
Fall 2017**

Data used to identify academic programs at Illinois State University with both average enrollment and average degrees conferred below IBHE-designated thresholds are presented in **Table 1** that follows.

Table 1 does not include data for every academic program offered by Illinois State University as of July 1, 2017, because IBHE exempts certain academic programs from consideration. Academic programs at Illinois State University exempted from this 2017 analysis are listed in **Table 2** that follows. The list includes programs in one of two categories.

- Academic programs identified by the University in prior Academic Program Efficiency and Effectiveness reports but subsequently determined by the University to be justified and requiring no further action.
- Academic programs too new to have had 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: 8 years from initial enrollment

For master's-level programs: 5 years from initial enrollment

For doctoral-level programs: 8 years from initial enrollment

**METRICS, ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT, ILLINOIS STATE UNIVERSITY, FALL 2017**

	Academic Program	Level	ENROLLMENT					DEGREES CONFERRED					Either Met?	Exclude?	Reason	Outcome	
			2014	2015	2016	AVE	Threshold	Met?	2014	2015	2016	AVE					Threshold
	Accountancy, B.S.	Bachelor's	568	639	688	631.7	40	Yes	122	106	168	132.0	9	Yes	No	NA	NA
	Accountancy, Integrated B.S./M.P.A.	Bachelor's	222	189	113	174.7	40	Yes	35	30	21	28.7	9	Yes	No	NA	NA
	Agriculture, B.S.	Bachelor's	549	585	611	581.7	40	Yes	84	142	184	136.7	9	Yes	No	NA	NA
	Anthropology, B.A., B.S.	Bachelor's	51	54	53	52.7	40	Yes	13	17	20	16.7	9	Yes	No	NA	NA
	Art, B.A., B.S.	Bachelor's	281	281	291	284.3	40	Yes	77	73	56	68.7	9	Yes	No	NA	NA
	Art, B.F.A.	Bachelor's	12	15	12	13.0	40	No	6	4	6	5.333	9	No	Yes	Reported in fall 2016	4.B
	Arts Technology, B.A., B.S.	Bachelor's	63	73	89	75.0	40	Yes	13	21	29	21.0	9	Yes	No	NA	NA
	Athletic Training, B.S.	Bachelor's	138	174	196	169.3	40	Yes	27	23	30	26.7	9	Yes	No	NA	NA
	Biochemistry, B.S.	Bachelor's	42	62	79	61.0	40	Yes	0	0	3	1.0	9	No	Yes	New program	NA
	Biological Sciences Teacher Education, B.S.	Bachelor's	0	4	50	18.0	40	No	0	0	0	0.0	9	No	Yes	New program	NA
	Biological Sciences, B.S.	Bachelor's	534	551	589	558.0	40	Yes	124	141	111	125.3	9	Yes	No	NA	NA
	Business Administration, B.S.	Bachelor's	792	887	901	860.0	40	Yes	83	96	105	94.7	9	Yes	No	NA	NA
	Business Education, B.A., B.S., B.S.Ed.	Bachelor's	26	28	18	24.0	40	No	5	8	7	6.7	9	No	No	NA	NA
	Business Information Systems, B.S.	Bachelor's	68	79	63	70.0	40	Yes	11	15	29	18.3	9	Yes	No	NA	NA
	Chemistry, B.S.	Bachelor's	120	130	115	121.7	40	Yes	21	25	17	21.0	9	Yes	No	NA	NA
	Communication Sciences and Disorders, B.S.	Bachelor's	218	211	225	218.0	40	Yes	85	66	58	69.7	9	Yes	No	NA	NA
	Communication Studies, B.A., B.S.	Bachelor's	235	256	302	264.3	40	Yes	92	71	86	83.0	9	Yes	No	NA	NA
	Computer Science, B.S.	Bachelor's	246	290	295	277.0	40	Yes	34	30	28	30.7	9	Yes	No	NA	NA
	Construction Management, B.S.	Bachelor's	156	171	166	164.3	40	Yes	36	37	45	39.3	9	Yes	Yes	New program	NA
	Criminal Justice Sciences, B.S.	Bachelor's	470	480	479	476.3	40	Yes	155	149	170	158.0	9	Yes	No	NA	NA
	Cybersecurity, B.S.	Bachelor's	0	0	0	0.0	40	No	0	0	0	0.0	9	No	Yes	New program	NA
	Early Childhood Education, B.S., B.S.Ed.	Bachelor's	242	278	321	280.3	40	Yes	34	60	62	52.0	9	Yes	No	NA	NA
	Economics, B.A., B.S.	Bachelor's	109	100	78	95.7	40	Yes	30	41	49	40.0	9	Yes	No	NA	NA
	Elementary Education, B.S., B.S.Ed.	Bachelor's	959	1036	1020	1005.0	40	Yes	213	234	247	231.3	9	Yes	No	NA	NA
	Engineering Technology, B.S.	Bachelor's	53	96	118	89.0	40	Yes	1	4	11	5.3	9	No	Yes	New program	NA
	English, B.A.	Bachelor's	457	420	423	433.3	40	Yes	161	132	121	138.0	9	Yes	No	NA	NA
	Environmental Health, B.S.	Bachelor's	101	83	88	90.7	40	Yes	28	30	35	31.0	9	Yes	No	NA	NA
	Exercise Science, B.S.	Bachelor's	197	218	252	222.3	40	Yes	68	67	49	61.3	9	Yes	No	NA	NA
	Family and Consumer Sciences, B.A., B.S.	Bachelor's	538	607	161	435.3	40	Yes	173	154	180	169.0	9	Yes	No	NA	NA
	Fashion Design and Merchandising, B.A., B.S.	Bachelor's	0	0	93	31.0	40	No	0	0	0	0.0	9	No	Yes	New program	NA
	Finance, B.S.	Bachelor's	452	481	512	481.7	40	Yes	120	166	163	149.7	9	Yes	No	NA	NA
	Food, Nutrition, and Dietetics, B.A., B.S.	Bachelor's	0	0	168	56.0	40	Yes	0	0	0	0.0	9	No	Yes	New program	NA
	French, B.A.	Bachelor's	20	12	13	15.0	40	No	6	4	2	4.0	9	No	No	NA	NA
	Geography, B.A., B.S.	Bachelor's	80	58	58	65.3	40	Yes	20	21	23	21.3	9	Yes	No	NA	NA
	Geology, B.S.	Bachelor's	74	85	84	81.0	40	Yes	25	14	16	18.3	9	Yes	No	NA	NA
	German, B.A.	Bachelor's	11	13	10	11.3	40	No	3	2	2	2.3	9	No	Yes	Reported in fall 2016	4.B
	Graphics Communications, B.S.	Bachelor's	63	62	58	61.0	40	Yes	8	17	23	16.0	9	Yes	Yes	New program	NA
	Health Information Management, B.S.	Bachelor's	108	103	112	107.7	40	Yes	28	29	30	29.0	9	Yes	No	NA	NA
	Health Promotion and Education, B.S., B.S.Ed.	Bachelor's	123	111	89	107.7	40	Yes	35	34	47	38.7	9	Yes	No	NA	NA
	History, B.A., B.S.	Bachelor's	362	377	393	377.3	40	Yes	112	99	84	98.3	9	Yes	No	NA	NA
Human Development and Family Science, B.A., B.S.	Bachelor's	0	0	130	43.3	40	Yes	0	0	0	0.0	9	No	Yes	New program	NA	
	Industrial Technology, B.S.	Bachelor's	114	98	83	98.3	40	Yes	56	47	33	45.3	9	Yes	No	NA	NA
	Information Systems, B.S.	Bachelor's	260	284	315	286.3	40	Yes	65	65	60	63.3	9	Yes	No	NA	NA

**METRICS, ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT, ILLINOIS STATE UNIVERSITY, FALL 2017**

	Academic Program	Level	ENROLLMENT					DEGREES CONFERRED					Either Met?	Exclude?	Reason	Outcome	
			2014	2015	2016	AVE	Threshold	Met?	2014	2015	2016	AVE					Threshold
	Interdisciplinary Studies, B.A., B.S.	Bachelor's	10	6	10	8.7	40	No	40	33	46	39.7	9	Yes	Yes	Reported in fall 2016	4.B
		Bachelor's	0	0	79	26.3	40	No	0	0	0	0.0	9	No	Yes	New program	NA
	International Business, B.A., B.S.	Bachelor's	129	123	137	129.7	40	Yes	22	21	21	21.3	9	Yes	Yes	NA	NA
	Journalism, B.A., B.S.	Bachelor's	161	158	161	160.0	40	Yes	63	42	43	49.3	9	Yes	Yes	NA	NA
	Legal Studies, B.A., B.S.	Bachelor's	13	18	32	21.0	40	No	0	3	1	1.3	9	No	Yes	New program	NA
	Management, B.S.	Bachelor's	413	458	494	455.0	40	Yes	125	148	140	137.7	9	Yes	No	NA	NA
	Marketing, B.S.	Bachelor's	720	780	831	777.0	40	Yes	198	191	196	195.0	9	Yes	No	NA	NA
	Mass Media, B.A., B.S.	Bachelor's	241	255	225	240.3	40	Yes	49	60	76	61.7	9	Yes	No	NA	NA
	Mathematics, B.A., B.S.	Bachelor's	369	351	352	357.3	40	Yes	71	61	59	63.7	9	Yes	No	NA	NA
	Medical Laboratory Science, B.S.	Bachelor's	112	95	112	106.3	40	Yes	35	28	28	30.3	9	Yes	No	NA	NA
	Middle Level Teacher Education, B.S., B.S.Ed.	Bachelor's	189	201	202	197.3	40	Yes	55	54	47	52.0	9	Yes	No	NA	NA
	Molecular and Cellular Biology, B.S.	Bachelor's	93	125	120	112.7	40	Yes	3	9	27	13.0	9	Yes	Yes	New program	NA
	Music (Liberal Arts), B.A., B.S.	Bachelor's	50	53	42	48.3	40	Yes	15	11	14	13.3	9	Yes	No	NA	NA
	Music Education, Bachelor of (B.M.E.)	Bachelor's	169	155	160	161.3	40	Yes	29	28	32	29.7	9	Yes	No	NA	NA
	Music Performance, Bachelor of (B.M.)	Bachelor's	95	102	107	101.3	40	Yes	12	20	15	15.7	9	Yes	No	NA	NA
	Network and Telecommunications Management, B.S.	Bachelor's	63	61	54	59.3	40	Yes	19	23	10	17.3	9	Yes	No	NA	NA
	Nursing, Bachelor of Science in (B.S.N.)	Bachelor's	577	625	626	609.3	40	Yes	167	187	177	177.0	9	Yes	No	NA	NA
	Philosophy, B.A.	Bachelor's	44	41	38	41.0	40	Yes	13	16	18	15.7	9	Yes	No	NA	NA
	Physical Education, B.S., B.S.Ed.	Bachelor's	206	185	214	201.7	40	Yes	65	56	44	55.0	9	Yes	No	NA	NA
	Physics, B.S.	Bachelor's	105	100	105	103.3	40	Yes	17	17	18	17.3	9	Yes	No	NA	NA
	Political Science, B.A., B.S.	Bachelor's	252	255	251	252.7	40	Yes	98	83	96	92.3	9	Yes	No	NA	NA
	Psychology, B.A., B.S.	Bachelor's	507	472	510	496.3	40	Yes	168	144	121	144.3	9	Yes	No	NA	NA
	Public Relations, B.A., B.S.	Bachelor's	263	239	215	239.0	40	Yes	95	87	79	87.0	9	Yes	No	NA	NA
	Recreation and Park Administration, B.S.	Bachelor's	277	306	307	296.7	40	Yes	94	103	86	94.3	9	Yes	No	NA	NA
	Renewable Energy, B.S.	Bachelor's	83	70	60	71.0	40	Yes	21	27	24	24.0	9	Yes	No	NA	NA
	Risk Management and Insurance, B.S.	Bachelor's	65	81	86	77.3	40	Yes	27	25	29	27.0	9	Yes	No	NA	NA
	Safety, B.S.	Bachelor's	59	67	73	66.3	40	Yes	16	22	10	16.0	9	Yes	No	NA	NA
	Social Work, Bachelor of (B.S.W.)	Bachelor's	174	204	225	201.0	40	Yes	48	43	51	47.3	9	Yes	No	NA	NA
	Sociology, B.A., B.S.	Bachelor's	324	282	304	303.3	40	Yes	80	107	103	96.7	9	Yes	No	NA	NA
	Spanish, B.A.	Bachelor's	96	92	86	91.3	40	Yes	34	29	28	30.3	9	Yes	No	NA	NA
	Special Education, B.S.Ed.	Bachelor's	844	841	796	827.0	40	Yes	162	171	166	166.3	9	Yes	No	NA	NA
	Technology and Engineering Education, B.S.	Bachelor's	16	21	33	23.3	40	No	8	8	2	6.0	9	No	No	NA	NA
	Theatre, B.A., B.S.	Bachelor's	283	260	244	262.3	40	Yes	75	58	72	68.3	9	Yes	No	NA	NA
	University Studies, B.A., B.S.	Bachelor's	50	44	25	39.7	40	No	102	117	95	104.7	9	Yes	No	NA	NA
	Accountancy, Integrated B.S./M.P.A.	Master's	31	21	59	37.0	10	Yes	35	30	21	28.7	5	Yes	No	NA	NA
	Accountancy, M.S.	Master's	36	32	30	32.7	10	Yes	23	23	24	23.3	5	Yes	No	NA	NA
	Agriculture, M.S.	Master's	18	18	19	18.3	10	Yes	6	4	3	4.3	5	No	No	NA	NA
	Anthropology, M.A., M.S.	Master's	0	17	24	13.7	10	Yes	0	0	3	1.0	5	No	Yes	New program	NA
	Applied Economics, M.A., M.S.	Master's	40	33	36	36.3	10	Yes	19	12	16	15.7	5	Yes	No	NA	NA
	Art, M.A., M.S.	Master's	11	13	16	13.3	10	Yes	3	1	2	2.0	5	No	Yes	Reported in fall 2016	4.B
	Art, M.F.A.	Master's	17	19	18	18.0	10	Yes	4	5	4	4.3	5	No	Yes	NA	NA
	Arts Technology, M.S.	Master's	15	15	16	15.3	10	Yes	3	8	7	6.0	5	Yes	No	NA	NA
	Biological Sciences, M.S.	Master's	38	38	40	38.7	10	Yes	7	8	17	10.7	5	Yes	No	NA	NA

**METRICS, ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT, ILLINOIS STATE UNIVERSITY, FALL 2017**

	Academic Program	Level	ENROLLMENT					DEGREES CONFERRED					Either Met?	Exclude?	Reason	Outcome	
			2014	2015	2016	AVE	Threshold	Met?	2014	2015	2016	AVE					Threshold
	Business Administration, Master of (M.B.A.)	Master's	111	114	103	109.3	10	Yes	43	72	53	56.0	5	Yes	No	NA	NA
	Chemistry Education, Master of (M.C.E.)	Master's	2	2	2	2.0	10	No	1	0	1	0.7	5	No	No	NA	NA
	Chemistry Education, Master of Science in (M.S.C.E.)	Master's	5	9	6	6.7	10	No	0	0	2	0.7	5	No	No	NA	NA
	Chemistry, M.S.	Master's	26	23	26	25.0	10	Yes	7	11	14	10.7	5	Yes	Yes	No	NA
	Clinical-Counseling Psychology, M.A., M.S.	Master's	27	28	23	26.0	10	Yes	10	10	10	10.0	5	Yes	No	NA	NA
	College Student Personnel Administration, M.S.	Master's	52	50	41	47.7	10	Yes	18	24	26	22.7	5	Yes	No	NA	NA
	Communication, M.A., M.S.	Master's	78	77	81	78.7	10	Yes	30	36	29	31.7	5	Yes	No	NA	NA
	Criminal Justice Sciences, M.S.	Master's	26	24	28	26.0	10	Yes	6	9	15	10.0	5	Yes	No	NA	NA
	Educational Administration, M.S., M.S.Ed.	Master's	14	28	38	26.7	10	Yes	16	0	7	7.7	5	Yes	No	NA	NA
	English, M.A., M.S.	Master's	27	28	22	25.7	10	Yes	17	11	10	12.7	5	Yes	No	NA	NA
	Family and Consumer Sciences, M.A., M.S.	Master's	38	42	40	40.0	10	Yes	22	18	22	20.7	5	Yes	No	NA	NA
	History, M.A., M.S.	Master's	43	35	26	34.7	10	Yes	12	13	15	13.3	5	Yes	No	NA	NA
	Hydrogeology, M.S.	Master's	17	19	18	18.0	10	Yes	7	6	9	7.3	5	Yes	No	NA	NA
	Information Systems, M.S.	Master's	108	93	78	93.0	10	Yes	26	29	42	32.3	5	Yes	No	NA	NA
	Instructional Technology and Design, M.S.	Master's	0	0	0	0.0	10	No	0	0	0	0.0	5	No	Yes	Reported in fall 2016	1
	Kinesiology and Recreation, M.S.	Master's	105	118	118	113.7	10	Yes	64	42	51	52.3	5	Yes	No	NA	NA
	Languages, Literatures, and Cultures, M.A.	Master's	21	20	21	20.7	10	Yes	12	10	10	10.7	5	Yes	No	NA	NA
	Mathematics, M.S.	Master's	71	72	65	69.3	10	Yes	37	27	32	32.0	5	Yes	No	NA	NA
	Music Education, Master of (M.M.Ed.)	Master's	9	10	7	8.7	10	No	8	7	4	6.3	5	Yes	Yes	Reported in fall 2016	4,B
	Music, Master of (M.M.)	Master's	58	66	61	61.7	10	Yes	27	20	24	23.7	5	Yes	No	NA	NA
	Nursing, Master of Science in (M.S.N.)	Master's	74	86	86	82.0	10	Yes	23	22	30	25.0	5	Yes	No	NA	NA
	Political Science, M.A., M.S.	Master's	24	26	25	25.0	10	Yes	20	11	13	14.7	5	Yes	No	NA	NA
	Psychology, M.A., M.S.	Master's	46	50	39	45.0	10	Yes	11	13	10	11.3	5	Yes	No	NA	NA
	Reading, M.S.Ed.	Master's	49	65	35	49.7	10	Yes	13	16	13	14.0	5	Yes	No	NA	NA
	Social Work, Master of (M.S.W.)	Master's	72	83	73	76.0	10	Yes	23	20	32	25.0	5	Yes	No	NA	NA
	Sociology, M.A., M.S.	Master's	20	17	19	18.7	10	Yes	5	5	9	6.3	5	Yes	No	NA	NA
	Special Education, M.S., M.S.Ed.	Master's	43	39	55	45.7	10	Yes	15	16	15	15.3	5	Yes	No	NA	NA
	Speech-Language Pathology, M.A., M.S.	Master's	73	78	74	75.0	10	Yes	37	33	37	35.7	5	Yes	No	NA	NA
	Teaching and Learning, M.S.	Master's	70	71	71	70.7	10	Yes	31	24	38	31.0	5	Yes	No	NA	NA
	Technology, M.S.	Master's	82	73	78	77.7	10	Yes	27	36	45	36.0	5	Yes	No	NA	NA
	Theatre Studies, M.A., M.S.	Master's	3	7	10	6.7	10	No	4	2	3	3	5	No	No	NA	NA
	Theatre, M.F.A.	Master's	24	19	15	19.3	10	Yes	5	8	10	7.7	5	Yes	No	NA	NA
	Audiology, Doctor of (Au.D.)	Doctoral	27	32	30	29.7	10	Yes	7	5	9	7.0	2	Yes	No	NA	NA
	Biological Sciences, Ph.D.	Doctoral	22	19	19	20.0	10	Yes	5	5	3	4.3	2	Yes	No	NA	NA
	Educational Administration, Ed.D., Ph.D.	Doctoral	114	130	181	141.7	10	Yes	8	33	17	19.3	2	Yes	No	NA	NA
English Studies, Ph.D.	Doctoral	78	74	71	74.3	10	Yes	15	11	12	12.7	2	Yes	No	NA	NA	
Mathematics Education, Ph.D.	Doctoral	17	14	15	15.3	10	Yes	5	2	3	3.3	2	Yes	No	NA	NA	
Nursing Practice, Doctor of (D.N.P.)	Doctoral	5	16	10	10.3	10	Yes	0	0	2	0.7	2	No	Yes	New program	NA	
Nursing, Ph.D.	Doctoral	21	22	22	21.7	10	Yes	5	1	2	2.7	2	Yes	No	NA	NA	
School Psychology, Ph.D.	Doctoral	33	24	22	26.3	10	Yes	6	6	7	6.3	2	Yes	No	NA	NA	
Special Education, Ed.D.	Doctoral	25	27	41	31.0	10	Yes	4	0	5	3.0	2	Yes	No	NA	NA	
Teaching and Learning, Ed.D.	Doctoral	35	58	35	42.7	10	Yes	6	7	6	6.3	2	Yes	No	NA	NA	

# ACADEMIC PROGRAMS EXCLUDED FROM FALL 2017 EFFICIENCY AND EFFECTIVENESS REPORT, ILLINOIS STATE UNIVERSITY

ACADEMIC PROGRAM	LEVEL	REASON FOR EXCLUSION FROM FALL 2017 REPORT
Anthropology, M.A., M.S.	Master's	NEW PROGRAM This program was approved by the IBHE board on February 5, 2013. Initial enrollment in the program occurred in fall 2014. Therefore, as of fall 2017, five years had not yet passed since initial enrollment.
Art, B.F.A.	Bachelor's	REPORTED IN FALL 2016 IBHE Outcome 4B: Strong Institutional Justification and No Further Action
Art, M.A., M.S.	Master's	REPORTED IN FALL 2016 IBHE Outcome 4B: Strong Institutional Justification and No Further Action
Biochemistry, B.S.	Bachelor's	NEW PROGRAM This program was approved by the IBHE Board on September 25, 2012. Initial enrollment in the program occurred in summer 2013. Therefore, as of fall 2017, eight years had not yet passed since initial enrollment.
Biological Sciences Teacher Education, B.S.	Bachelor's	NEW PROGRAM This program was approved by IBHE staff effective November 19, 2014. Initial enrollment in the program occurred in fall 2015. Therefore, as of fall 2017, eight years had not yet passed since initial enrollment.
Construction Management, B.S.	Bachelor's	NEW PROGRAM This program was approved by IBHE staff effective February 11, 2010. Initial enrollment in the program occurred in summer 2010. Therefore, as of fall 2017, eight years had not yet passed since initial enrollment.
Cybersecurity, B.S.	Bachelor's	NEW PROGRAM This program was approved by IBHE staff effective December 19, 2016. Initial enrollment is scheduled to occur in summer 2017 or fall 2017.
Engineering Technology, B.S.	Bachelor's	NEW PROGRAM This program was approved by the IBHE board on December 4, 2012. Initial enrollment in the program occurred in summer 2013. Therefore, as of fall 2017, eight years had not yet passed since initial enrollment.
Fashion Design and Merchandising, B.A., B.S.	Bachelor's	NEW PROGRAM This program was approved by IBHE staff effective September 23, 2015. Initial enrollment in the program occurred in summer or fall 2016. Therefore, as of fall 2017, eight years had not yet passed since initial enrollment.
Food, Nutrition, and Dietetics, B.A., B.S.	Bachelor's	NEW PROGRAM This program was approved by IBHE staff effective September 23, 2015. Initial enrollment in the program occurred in summer or fall 2016. Therefore, as of fall 2017, eight years had not yet passed since initial enrollment.
German, B.A.	Bachelor's	REPORTED IN FALL 2016 IBHE Outcome 4B: Strong Institutional Justification and No Further Action
Graphic Communications, B.S.	Bachelor's	NEW PROGRAM This program was approved by IBHE staff effective February 11, 2010. Initial enrollment in the program occurred in fall 2010. Therefore, as of fall 2017, eight years had not yet passed since initial enrollment.
Human Development and Family Science, B.S., B.S.	Bachelor's	NEW PROGRAM This program was approved by IBHE staff effective September 23, 2015. Initial enrollment in the program occurred in summer of fall 2016. Therefore, as of fall 2017, eight years had not yet passed since initial enrollment.
Instructional Technology and Design, M.S.	Master's	REPORTED IN FALL 2016 IBHE Outcome 1: Sunset A proposal to disestablish this program is under review at this time.
Interdisciplinary Studies, B.A., B.S.	Bachelor's	REPORTED IN FALL 2016 IBHE Outcome 4B: Strong Institutional Justification and No Further Action
Interior Design, B.A., B.S.	Bachelor's	NEW PROGRAM This program was approved by IBHE staff effective September 23, 2015. Initial enrollment in the program occurred in summer or fall 2016. Therefore, as of fall 2017, eight years had not yet passed since initial enrollment.
Legal Studies, B.A., B.S.	Bachelor's	NEW PROGRAM This program was approved by the IBHE Board on December 4, 2012. Initial enrollment in the program occurred in fall 2014. Therefore, as of fall 2017, eight years had not yet passed since initial enrollment.

**ACADEMIC PROGRAMS EXCLUDED FROM FALL 2017 EFFICIENCY AND EFFECTIVENESS REPORT, ILLINOIS STATE UNIVERSITY**

ACADEMIC PROGRAM	LEVEL	REASON FOR EXCLUSION FROM FALL 2017 REPORT
Molecular and Cellular Biology, B.S.	Bachelor's	NEW PROGRAM This program was approved by the IBHE Board on February 5, 2013. Initial enrollment in the program occurred in fall 2013. Therefore, as of fall 2017, eight years had not yet passed since initial enrollment.
Music Education, Master of (M.M.Ed.)	Master's	REPORTED IN FALL 2016 IBHE Outcome 4B: Strong Institutional Justification and No Further Action
Nursing Practice, Doctor of (D.N.P.)	Doctoral	NEW PROGRAM This program was approved by the IBHE Board on April 2, 2013. Initial enrollment in the program occurred in summer 2013. Therefore, as of fall 2017, eight years had not yet passed since initial enrollment.



**APPENDIX B**

EXPENSE PER DEGREE

**ESTIMATED EXPENSE PER DEGREE  
BUSINESS EDUCATION, B.A., B.S., B.S.ED.**

Estimated expense per degree for the B.A., B.S., B.S.Ed. in Business Education program at Illinois State University, for all undergraduate programs at Illinois State University, and for undergraduate educator preparation programs at four-year institutions nationwide are provided in the table below. See the notes that follow the table for details regarding the expense calculations.

Illinois State is the only public university in Illinois that offers an undergraduate business education major. Therefore, there are no comparator data to present.

**ESTIMATED EXPENSE PER DEGREE**

**B.A., B.S., B.S.Ed. in Business Education Program and All Undergraduate Programs at Illinois State University**

Fiscal 2013 - Fiscal 2015

	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	\$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			

Estimated expense per degree for the B.A., B.S., B.S.Ed. in Business Education program at Illinois State University is reasonable and appropriate. Estimated expense per degree increased 5.4 percent from Fiscal 2013 to Fiscal 2014 but then decreased 1.0 percent from Fiscal 2014 to Fiscal 2015. Estimated expense per degree for the program relative to the average across all undergraduate programs at Illinois State did not appreciably change during this period. Relative to the estimated average expense per degree for teacher preparation programs at public four-year institutions nationwide, estimated expense per degree for the program at Illinois State was significantly lower from Fiscal 2013 through Fiscal 2015.

## NOTES

Expense per degree conferred by Illinois State University has been calculated using the catalog cost method.

Expense per degree figures have been rounded to the nearest 100.

Expense per degree estimates have been calculated using cost per credit hour data cited by the Illinois Board of Higher Education in the following reports: *2012-13 Academic Discipline Unit Cost Study/2012-13 Comparative Cost Study, Illinois Public Universities*, IBHE, December 2014; *2013-14 Academic Discipline Unit Cost Study/2013-14 Comparative Cost Study, Illinois Public Universities*, IBHE, February 2016; *2014-15 Academic Discipline Unit Cost Study/2014-15 Comparative Cost Study, Illinois Public Universities*, IBHE, June 2016. Those are the most recent cost data reports published by IBHE as of November 2017.

Discipline-specific costs used in these expense per degree calculations are based on cost per credit hour data reported in the above-cited reports for Discipline 10: Teacher Education. Discipline 10 costs at Illinois State University are aggregates of costs associated with programs as the University assigned CIP codes in the 13.10, 13.12, and 13.13 series. Accordingly, Discipline 10 costs more accurately reflect costs across all undergraduate teacher education programs at Illinois State rather than costs associated just with the business teacher education program.

The average estimated expense per degree across all undergraduate programs at Illinois State University is based on 120 credit hours.

Expense per degree has been calculated as follows:

- a) General Education credit hours required by the University X average cost per credit hour across all lower division courses
- b) (60 – General Education credit hours required by the University) X lower division cost per credit hour for the discipline
- c) (Total credit hours required by the program – 60) X upper division cost per credit hour for the discipline

Total estimated expense per degree = a + b + c

The national average range of expense per degree has been extrapolated from information published in *How Much Does It Cost Institutions to Produce STEM Degrees?*, Data Brief, September 2013, Center for STEM Education and Innovation at American Institutes for Research and Delta Cost Project at American Institutes for Research. The data brief includes a chart of average estimated expenses associated with delivering academic programs at public four-year institutions in 2009 in each of 28 disciplines. Estimated expenses were calculated using the full attribution cost method. According to the data brief, the average estimated expense across all 28 disciplines was \$60,301 in 2009. The national average range cited in the table above has been extrapolated from a table in the publication. Figures cited in the range extrapolated from the table have been adjusted to account for inflation using the *CIP Inflation Calculator*, Bureau of Labor Statistics, United States Department of Labor, online at [https://www.bls.gov/data/inflation\\_calculator.htm](https://www.bls.gov/data/inflation_calculator.htm).

For more information regarding methods used to calculate expense per degree, including the catalog cost method and the full attribution cost method, see *Estimating Expense per Degree* at the end of this appendix.

**ESTIMATED EXPENSE PER DEGREE  
FRENCH, B.A.**

Estimated expense per degree for the B.A. in French program at Illinois State University, for all undergraduate programs at Illinois State University, for comparator programs at other Illinois public universities, and for undergraduate foreign language programs at four-year public institutions nationwide are provided in the tables below. See notes that follow the tables for details regarding the expense calculations.

**ESTIMATED EXPENSE PER DEGREE**

**B.A. in French Program and All Undergraduate Programs at Illinois State University**

Fiscal 2013 - Fiscal 2015

	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	\$38,900	\$39,100	\$40,300	\$39,400	0.5%	3.1%
French : All	0.95	0.98	1.04	0.99		

**ESTIMATED EXPENSE PER DEGREE**

**B.A. in French Program and Comparable Programs at Other Universities**

Fiscal 2013 – Fiscal 2015

		FY2013	FY2014	FY2015	Three-year average	Percent Change	
						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

Estimated expense per degree for the B.A. in French program at Illinois State University is reasonable and appropriate. Average estimated expense per degree for the program from Fiscal 2013 through Fiscal 2015 was nearly the same as the three-year average across all undergraduate programs at Illinois State. The three-year average for the program was 3 percent higher than the three-year average across comparator programs. Estimated expense per degree for the B.A. in French program at Illinois State was significantly lower than the national average across undergraduate programs in foreign languages, literatures, and linguistics at public four-year institutions from Fiscal 2013 through Fiscal 2015.

## NOTES

Expense per degree conferred by Illinois State University and by other public universities in the state has been calculated using the catalog cost method.

Expense per degree figures have been rounded to the nearest 100.

Expense per degree estimates have been calculated using cost per credit hour data published by the Illinois Board of Higher Education in the following reports: *2012-13 Academic Discipline Unit Cost Study/2012-13 Comparative Cost Study, Illinois Public Universities*, IBHE, December 2014; *2013-14 Academic Discipline Unit Cost Study/2013-14 Comparative Cost Study, Illinois Public Universities*, IBHE, February 2016; *2014-15 Academic Discipline Unit Cost Study/2014-15 Comparative Cost Study, Illinois Public Universities*, IBHE, June 2016. Those are the most recent cost data reports published by IBHE as of November 2017.

Discipline-specific costs used in these calculations are based on cost per credit hour data reported in the above-cited reports for Discipline 14: Foreign Languages. Those costs more accurately reflect costs across all undergraduate foreign language programs rather than costs associated just with French language programs.

The average expense per degree across all undergraduate programs at Illinois State University is based on 120 credit hours.

Universities listed as having comparable programs are public universities in Illinois with an undergraduate program assigned CIP code 16.0901 (French Language and Literature).

Expense per degree for a particular university for a particular year has been calculated as follows:

- a) General Education credit hours required by the university X average cost per credit hour across all lower division courses
- b) (60 – General Education credit hours) X lower division cost per credit hour for the discipline
- c) (Total credit hours required by the program – 60) X upper division cost per credit hour for the discipline

Total estimated expense per degree = a + b + c

University catalogs were consulted for information regarding the required number of General Education credit hours and the minimum number of credit hours required to graduate from a program at a university.

The national average range of estimated expense per degree has been extrapolated from information published in *How Much Does It Cost Institutions to Produce STEM Degrees?*, Data Brief, September 2013, Center for STEM Education and Innovation at American Institutes for Research and Delta Cost Project at American Institutes for Research. The data brief includes a chart of average estimated expenses associated with delivering academic programs at public four-year institutions in 2009 in each of 28 disciplines. Estimated expenses were calculated using the full attribution cost method. According to the data brief, the average estimated expense across all 28 disciplines was \$60,301 in 2009. The national average range cited in the table above has been extrapolated from a table in the publication. Figures cited in the range extrapolated from the table have been adjusted to account for inflation using the *CIP Inflation Calculator*, Bureau of Labor Statistics, United States Department of Labor, online at [https://www.bls.gov/data/inflation\\_calculator.htm](https://www.bls.gov/data/inflation_calculator.htm).

Key to abbreviations for other Illinois universities:

NEIU: Northeastern Illinois University (Chicago)  
NIU: Northern Illinois University (DeKalb)  
SIUC: Southern Illinois University, Carbondale  
UIC: University of Illinois at Chicago  
UIUC: University of Illinois at Urbana-Champaign  
WIU: Western Illinois University (Macomb)

For more information regarding methods used to calculate expense per degree, including the catalog cost method and the full attribution cost method, see *Estimating Expense per Degree* at the end of this appendix.

**ESTIMATED EXPENSE PER DEGREE  
TECHNOLOGY AND ENGINEERING EDUCATION, B.S.**

Estimated expense per degree for the B.S. in Technology and Engineering Education program at Illinois State University, for all undergraduate programs at Illinois State University, for comparator programs at other Illinois public universities, and for undergraduate educator preparation programs at four-year institutions nationwide are provided in the table below. See the notes that follow the table for details regarding the expense calculations.

**ESTIMATED EXPENSE PER DEGREE**

**B.S. in Technology and Engineering Education Program and All Undergraduate Programs at Illinois State University**

Fiscal 2013 - Fiscal 2015

	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	\$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		

**ESTIMATED EXPENSE PER DEGREE**

**B.S. in Technology and Engineering Education Program and Comparable Programs at Other Universities**

Fiscal 2013 – Fiscal 2015

		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			

Estimated expense per degree for the B.S. in Technology and Engineering Education program at Illinois State University is reasonable and appropriate. Estimated expense per degree for the program increased 5.4 percent from Fiscal 2013 to Fiscal 2014 but then decreased 1.0 percent from Fiscal 2014 to Fiscal 2015. From Fiscal 2013 to Fiscal 2015, estimated expense per degree for the program remained at or below 60 percent of estimated expense per degree for the single comparator program in the state. Estimated expense per degree for the program also remained well below national average expense per degree for education programs at public four-year institutions from Fiscal 2013 through Fiscal 2015.

## NOTES

Expense per degree conferred by Illinois State University and by other public universities has been calculated using the catalog cost method.

Expense per degree figures have been rounded to the nearest 100.

Expense per degree estimates have been calculated using cost per credit hour data published by the Illinois Board of Higher Education in the following reports: *2012-13 Academic Discipline Unit Cost Study/2012-13 Comparative Cost Study, Illinois Public Universities*, IBHE, December 2014; *2013-14 Academic Discipline Unit Cost Study/2013-14 Comparative Cost Study, Illinois Public Universities*, IBHE, February 2016; *2014-15 Academic Discipline Unit Cost Study/2014-15 Comparative Cost Study, Illinois Public Universities*, IBHE, June 2016. Those are the most recent cost data reports published by IBHE as of November 2017.

Discipline-specific costs used in these calculations are based on cost per credit hour data reported in the above-cited reports for Discipline 10: Teacher Education. Those costs more accurately reflect costs across all undergraduate teacher education programs rather than costs associated just with business teacher education programs.

The average expense per degree across all undergraduate programs at Illinois State University is based on 120 credit hours.

Universities listed as having comparable programs are public universities in Illinois with an undergraduate program assigned CIP code 13.1309 (Technology Teacher Education/Industrial Arts Teacher Education).

Expense per degree has been calculated as follows:

- a) General Education credit hours required by the University X average cost per credit hour across all lower division courses
- b) (60 – General Education credit hours) X lower division cost per credit hour for the discipline
- c) (Total credit hours required by the program – 60) X upper division cost per credit hour for the discipline

Total estimated expense per degree = a + b + c

University catalogs were consulted for information regarding the required number of General Education credit hours and the minimum number of credit hours required to graduate from a program at a university.

The national average range of estimated expense per degree has been extrapolated from information published in *How Much Does It Cost Institutions to Produce STEM Degrees?*, Data Brief, September 2013, Center for STEM Education and Innovation at American Institutes for Research and Delta Cost Project at American Institutes for Research. The data brief includes a chart of average estimated expenses associated with delivering academic programs at public four-year institutions in 2009 in each of 28 disciplines. Estimated expenses were calculated using the full attribution cost method. According to the data brief, the average estimated expense across all 28 disciplines was \$60,301 in 2009. The national average range cited in the table above has been extrapolated from a table in the publication. Figures cited in the range extrapolated from the table have been adjusted to account for inflation using the *CIP Inflation Calculator*, Bureau of Labor Statistics, United States Department of Labor, online at [https://www.bls.gov/data/inflation\\_calculator.htm](https://www.bls.gov/data/inflation_calculator.htm).

Key to abbreviations for other Illinois universities:  
CSU: Chicago State University

For more information regarding methods used to calculate expense per degree, including the catalog cost method and the full attribution cost method, see *Estimating Expense per Degree* at the end of this appendix.

**ESTIMATED EXPENSE PER DEGREE  
CHEMISTRY EDUCATION, MASTER OF (M.C.E.)  
CHEMISTRY EDUCATION, MASTER OF SCIENCE IN (M.S.C.E.)**

Estimated expense per degree for the two master's level chemistry education programs at Illinois State University, for all master's level programs at Illinois State University, and for comparator programs at other Illinois public universities are provided in the tables below. The two programs are the Master of Chemistry Education (M.C.E.) and the Master of Science in Chemistry Education (M.S.C.E.). Because the two programs have been assigned the same CIP code by the Illinois Board of Higher Education, expense data for the two programs are combined in the tables. See the notes that follow the tables for details regarding the expense calculations.

While this report elsewhere cites national average expense per degree by discipline for undergraduate programs, comparable information on the graduate level is not known to be available. Therefore, national benchmarking data are not provided below.

**ESTIMATED EXPENSE PER DEGREE**

**Master of Chemistry Education/Master of Science in Chemistry Education Program  
and All Master's Programs at Illinois State University**

Fiscal 2013 - Fiscal 2015

	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	\$20,800	\$21,900	\$21,400	\$21,400	5.3%	(2.3%)
Chemistry Education : All	0.84	1.01	1.05	0.97		

**ESTIMATED EXPENSE PER DEGREE**

**Master of Chemistry Education/Master of Science in Chemistry Education Program  
and Comparable Programs at Other Universities**

Fiscal 2013 – Fiscal 2015

		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		

Estimated expense per degree for the Master of Chemistry Education (M.C.E.)/Master of Science in Chemistry Education (M.S.C.E.) program at Illinois State University is reasonable and appropriate. The three-year average expense per degree for the program was nearly equal to the three-year average across all master's level programs at Illinois State. The three-year average expense per degree for the program was nearly equal to the three-year average expense per degree for the single comparator program.

Notable in the estimates is the greater volatility in estimated expense per degree for the chemistry education program at Illinois State compared to the average across all master's level programs at the University. That greater volatility is mirrored by changes in estimated expense per degree for the comparator program. The greater volatility may be explained at least in part by the lower enrollments in master's level educator preparation programs relative to undergraduate and doctoral educator preparation programs and to graduate programs in other disciplines. Estimates of expense per degree in the master's level educator preparation programs may, therefore, be more sensitive to small changes in enrollment counts and faculty composition.



## NOTES

Expense per degree conferred by Illinois State University and by other public universities has been calculated using the catalog cost method.

Expense per degree figures have been rounded to the nearest 100.

Expense per degree estimates have been calculated using cost per credit hour data published by the Illinois Board of Higher Education in the following reports: *2012-13 Academic Discipline Unit Cost Study/2012-13 Comparative Cost Study, Illinois Public Universities*, IBHE, December 2014; *2013-14 Academic Discipline Unit Cost Study/2013-14 Comparative Cost Study, Illinois Public Universities*, IBHE, February 2016; *2014-15 Academic Discipline Unit Cost Study/2014-15 Comparative Cost Study, Illinois Public Universities*, IBHE, June 2016. Those are the most recent cost data reports published by IBHE as of November 2017.

Discipline-specific costs used in these calculations are based on cost per credit hour data reported in the above-cited reports for Discipline 10: Teacher Education. Those costs more accurately reflect costs across all master's level teacher education programs rather than costs associated just with chemistry teacher education programs.

Expense per degree has been calculated as follows:

Minimum credit hours required for graduation X average cost per credit hour for Graduate I programs.

"Graduate I" is a category in IBHE cost data reports and refers to master's level programs.

The average expense per degree across all master's programs at Illinois State University is based on 35 credit hours, which is the average number of credit hours required by master's programs at Illinois State if four programs are excluded from that calculation: M.F.A. in Art, M.F.A. in Theatre, Master of Social Work, and M.S. in Speech-Language Pathology. The M.F.A. in Art program requires 60 credit hours and is the terminal degree for visual artists. The M.F.A. in Theatre program both requires 60 credit hours and is the terminal degree for performing artists. The Master of Social Work program requires 57 or 60 credit hours depending on the sequence in which the student is enrolled. The curriculum includes courses that may be waived if the student has advanced standing at the time of program admission (i.e., the student has completed social work courses in an undergraduate social work program). The M.S. in Speech-Language Pathology requires 57, 59, or 63 credit hours depending on the option selected by the student, including 18 credit hours of practicum experience. The degree is required for certification to practice in the field.

Universities listed as having comparable programs are public universities in Illinois with a master's level program assigned CIP code 13.1323 (Chemistry Teacher Education).

University catalogs were consulted for information regarding the minimum number of credit hours required to graduate from a program at a university.

Key to abbreviations for other Illinois universities:

UIUC: University of Illinois at Urbana-Champaign

For more information regarding methods used to calculate expense per degree, including the catalog cost method, see *Estimating Expense per Degree* at the end of this appendix.

## ESTIMATED EXPENSE PER DEGREE THEATRE STUDIES, M.A., M.S.

Estimated expense per degree for the M.A., M.S. in Theatre Studies program at Illinois State University, for all master's programs at Illinois State University, and for comparator programs at other Illinois public universities are provided in the tables below. See the notes that follow the tables for details regarding the expense calculations.

While this report elsewhere cites national average expense per degree by discipline for undergraduate programs, comparable information on the graduate level is not known to be available. Therefore, national benchmarking data are not provided below.

### ESTIMATED EXPENSE PER DEGREE

#### M.A., M.S. in Theatre Studies Program and All Master's Programs at Illinois State University

Fiscal 2013 - Fiscal 2015

					Percent Change	
	FY2013	FY2014	FY2015	Three-year Average	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	\$20,800	\$21,900	\$21,400	\$21,400	5.3%	(2.3%)
Theatre Studies : All	1.60	1.35	1.39	1.44		

### ESTIMATED EXPENSE PER DEGREE

#### M.A., M.S. in Theatre Studies Program and Comparable Programs at Other Universities

Fiscal 2013 – Fiscal 2015

		Credit Hours					Percent Change	
			FY2013	FY2014	FY2015	Three-year Average	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	1.01	0.92		

Estimated expense per degree for the M.A., M.S. in Theatre program is reasonable and appropriate. Estimated expense per degree decreased approximately 11 percent from Fiscal 2013 to Fiscal 2014 and then remained about the same from Fiscal 2014 to Fiscal 2015. Estimated expense per degree for the program at Illinois State remained at or below estimated expense per degree for the comparator program from Fiscal 2013 through Fiscal 2015.

Estimated expense per degree for the program was higher than the average across all master's level programs at Illinois State University from Fiscal 2013 through Fiscal 2015, on average approximately 44 percent higher. This phenomenon is consistent with costs associated with performing arts programs nationwide. Higher costs for performing arts programs relative to programs in some other disciplines may be due at least in part to lower faculty-to-student ratios in performing arts programs or to costs associated with production and performance facilities needed to support such programs.

## NOTES

Expense per degree conferred by Illinois State University and by other public universities has been calculated using the catalog cost method.

Expense per degree figures have been rounded to the nearest 100.

Expense per degree estimates have been calculated using cost per credit hour data published by the Illinois Board of Higher Education in the following reports: *2012-13 Academic Discipline Unit Cost Study/2012-13 Comparative Cost Study, Illinois Public Universities*, IBHE, December 2014; *2013-14 Academic Discipline Unit Cost Study/2013-14 Comparative Cost Study, Illinois Public Universities*, IBHE, February 2016; *2014-15 Academic Discipline Unit Cost Study/2014-15 Comparative Cost Study, Illinois Public Universities*, IBHE, June 2016. Those are the most recent cost data reports published by IBHE as of November 2017.

Discipline-specific costs used in these calculations are based on cost per credit hour data reported in the above-cited reports for Discipline 44: Performing Arts (except Music). Those costs more accurately reflect costs across all master's level performing arts programs, including programs with a performance focus, rather than costs associated only with research-oriented theatre or theatre studies programs.

Expense per degree has been calculated as follows:

Minimum credit hours required for graduation X average cost per credit hour for Graduate I programs.

"Graduate I" is a category in IBHE cost data reports and refers to master's level programs.

The average expense per degree across all master's programs at Illinois State University is based on 35 credit hours, which is the average number of credit hours required by master's programs at Illinois State if four programs are excluded from that calculation: M.F.A. in Art, M.F.A. in Theatre, Master of Social Work, and M.S. in Speech-Language Pathology. The M.F.A. in Art program requires 60 credit hours and is the terminal degree for visual artists. The M.F.A. in Theatre program both requires 60 credit hours and is the terminal degree for performing artists. The Master of Social Work program requires 57 or 60 credit hours depending on the sequence in which the student is enrolled. The curriculum includes courses that may be waived if the student has advanced standing at the time of program admission (i.e., the student has completed social work courses in an undergraduate social work program). The M.S. in Speech-Language Pathology requires 57, 59, or 63 credit hours depending on the option selected by the student, including 18 credit hours of practicum experience. The degree is required for certification to practice in the field.

Universities listed as having comparable programs are public universities in Illinois with a Master of Arts or a Master of Science program assigned CIP code 50.0501 (Drama and Dramatics/Theatre Arts, General). Universities that have a Master of Fine Arts program assigned CIP code 50.0501 but not a companion M.A. or M.S. in Theatre or Theatre Studies program have been excluded from this analysis.

University catalogs were consulted for information regarding the minimum number of credit hours required to graduate from a program at a university.

Key to abbreviations for other Illinois universities:

UIUC: University of Illinois at Urbana-Champaign

For more information regarding methods used to calculate expense per degree, including the catalog cost method, see *Estimating Expense per Degree* at the end of this appendix.

## ESTIMATING EXPENSE PER DEGREE

### **Background**

Illinois statutes require each state university to report annually to the Illinois Board of Higher Education (IBHE) “all programs of instruction, research, and public service that exhibit a trend of low performance in enrollments, degree completions, and high expense per degree” (P.A. 97-610, effective January 1, 2012). IBHE refers to the report as the *Academic Program Efficiency and Effectiveness Report*.

Public universities, including Illinois State University, submitted their first efficiency and effectiveness report to IBHE in fall 2015. In that report universities were asked to report the status of programs with enrollment below thresholds established by IBHE. For the fall 2016 submission, universities were asked by IBHE to report the status of those same programs but to also address degree completions and expense per degree associated with those programs. For this fall 2017 submission, universities were asked by IBHE to include expense per degree information but only for academic programs with both enrollment and degrees conferred below IBHE-designated thresholds.

For the purpose of academic program efficiency and effectiveness reporting, IBHE has established thresholds for enrollment and degree completion. However, IBHE has not provided guidance regarding calculation of expense per degree. Instead, IBHE has asked each public university to determine its own methods for estimating expense per degree and its own thresholds for defining “high expense.”

In a broad sense, expense per degree can be approached from two perspectives. The more common perspective is that of the student, i.e., tuition, fees, and related expenses paid by the student to attend college. The perspective used in this report, as required by state statutes, is that of the institution, i.e., faculty salaries and expenses related to student services, general administration, and facilities. Estimates in this report of expense per degree are based on work of the Delta Cost Project at the American Institutes for Research. Specifically, expense per degree has been estimated using one of several methods published by the Delta Cost Project, the catalog cost method.

### **Delta Cost Project methods for estimating expense per degree**

The Delta Cost Project was founded in 2006 as an independent non-profit organization to conduct behavioral and social science research. In 2012 the American Institutes of Research, also an independent non-profit organization, assumed responsibility for the analytical work of the Project. The National Center for Education Statistics in the United States Department of Education now maintains the higher education cost database initiated by the Project.

Among the early research initiatives of the Delta Cost Project was an attempt to measure the cost to an institution of providing a bachelor-level education in different disciplines. Results of those efforts were reported in a May 2009 white paper issued by the Project. The white paper describes application of five cost measures using data from Florida, Illinois, and Minnesota. Four of the five methods calculate cost from the perspective of the institution: catalog cost, transcript cost, full cost attribution, and regression analysis. The catalog cost method is the least complex of the four.

The catalog cost is the sum of credit hour costs associated with courses required by the institution for a student to earn a degree. The method uses cost per credit hour data disaggregated by discipline and level. In calculating expenses for this 2017 efficiency and effectiveness report, data compiled annually by IBHE based on data submitted by each public university in the state have been used. For example, to estimate the cost to Illinois State University to graduate a student in its M.A., M.S. in Theatre Studies program, the cost per credit hour for performing arts instruction at the master’s level has been multiplied by 32, which is the minimum number of credit hours required to graduate from the program. Estimating expense per degree for undergraduate programs is more complex. For example, to estimate the cost of graduating a student in the undergraduate French program, the cost of General Education courses, lower division language courses (i.e., freshman/sophomore), and upper division language courses (i.e., junior/senior) are summed. Costs incurred by other public universities in the state

to graduate students in comparable programs have been estimated using cost per credit hour data published by IBHE and graduation requirements published by the universities in their catalogs.

A common criticism of the catalog cost method is that it does not account for actual student experiences in earning their degree. Students may take more time (and earn more credits) to complete their program for a variety of reasons (see the discussion below). Some students complete fewer credit hours at a university because they are granted AP or IB credits or because credits earned at another institution are accepted by the university at the time of admission. As its name implies, the transcript cost method (see below) accounts for these deviations from the published plan of study by summing costs per credit hour of courses actually taken by students.

Neither the catalog cost method nor the transcript cost method totally accounts for costs expended to provide instruction to students who do not subsequently graduate. The full cost attribution method does so by factoring those costs into overhead. A criticism of all three methods is their limited utility in comparing expenses across institutions, because none of the methods accounts for differences in size and structure of institutions. The fourth method, regression analysis using Integrated Postsecondary Education Data System (IPEDS) data, does so.

### **Limitations of the catalog cost method as used to compile this report**

The catalog cost method has been deployed to compile this report because data needed to calculate catalog cost for a degree program offered by the University and for comparator programs at other Illinois public universities are readily available. The number of credit hours required to earn a degree and, in the case of undergraduate programs, the number of General Education credit hours required, are published in university catalogs. Discipline-specific costs per credit hour for all public universities in the state are published annually by IBHE. Application of any of the other methods published by the Delta Cost Project requires data not readily available to the general public (e.g., credit hours actually earned by graduates of a specific program).

As noted above, a major limitation of the catalog cost method is that it does not account for the actual experiences students have when earning their degree. The catalog cost method assumes that all students can and do complete their program by earning the minimum number of credit hours required to graduate. This often is not the case. Students may earn more credit hours than the minimum for numerous reasons. The student may have changed majors, necessitating enrollment in courses that the student would have already taken had the student started at the University in the new major. The student may not have been able to enroll in a required course during the semester recommended in the plan of study, perhaps because the course was not offered or because the student could not meet course prerequisites. Many students voluntarily enroll in courses after they have earned the minimum number of credit hours required for graduation, perhaps for the experience or to enhance skills needed to succeed in their chosen discipline.

For this report, expense per degree has been estimated only for first-time-in-college students. Expense per degree could also be calculated for transfer students using average credit hours to degree data from academic program profiles compiled annually by the Office of Planning, Research, and Policy Analysis. The profiles include average number of credit hours transferred to the University and granted by the University at the time a student is admitted and the average number of credit hours earned at the University.

The costs per credit hour used to estimate expense per degree represent costs in broad disciplines rather than in the narrower disciplines that typically are the focus of a degree program. For example, the estimate of expense per degree for the B.A. in French program is more accurately the expense per degree across all undergraduate foreign language programs offered by the University. Thus, the estimated expense per degree for the B.A. in Spanish program at Illinois State would be the same as the estimated expense per degree for the French program, which, in reality, is unlikely. The reason for this limitation is the manner in which cost data are compiled and reported by public universities in the state. Institutions are asked by IBHE to report data by disciplinary areas, which are comprised of one or more Classification of Instructional Programs (CIP) codes at the two-decimal level rather than at the more granular four-decimal level commonly used to track academic programs.

The approach used to estimate expense per degree assumes that all courses taken by students, other than General Education courses, are in the discipline of their chosen major. Expenses related to General Education courses are estimated, expenses related to all other lower division courses are estimated using the lower division cost per

credit hour in the discipline, and expenses related to upper division courses are estimated using the upper division cost per credit hour in the discipline. The three expenses are then totaled to estimate expense per degree. A more precise application of the catalog cost method would involve applying the appropriate discipline-based credit hour cost at the course level rather than at the division level. For example, if an upper division student majoring in sociology were required to take a course in psychology, the expense of that course would be calculated using credit hour costs for Discipline 33 (Psychology) rather for Discipline 36 (Anthropology and Sociology).

In estimating expense per degree, costs per credit hour from a single year have been applied. For example, the estimated expense associated with granting a B.S. in Technology and Engineering Education degree in Fiscal 2015 is based on credit hour costs in that same fiscal year. However, credit hour costs are rarely stable from one year to the next. For example, variation in credit hour costs associated with programs discussed in this report has resulted in variation in calculated expense per degree up to 26 percent from one year to the next. A more precise application of the catalog cost method would involve applying credit hour costs reported for the year in which courses are actually taken.

See also:

Delta Cost Project at American Institutes for Research, <http://www.deltacostproject.org/>.

Delta Cost Project Database, <http://www.deltacostproject.org/delta-cost-project-database>.

Delta Cost Project and the Center for STEM Education and Innovation at American Institutes for Research (September 2013). *How much does it cost institutions to produce STEM degrees?* [www.deltacostproject.org](http://www.deltacostproject.org)

Johnson, N. (2009). *What does a college degree cost?: Comparing approaches to measuring "cost per degree,"* Delta Project on Postsecondary Education Costs, Productivity, and Accountability, Lumina Foundation for Education, [www.deltacostproject.org](http://www.deltacostproject.org)

**APPENDIX E:**  
**NORTHEASTERN ILLINOIS UNIVERSITY**

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

From: Wamucii Njogu, PhD  
Acting Provost  
Northeastern Illinois University

Date: December 16, 2017

Re: Low Producing Programs at Northeastern Illinois University

Pursuant to 110 ILCS 205/7, this memo details actions taken by Northeastern Illinois University (NEIU) for programs identified as “low producing” in 2016-2017. Nine NEIU programs were flagged based on the IBHE’s enrollment and degree productivity metrics. In summary, six of the nine programs are placed under *priority review* and three are *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 are placed under *priority review*. This outcome is appropriate because NEIU is halfway through a comprehensive prioritization process. Under this project, titled *Forward 150: Program Prioritization*, all academic and non-academic programs are undergoing extensive review. The exercise will be completed in Spring 2018. Results of the prioritization process will determine the status for each of these flagged programs. 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: Summary Report of Actions  
Taken in 2016-2017 for Low Producing Programs

	Bachelors	Masters
<b>Outcomes</b>		
Sunset/Teach out	1	2
Consolidate		
Redesign		
Justification		
Priority Review	6	



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

Low enrollment (8) and average fiscal year degree completion (1)

**IBHE Outcome Category**

Priority Review

The Global Studies bachelor's degree program at Northeastern Illinois University is relatively new as it was approved in 2012. The program has experienced steady growth in the number of majors and enrollment in its general education courses. In 2017, the program graduated its first cohort of students and is on target to graduate a larger number of students this year. Working with the dean of the College of Arts and Sciences, the program faculty members have committed to intensify recruitment and retention efforts in order to increase the number of students participating in the program.

**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 (29) and average fiscal year degree completion (5)

**IBHE Outcome Category**

Priority Review

The Inner City Studies program faculty members are revising the curriculum to modernize it and make it marketable to students.

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

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

**IBHE Outcome Category**

Priority Review

The Latino/a and Latin American Studies (LLAS) Major has had an average of 4 graduating majors per year over the last three years. During this time there was interim coordination of the program due to sabbatical and PMLA leaves. The LLAS Program is projected to grow in the near future because of having a stable and dedicated program coordinator. To attract more majors, the core faculty members have also committed to actively participate in Freshmen and Transfer Student Orientations to have the opportunity to present the benefits of the program to all incoming students. In addition, LLAS will coordinate more events with the other programs whose courses contribute to the elective coursework toward the major. For example, the Department of World Languages and Cultures and LLAS are collaborating to be able to bring *Microteatro Ambulante* (Theater on the Go) to NEIU; the troupe provides dramatic works in both Spanish and English. The goal is to have *Microteatro Ambulante* in residence at NEIU which will increase awareness of the program and recruit LLAS majors to NEIU.

It is important to note that LLAS is central to the mission of NEIU given the diversity of the student population and designation as a Hispanic Serving Institution (HSI). The Latina/o & Latin American Studies program strengthens NEIU's designation as an HSI by offering students cutting-edge research and important resources with which to engage scholars and classmates about unique and shared cultural experiences at the local, national, and international levels.

### **B.A. in Philosophy**

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

Low enrollment (25) and average fiscal year degree completion (7)

#### **IBHE Outcome Category**

Priority Review

The Philosophy program was flagged for low enrollment and number of degrees awarded for the past two years. The program faculty were required to submit a three year plan to address productivity; they have recently completed two years of this plan and the results are encouraging. The program has seen a 30 percent increase in its majors over the last year, which will translate into a future rise in degrees conferred. The program has implemented a plan to increase philosophy enrollments and degrees conferred even further. The plan involves the use of active advising, invited talks, and job-market workshops to better demonstrate to students that philosophy offers a flexible, relevant, and foundational set of skills that are useful for a wide variety of careers, including law, business, medicine, science, public policy and journalism, education, social work, and ministry.

The Philosophy program has also recently implemented a number of curricular actions aimed at making the major easier to navigate, such as re-conceiving the seminar requirement, and developing new interdisciplinary courses (specifically within the University Core Curriculum (UCC) Distributed Learning (DS) and Engaged Learning Boundary Crossing (ELE-X) tracks. Finally, more broadly, the program will use the program prioritization process currently underway to redouble its efforts at developing additional interdisciplinary courses, such as computer ethics, media ethics, and the philosophy of gaming. The Philosophy program is also a low cost program which contributes significantly to the University's General Education Program; in addition, all students in the newly ACCSB accredited College of Business and Management are now required to take an ethics course in the program

### **B.S. in Physics**

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

Low enrollment (22) and average fiscal year degree completion (5)

#### **IBHE Outcome Category**

Priority Review

The Physics Bachelor's degree program was flagged for low enrollment and number of graduates for the past two years. Based on these results, the program was required to submit a three-year plan to address productivity. The program has made significant progress and has in fact surpassed almost all three benchmarks outlined in its redesign plan. The program has gone from producing an average of 2 graduates per year over the 3-year period from 2012-2014 to an average of 5 graduates per year for the most recent 3-year period of 2015-2017. The physics program continues to be an essential part of the general education program, a vital service segment of the cognate requirements in the sciences for STEM majors, and the hub of interdisciplinary initiatives such as the newly designed Environmental Science major, with the

majority of the Environmental Science curriculum currently taught by Physics faculty. NEIU recognizes the lead that Physics faculty has taken in attracting external funds through multiple National Science Foundation proposals. Finally, the relative instructional cost per credit hour for the Physics program is among the lowest at NEIU, and is well below the average compared to Physics programs at other state institutions. In sum, there is an upward trend in the number of degrees conferred and student retention even as the program continues to work on the initiatives outlined in their plan.

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

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

Low enrollment (12) and average fiscal year degree completion (2)

#### **IBHE Outcome Category**

Priority Review

Women's and Gender Studies (WGS) at NEIU is the oldest program in the Midwest and is currently the only remaining major at a state university. WGS expands access to higher education for non-traditional students who are overwhelmingly women, minority and economically disadvantaged.

The WGS core faculty members continue to find ways to increase enrollments and number of graduates. Among efforts currently under way to grow the program are: expanding the First-Year Experience offerings to attract freshmen majors, communicating the value of the degree through faculty and student presentations, as well as a new and enhanced recruitment pamphlet. The WGS program recently completed an external program review, and an external consultant visited the University in Spring 2017. The WGS program plans to employ the results of the program review, the external consultant's recommendations, and the program prioritization process as an opportunity for innovation while finding more ways to collaborate and grow the 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.

### **MAT in Language Arts**

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

Low enrollment (4) and average fiscal year degree completion (3)

#### **IBHE Outcome Category**

Program was discontinued in October 2017. It was replaced with MAT/SCED

**Appendices:**

**Table 2: Northeastern Illinois University  
Cost per Credit Hour Compared to State Average**

	CIP Code/ Cost Study Discipline	NEIU Degree Program/ Cost Study Discipline	Lower Division	% of State Average	Upper Division	% of State Average
NEIU	40.0801	Physics	338.21	94%	380.28	87%
State	31	Physics	358.76		437.73	
NEIU	38.0101	Philosophy	233.88	80%	299.81	81%
State	28	Philosophy and Religion	292.04		371.01	
NEIU	30.2001	Global Studies (Includes Gerontology)	390.21	200%	673.43	309%
State	26	Multi/Interdisciplinary	194.64		218.03	
NEIU	05.0299	Latino/Latin American Studies				
NEIU	05.0207	Women's and Gender Studies	416.11	89%	518.39	85%
NEIU	05.0299	Inner City Studies				
State	4	Area and Ethnic Studies	468.01		607.39	

**Table 3: Northeastern Illinois University: Three Year Average Bachelor's and Master's Programs  
Enrollments and Degrees Conferred**

		Enrollment				Degrees Awarded			
		Fall 2015	Fall 2016	Fall 2017	3- Year Avg	FY2015	FY2016	FY2017	3-Year Avg
	B.A. in Global Studies	3	11	11	8	0	0	3	1
	B.A. in Latino & Latin American Studies	15	13	10	13	4	5	2	4
	B.A. in Philosophy	23	22	31	25	9	5	7	7
	B.S. Physics	30	21	16	22	4	6	5	5
	B.A. in Women's and Gender Studies	11	14	12	12	1	2	4	2
	B.A. in Inner City Studies	32	30	24	29	9	2	5	5
	B.A. in Health and Wellness (Secondary Ed.)	4	3	1	3	1	2	0	1
	M.A. in Math Pedagogical Content Knowledge	19	7	2	9	0	5	0	2
	M.A.T. in Language Arts	8	3	0	4	4	4	0	3

Source: Banner Enrollment at census date and  
Degrees Awarded data at end of fiscal year



**APPENDIX F:**  
**NORTHERN ILLINOIS UNIVERSITY**



## 2017 Northern Illinois University's Low-Producing Programs Report November 30, 2017

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 meet the Illinois Board of Higher Education (IBHE) thresholds for Low-Producing Programs. Per the request of the IBHE all programs with both low average enrollments and low average number of degrees conferred over a three-year period (FY 2014 to FY 2016) are listed in Table 1 and include the following information associated with each program: 1) three-year average for enrollments, 2) three-year average for degrees conferred, 3) cost per credit hour for FY 2016 only, 4) current program status, and 4) rationale for status.

**Table 1 NIU's Low-Performance Programs Per IBHE Standards for FY 2014-2016**

Program	Average enrollment between FY 2014-2016	Average number of degrees conferred between FY 2014-2016	Cost per credit hour for FY 2016*	Status	Rationale for Status
<b>Baccalaureate</b>	<b>&lt;40</b>	<b>&lt;9</b>			
B.A. in German	13.7	3.0	\$297	Consolidation	Consolidation of language programs is moving through the curricular process.
B.A. in French	17.7	6.0	\$189	Consolidation	Consolidation of language programs is moving through the curricular process.
B.A. in Art History	11.3	5.0	\$546	Redesign	Redesign is ongoing.

<b>Program</b>	<b>Average enrollment between FY 2014-2016</b>	<b>Average number of degrees conferred between FY 2014-2016</b>	<b>Cost per credit hour for FY 2016*</b>	<b>Status</b>	<b>Rationale for Status</b>
B.A. in Music	15.3	2.3	\$784	Redesign	Redesign of the program is moving through the curricular process.
B.S.Ed. in Health Education	13.3	4.0	\$292	Sunset	This program will remain in sunset status until there are no more enrollments.
B.S. in Applied Management	11.3	5.0	\$191	Redesign	The program has been redesigned and is now used in only two colleges for smaller targeted student demand.
B.A. in Theater Studies	29.0	5.3	\$365	Redesign	This program has been identified for enhanced resources and a revision of the major will begin immediately.
<b>Masters</b>	<b>&lt;10</b>	<b>&lt;5</b>			
M.S.Ed. in Foundations of Education	3.0	1.0	\$340	Sunset	This program will remain in sunset status until there are no more enrollments.
M.S. in Educational Research and Evaluation	6.7	1.7	\$494	Continued Review	This program has completed redesign process and added an online degree completion option.
M.S.Ed. in Educational Psychology	9.3	3.0	\$405	Continued Review	During the past year, faculty in the program explored options for program consolidation. Currently no consolidation plan has been made. Discussions continue regarding program redesign.
M.S. in Teaching	4.0	3.7	\$394	Sunset	This program will remain in sunset status until there are no more enrollments.



Program	Average enrollment between FY 2014-2016	Average number of degrees conferred between FY 2014-2016	Cost per credit hour for FY 2016*	Status	Rationale for Status
M.S. in Art	9.3	4.0	\$394	Continued Review	Redesign is complete.
M.A. in Economics	5.3	4.0	\$499	Redesign	Redesign underway with a new accelerated B.A./M.A. program in approval process.
M.S. in Chemistry	9.3	4.7	\$419	Justification/No Further Action Needed	This is not considered a stand-alone program. Students earn the M.S. progressing to the Ph.D.
M.S. in Foreign Languages (French)	2.3	1.3	\$338	Sunset	This program will remain in sunset status until there are no more enrollments.
<b>Doctorate</b>	<b>&lt;10</b>	<b>&lt;2</b>			
Ph.D. in Geology	5.0	0.3	\$681	Justification/No Further Action Needed	This is a smaller program with a large number of students who graduated in 2016.

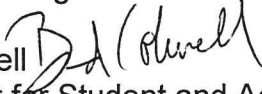
\* Costs per credit hour are calculated from FY 2016 Cost Study submission to the IBHE.

**APPENDIX G:**  
**SOUTHERN ILLINOIS UNIVERSITY SYSTEM**



November 30, 2017

MEMO TO: Dr. Al Bowman, Executive 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 FY 2017 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.

If you have any questions, please let us know.

#### Attachments

c: Stephanie Bernoteit  
Gretchen Lohman

**APPENDIX H:**  
**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE**

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Low-Producing Programs Report  
November 2017

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

Note: The summary of programs that were on the previous report are included. This is indicated by "October 2016".

**College: BA**

**Major: Business Economics (BUEC)**

**Degree: BS**

**Department: Finance**

**CIP: 520601**

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred	7	4	2	4.33
	2015-16	2016-17	2017-18	3-yr Average
Enrollment	16	23	20	19.97

Action: The BS in Business Economics is recommended for suspended enrollment.

**College: EH**

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

**Degree: BS**

**Department: Science**

**CIP: 260101, 131322**

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred BIOS	4	4	3	3.67
	2015-16	2016-17	2017-18	3-yr Average
Enrollment BIOS	25	22	4	17
Enrollment BIOZ	n/a	2	11	4.33

Action: No Action.

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 exceeds the metrics for enrollment and degrees conferred (3-yr average 423 and 64 respectively). Minimal additional resources are needed to offer these degrees.

**College: EH**

**Major: Public Health (PUBH), Formerly Health Ed (HED)**

**Degree: BS**

**Department: Public Health and Recreation Professions**

**CIP: 131307**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>3-yr Average</b>
Degrees Conferred PUBH	8	13	4	8.33
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>3-yr Average</b>
Enrollment HED	17	18	4	13
Enrollment PUBH	n/a	8	21	

Action: Priority Review.

The BS is Health Ed has been renamed as a BS in Public Health. The enrollment is increasing. However, combining the enrollment of the teach-out and current enrollment is still below the required 40. The program is scheduled for review in 2018-19.

**College: EH**

**Major: Mathematics (MATH), Mathematics Teacher Education (MATZ)**

**Degree: BS**

**Department: Mathematics**

**CIP: 131311, 270101**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>3-yr Average</b>
Degrees Conferred	8	7	3	6
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>3-yr Average</b>
Enrollment MATH	24	23	3	16.67
Enrollment MATZ	n/a	1	13	4.67

Action: Priority Review.

The undergraduate mathematics curriculum is required for three different degrees in three different colleges: EH-BS in Mathematics, LA-BA in Mathematics, SC-BS in Mathematics. Although the three degree programs are individually below the IBHE metrics on enrollment and graduation, combined they exceed the minimum. The curriculum is provided by the Department of Mathematics in the College of Science. The BS and BA programs in all three colleges are scheduled for review in 2018-2019.

This is one of the teaching fields offered in the College of Education's Teach Ed Program. The CIP code was changed in 2015.

NOTE: Could be impacted by Chancellor's reorganization strategy.



**College: EN**  
**Major: Mining Engineering (MNGE)**  
**Degree: BS**  
**Department: Mining Engineering**  
**CIP: 142101**

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred	7	7	10	8
	2015-16	2016-17	2017-18	3-yr Average
Enrollment	36	29	19	28

Action: Recommended for Suspended Enrollment with consideration for Sunset.

**College: LA**  
**Major: Africana Studies (AFR)**  
**Degree: BA**  
**Department: Africana Studies**  
**CIP: 050201**

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred	2	3	2	2.33
	2015-16	2016-17	2017-18	3-yr Average
Enrollment	2	7	10	6.33

Action: Priority Review

The BA in Africana Studies has been flagged in the President's Financial Sustainability Plan as a program under consideration for suspending enrollment, and eventually closure. Since the program was not reviewed during the last two reviews cycles as anticipated, it is flagged for priority review. In October 2017, the campus chancellor agreed to study the program for one year.

**College: LA**  
**Major: Linguistics (LING)**  
**Degree: BA**  
**Department: Linguistics**  
**CIP: 160102**

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred	6	5	7	6
	2015-16	2016-17	2017-18	3-yr Average
Enrollment	29	33	27	29.6

Action: Priority Review

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. The program does not meet the established metrics, thus should be scheduled for a Priority Review.

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

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred	2	2	2	2
	2015-16	2016-17	2017-18	3-yr Average
Enrollment	8	8	6	7.33

Action: Priority Review.

The undergraduate mathematics curriculum is required for three different degrees in three different colleges: EH-BS in Mathematics, LA-BA in Mathematics, SC-BS in Mathematics. Although the three degree programs are individually below the IBHE metrics on enrollment and graduation, combined they exceed the minimum. The curriculum is provided by the Department of Mathematics in the College of Science. The BA and BS in all three colleges are scheduled for review in 2018-19.

NOTE: Could be impacted by Chancellor's reorganization strategy.

**College: LA**  
**Major: Musical Theater (MT)**  
**Degree: BFA**  
**Department: Theater**  
**CIP: 500599**

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred	1	5	1	2.33
	2015-16	2016-17	2017-18	3-yr Average
Enrollment	26	29	26	28

Action: Priority Review.

Program is flagged for internal review in 2018-19 due to low metrics data.

**College: LA**  
**Major: Music (MUS)**  
**Degree: BA**  
**Department: Music**  
**CIP: 500901**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>3-yr Average</b>
Degrees Conferred	7	12	7	8.67
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>3-yr Average</b>
Enrollment	30	12	10	17.33

Action: Priority Review.

Program is flagged for internal review in 2018-19 due to low metrics data.

**College: LA**  
**Major: Philosophy (PHIL)**  
**Degree: BA**  
**Department: Philosophy**  
**CIP: 380101**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>3-yr Average</b>
Degrees Conferred	7	9	10	8.67
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>3-yr Average</b>
Enrollment	27	23	11	7.33

Action: The BA in Philosophy 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.

The program does not meet the established metrics, thus should be scheduled for a priority review.

NOTE: the MA program has 10 students, and the PhD program has 34.

**College: SC**  
**Major: Chemistry (CHEM)**  
**Degree: BA**  
**Department: Chemistry and Biochemistry**  
**CIP: 400501**

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred	1	0	0	0.33
	2015-16	2016-17	2017-18	3-yr Average
Enrollment	3	1	4	2.67

Action: Priority Review.

Although the BA does not meet IBHE metrics, the BS in Chemistry has a 3-yr average enrollment of 90 and a 3-yr average of 14 degrees conferred. Therefore, offering this degree requires minimal additional resources. The program faculty will be asked to consider whether the BA program should continue to be offered due to the low-producing metrics.

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

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred	1	5	4	3.33
	2015-16	2016-17	2017-18	3-yr Average
Enrollment	3	2	5	3.33

Action: Priority Review.

If you combine the BA 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.

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

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred	2	9	4	5
	2015-16	2016-17	2017-18	3-yr Average
Enrollment	26	26	24	25.33

Action: Priority Review.

The undergraduate mathematics curriculum is required for three different degrees in three different colleges: EH-BS in Mathematics, LA-BA in Mathematics, SC-BS in Mathematics. Although the three degree programs are individually below the IBHE metrics on enrollment and graduation, combined they exceed the minimum. The curriculum is provided by the Department of Mathematics in the College of Science. The BS and BA programs in all three colleges are scheduled for review in 2018-19.

NOTE: Could be impacted by Chancellor's reorganization strategy.

**College: SC**  
**Major: Physics (PHYS)**  
**Degree: BS**  
**Department: Physics**  
**CIP: 400801**

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred	2	6	6	4.67
	2015-16	2016-17	2017-18	3-yr Average
Enrollment	47	42	27	38.67

Action: Priority Review.

October 2016 Report:

The Bachelor of Science in Physics has seen a deliberate and concerted effort of the program faculty to grow enrollments. From just 16 students in 2010, the program had 49 in 2014, the last time IPEDS data are available. This successful recruitment in the high schools and in the College of Science's required survey course is expected to result in better graduation numbers in the next few years as the faculty turn to retention and the quality of student learning: every Physics major is provided an opportunity to work in the laboratory of a research-active faculty member. The community of learning in the Department of Physics is warm and welcoming. The program should easily reach the IBHE threshold in the AY 2016-17.

**College: SC**  
**Major: Plant Biology (PLB)**  
**Degree: BA and BS**  
**Department: Plant Biology**  
**CIP: 260301**

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred BA	3	1	0	1.33
Degrees Conferred BS	1	10	7	6
	2015-16	2016-17	2017-18	3-yr Average
Enrollment BA	2	5	3	3.33
Enrollment BS	25	24	22	23.67

Action: Priority Review.

Even combined, the undergraduate degrees in plant biology are below the IBHE metrics. The BA and BS programs are scheduled for review in 2018-19.

October 2016 Report:

Like the Bachelor of Science in Physics (see above), the Bachelor of Science in Plant Biology has seen a deliberate and concerted effort of the program faculty to grow enrollments. From just 6 students in 2010, the program had 23 in 2014, the last time IPEDS data are available. Plant Biology has followed the same plan as Physics: successful recruitment in the high schools and in the College of Science's required survey course is expected to result in better graduation numbers in the next few years as the faculty turn to retention and the quality of student learning. Every Plant Biology major, like every Physics major, is provided an opportunity to work in the laboratory of a research-active faculty member. The community of learning in the Department of Plant Biology is also warm and welcoming. The program should easily reach the IBHE threshold in the AY 2016-17.

**College: SC**  
**Major: Zoology (ZOOL)**  
**Degree: BA**  
**Department: Zoology**  
**CIP: 260701**

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred	1	2	5	2.67
	2015-16	2016-17	2017-18	3-yr Average
Enrollment	26	26	21	24.33

Action: Priority Review.

Although the BA in Zoology does not meet the IBHE metrics, the BS does for enrollment and degrees conferred (3-yr average 226 and 38, respectively). Therefore, the program does not require significant additional resources. The program is slated for a review in 2018-19 and should determine whether to continue the BA program.

## GRADUATE PROGRAMS

### Low Producing Criteria

Enrollment: Less than 10 majors

and

Graduation: Less than 5 degrees conferred

Note: The summary of programs that were on the previous report are included. This is indicated by "October 2016".

**College: EH**

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

**Degree: MS**

**Department: Rehabilitation Institute**

**CIP: 510704**

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred	4	1	2	2.33
	2015-16	2016-17	2017-18	3-yr Average
Enrollment	9	6	6	7

Action: Priority Review.

Although the MS in Rehab Admin & Services does not meet the IBHE metrics, the College also offers an MS in Rehab Counseling that meets the metrics. Therefore, minimal additional resources needed to offer this degree program. The degree program is scheduled for program review in 2018-19.

### October 2016 Report:

The Masters of Science in Rehabilitation Administration and Services is a professional degree program. Students admitted into the Masters program most often are employed and so work on their degrees part-time or are hired before they complete the degree requirements. In these cases, these students do not complete the Masters degree in a timely fashion, even though enrollments are strong, and this reduces the overall number of students who graduate from the Masters program. These practices provide appropriate flexibility for the student to better meet the individual student's needs, but at a cost of lower graduation numbers. The Rehabilitation Institute will encourage increased enrollment of Masters students who are interested in completing their degrees before starting their careers. Performance of this program is being closely monitored and will be comprehensively reviewed in the next regular IBHE-mandated review in AY 2018-2019.

**College: EH**

**Major: Special Education (SPED)**

**Degree: MSED**

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

**CIP: 131001**

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred	3	2	1	2
	2015-16	2016-17	2017-18	3-yr Average
Enrollment	8	4	5	5.67

Action: Priority Review.

October 2016 Report:

The Masters of Education in Special Education is targeted to what once was a growing sector of elementary, middle-school, and high school education. A number of new degree programs in the state have provided stiff competition for a shrinking market of qualified students seeking an increasingly narrow employment prospects. As a consequence, the program faculty members have sought enrollments in new venues, online and at the University Center of Lake County. It is expected that enrollments and graduation numbers will improve in the near future. Performance of this program is being closely monitored and will be comprehensively reviewed in the next regular IBHE-mandated review in AY 2017-2018.

**College: EN**

**Major: Biomedical Engineering (BME)**

**Degree: ME and MS**

**Department: Engineering**

**CIP: 140501**

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred ME	3	5	6	4.67
Degrees Conferred MS	4	4	2	3.33
	2015-16	2016-17	2017-18	3-yr Average
Enrollment ME	2	0	1	1
Enrollment MS	5	3	3	3.67

Action: Priority Review.

Although the ME and MS degrees in Biomedical Engineering do not meet the IBHE metrics, when 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. The degree program is scheduled for program review in 2019-20.



**College: EN**  
**Major: Civil and Environmental Engineering (CEE)**  
**Degree: ME**  
**Department: Civil and Environmental Engineering**  
**CIP: 140899**

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred	2	2	4	2.67
	2015-16	2016-17	2017-18	3-yr Average
Enrollment	5	0	1	2

Action: Priority Review.

Although this program is below the IBHE metrics, the MS in Civil Engineering is above the metrics. This degree does not require additional resources and is a non-thesis degree. The program is undergoing a program review this academic year.

**College: EN**  
**Major: Mining Engineering (MNGE)**  
**Degree: MS**  
**Department: Mining Engineering**  
**CIP: 142101**

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred	2	8	3	4.33
	2015-16	2016-17	2017-18	3-yr Average
Enrollment	10	7	4	7

Action: Recommended for Suspended Enrollment with consideration for Sunset.

**College: LA**  
**Major: Art History and Visual Culture (AHVC)**  
**Degree: MA**  
**Department: Art and Design**  
**CIP: 500703**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>3-yr Average</b>
Degrees Conferred	0	3	1	1.33
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>3-yr Average</b>
Enrollment	1	0	0	0.33

Action: Priority Review.

This program was started in summer of 2012, and had a 3-year review in 2015. It is flagged for review in 2018-19.

**College: LA**  
**Major: Anthropology (ANTH)**  
**Degree: MA**  
**Department: Anthropology**  
**CIP: 500703**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>3-yr Average</b>
Degrees Conferred	3	6	3	4
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>3-yr Average</b>
Enrollment	12	7	9	9.33

Action: No action pending the role of “transition” from Ph.D. to Masters

Although the MA in Anthropology does not meet the IBHE metrics, the PhD program is above the IBHE metrics (3-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.

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

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred CMST	0	0	1	0.33
Degrees Conferred SPCM	4	3	5	4
	2015-16	2016-17	2017-18	3-yr Average
Enrollment CMST	3	9	2	4.67
Enrollment SPCM	13	0	0	4.33

Action: No action pending the role of “transition” from Ph.D. to Masters

Although the MA in Communication Studies does not meet the IBHE metrics, the PhD does meet the metrics for enrollment and degrees conferred (3-yr average 34 and 7, respectively). 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.

October 2016 Report:

The Masters of Arts in Communication Studies is a complementary program to the PhD in the same field. Students admitted into the Masters program most often accelerate into the PhD program once they satisfy basic entry requirements for doctoral study; this allows them to compete for departmental stipends which are available for PhD students. In these cases, these students do not complete the Masters degree, and this reduces the overall number of students who graduate from the Masters program. Occasionally, students in the PhD program opt to transfer to the Masters program for personal reasons (e.g., reduced time to degree, change in career plans). These practices provide appropriate flexibility for the student to better meet the individual student’s needs. The Department of Communication Studies will also look to encourage increased enrollment of Masters students who are interested in professional, non-academic careers. Performance of this program is being closely monitored and was comprehensively reviewed during the last full program review in 2015.

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

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>3-yr Average</b>
Degrees Conferred MA	4	3	8	5
Degrees Conferred MS	3	0	4	2.33
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>3-yr Average</b>
Enrollment MA	8	3	5	5.33
Enrollment MS	11	8	6	8.33

Action: No action pending the role of “transition” from Ph.D. to Masters

Although the MS in Economics does not meet the IBHE metrics, when combining the MA and MS the metrics are met.

The PhD does meet the metrics for enrollment and degrees conferred (3-yr average 30 and 8, respectively). 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.

**College: LA**  
**Major: Political Science (POLS)**  
**Degree: MA**  
**Department: Political Science**  
**CIP: 451001**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>3-yr Average</b>
Degrees Conferred	2	0	4	2
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>3-yr Average</b>
Enrollment	8	4	3	5

Action: No action pending the role of “transition” from Ph.D. to Masters

Although the MA in Political Science does not meet the IBHE metrics, the PhD does meet the metrics for enrollment and degrees conferred (3-yr average 19 and 3, respectively). 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.

October 2016 Report:

The Masters of Arts in Political Science is a complementary program to the PhD in the same field. Students admitted into the Masters program most often accelerate into the PhD program once they satisfy basic entry requirements for doctoral study; this allows them to compete for departmental stipends which are available for PhD students. In these cases, these students do not complete the Masters degree, and this reduces the overall number of students who graduate from the Masters

program. Occasionally, students in the PhD program opt to transfer to the Masters program for personal reasons (e.g., reduced time to degree, change in career plans). These practices provide appropriate flexibility for the student to better meet the individual student's needs. The Department of Political Science will also look to encourage increased enrollment of Masters students who are interested in professional, non-academic careers. Performance of this program is being closely monitored and was comprehensively reviewed during the last full program review in 2015.

**College: LA**

**Major: Psychology (PSYC)**

**Degree: MS**

**Department: Psychology**

**CIP: 420101**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>3-yr Average</b>
Degrees Conferred	1	0	2	1
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>3-yr Average</b>
Enrollment	0	0	1	0.33

Action: No Action. However, the program faculty will be asked to consider whether the program should continue to be offered.

Although the MS in Psychology does not meet the IBHE metrics, the MA program is healthy (3-year average for degrees conferred 13.133, enrollment 47). Therefore, offering this degree requires minimal additional resources.

**College: LA**

**Major: Sociology (SOC)**

**Degree: MA**

**Department: Sociology**

**CIP: 451101**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>3-yr Average</b>
Degrees Conferred	6	4	2	4
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>3-yr Average</b>
Enrollment	4	3	1	2.67

Action: Priority Review.

Although the MA degree in Sociology does not meet the IBHE metrics, the Ph.D. program has a 3-yr average enrollment of 18.33, and graduation of 1.67. The program will be reviewed in the next review cycle 2018-19.

October 2016

The Masters of Arts in Sociology is a complementary program to the PhD in the same field. Students admitted into the Masters program most often accelerate into the PhD program once they satisfy basic entry requirements for doctoral study; this allows them to compete for departmental stipends which are

available for PhD students. In these cases, these students do not complete the Masters degree, and this reduces the overall number of students who graduate from the Masters program. Occasionally, students in the PhD program opt to transfer to the Masters program for personal reasons (e.g., reduced time to degree, change in career plans). These practices provide appropriate flexibility for the program to better meet the individual student's needs. The Department of Sociology will also look to encourage increased enrollment of Master's students who are interested in professional, non-academic careers. Performance of this program is being closely monitored and was comprehensively reviewed during the last full program review in 2015.

**College: MC**

**Major: Media Theory (MTR)**

**Degree: MA**

**Department: Mass Communication and Media Arts**

**CIP: 90102**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>3-yr Average</b>
Degrees Conferred	2	2	1	1.67
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>3-yr Average</b>
Enrollment	5	5	4	4.67

Action: Priority Review 2018-19.

**College: SC**

**Major: Geology (GEOL)**

**Degree: MA**

**Department: Geology**

**CIP: 400601**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>3-yr Average</b>
Degrees Conferred	3	3	1	2.33
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>3-yr Average</b>
Enrollment	0	1	3	1.33

Action: Currently under Review. Furthermore, the program faculty will be asked to consider whether the program should continue to be offered.

Although the MA in Geology does not meet the IBHE metrics, the MS in Geology has a 3-yr average enrollment of 25 and a 3-yr average of 7.7 degrees conferred. Therefore, offering this degree requires minimal additional resources.

## 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**

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred EDCE	0	0	4	1.33
Degrees Conferred EDQM	0	0	2	0.67
Degrees Conferred EDSE	0	0	1	0.33
	2015-16	2016-17	2017-18	3-yr Average
Enrollment EDCE	9	7	5	7
Enrollment EDQM	8	5	4	5.67
Enrollment EDSE	2	2	2	2

Action: No Action since the degree as a whole meets required metrics.

The PhD in Education has been designed with seven concentrations with individual CIP codes (EDCE, EDCI, EDEA, EDHE, EDQM, EDSE, EDWE). The degree as a whole exceeds the minimum metrics. However, the concentrations in Counseling Ed, Quantitative Methods, Spec Ed do not.

**College: SC**

**Major: Geoscience (GEOS)**

**Degree: PhD**

**Department: Geology**

**CIP: 400601**

	2014-15	2015-16	2016-17	3-yr Average
Degrees Conferred	0	0	1	0.33
	2015-16	2016-17	2017-18	3-yr Average
Enrollment	6	6	8	6.33

Action: Currently under program review.

Recognizing that the degree is low-producing, the program faculty have proposed removing the areas of concentration in the degree in order to have more flexibility in recruiting students, faculty, and grant funding. The RME is currently under review by the Graduate Council.

#### October 2016 Report:

In 2011, the university began efforts to expand the PhD degree in Geology by reactivating the degree to allow students still enrolled in the program to complete their work. Meanwhile, the program faculty renamed the degree Geosciences to indicate for accurately the range of expertise that new students would be developing in the revised program, which is based on the research of new faculty members joining the department. There are now 6 students in the program, each of whom is expected to finish in the next five years, averaging the IBHE threshold of 1 each year. Performance continues to be monitored after the comprehensive review in AY 2014-2015.



## COST STUDY INFORMATION

The comparison of cost study data below utilized the All-State Norm Model. The data below reflects the totals for fiscal year 2011.

*Table 1 CRHRS/STFYR RATIO*

Department	Lower Division	Upper Division	Grad-I	Grad-II	Total Instruction	Organized Research	Extension Public-Serv	Total All Activity
Africana Studies	1.22	.99	.34	.86	1.04	.00	2.75	1.08
Anthropology	.48	.70	.67	1.05	.69	.08	.26	.66
Art	.99	1.19	1.20	1.18	1.15	.52	.26	1.12
Chemistry and Biochemistry	.74	1.29	.79	.88	1.00	.14	.00	.80
Civil & Environmental Engineering	1.71	.79	.48	1.32	.83	.00	.01	.78
Communication Studies	1.03	1.07	.75	1.25	1.05	1.17	.16	1.04
Counseling, Quantitative Methods, & Special Education	1.37	.72	.96	1.24	.89	.00	.06	.84
Economics	.71	.81	.65	.96	.79	.00	.25	.78
Engineering	.84	.92	.91	.67	.88	.17	.01	.74
Finance	.71	1.06	.99	.47	.97	.00	.08	.88
Geology	.42	.65	.96	1.53	.65	.31	.34	.56
Linguistics	1.44	1.18	1.36	3.22	1.31	.00	.00	1.31
Mass Communication & Media Arts	.65	.92	1.02	.72	.87	.07	.02	.63
Mathematics	.95	1.22	.64	.49	.95	.08	.07	.84
Mining Engineering	.79	.64	.39	.32	.53	.00	.00	.50
Music	1.77	1.22	1.37	.75	1.39	.10	.22	1.05
Philosophy	1.14	1.07	.75	.89	1.02	.11	.17	.86
Physics	.38	3.74	1.2	1.4	1.19	.25	.44	.94
Plant Biology	.91	1.06	1.40	1.67	1.16	.09	.04	.83
Political Science	1.29	.57	.50	.58	.61	4.80	.91	.62
Psychology	.90	1.74	.72	1.03	1.17	.04	31.61	1.15
Rehabilitation Institute	.75	.94	1.17	1.34	1.10	.53	.18	.96
Science	.72	1.19	.95	1.12	.99	.25	.19	.83
Sociology	1.06	1.19	1.21	1.81	1.20	.93	.00	1.21
Theater	1.31	1.13	.75	.69	1.05	.00	.32	.93
Zoology	.93	1.16	1.05	1.97	1.15	.26	1.43	1.05

**APPENDIX I:**  
**SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE**

**SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE**

Low-Producing Programs Report

November 2017



# **SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE**

## **Low-Producing Programs Report**

November 2017

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

#### **NEW PROGRAMS**

43.0104      Master of Science in Criminal Justice Policy      9.26.17 - IBHE

#### **ELIMINATED PROGRAMS**

23.0101      Master of Arts in English, Specialization in Creative Writing      8.1.17 - President

### **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 4 programs, Earth and Space Science Education, is not included below because the program is in sunset status and is not under continued review. Two programs, Liberal Studies and Philosophy, were not included in last year's report. The final program, Physics, is under continued review.

### **BACHELORS PROGRAMS**

#### **Liberal Studies**

##### **CIP 24.0101**

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>3-yr Average</b>
Enrollment	6	12	15	11.0
	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>3-yr Average</b>
Completions	5	4	10	6.3

Outcome: Strong Institutional Justification-No Further Action

The Bachelor's degree in Liberal Studies is a flexible bachelor's degree program, with a foundation of a broad-based education in liberal arts and sciences. The BLS emphasizes breadth of study rather than focus on a single discipline. The program is designed to meet the needs of students whose educational, employment, career, professional, and personal goals may not be fully met with a specific SIUE major, and for students who have integrative abilities to plan and develop a program appropriate to their interests. This degree program is an alternative for students who are not well served by more rigid programs at SIUE, or who are seeking to complete a bachelor's degree in order to advance in their current place of employment or to fulfill personal goals such as degree completion. This program utilizes existing courses, including an increasing number that are delivered online, and faculty.

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

**Philosophy**  
**CIP 38.0101**

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>3-yr Average</b>
Enrollment	19	17	16	17.3
	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>3-yr Average</b>
Completions	7	3	8	6.0

Outcome: Strong Institutional Justification-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 FY16, the expenses for the Department were \$1,199,240. However, the department generated more revenue in tuition than expenses through the delivery of 12,308 student credit hours.

**Physics**  
**CIP 40.0801**

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>3-yr Average</b>
Enrollment	27	27	23	25.7
	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>3-yr Average</b>
Completions	2	2	8	4.0

Outcome: Strong Institutional Justification-No Further Action

The Physics Department continues to be active in working to increase the majors and graduation numbers. Since 2010, the program has been working to develop agreements with international programs to attract additional students. Additionally, Physics faculty have been successful recently in garnering significant grant funding through federal programs.

The major promotes the health of the Physics Department and its ability to fulfill its mission of delivering service courses. Without a major, the core competency of the department could be jeopardized. The Physics Department is central to the Mission of the University and essential for the success of many other programs including Engineering, Nursing, and Pharmacy. More than 97% of about 7000 SCH are produced from non-physics majors. In fact, the SCH production at the bachelor's level has increased significantly since 2008.

Although the Physics undergraduate programs degrees conferred numbers fall short of the targets, it is important to compare these data to other bachelor's only granting programs in the nation. According to a report "Focus on Physics Bachelor's Degrees," published in September 2012 by the American Institute of Physics (AIP) 68% of bachelor's only granting physics departments graduate 5 or fewer students per year using 3 years average. SIUE Physics Department graduated more than 5 over 3-year average. This puts us SIUE's program in the top 32% (of 503 departments) departments that graduate more than 5. The graduate program was eliminated after a 2007 program review.

Recently, the Physics program has been approved to develop 2+2 programs with community colleges in the area. The program is also active in sending information about the physics program to high school students that are interested in physics in the state of Illinois. SIUE will also examine dual degree possibilities with Physics.

Cost: For FY16, the expenses for the Department were \$929,959. However, the department generated more revenue in tuition than expenses through the delivery of 6,999 student credit hours.

**APPENDIX J:**  
**UNIVERSITY OF ILLINOIS SYSTEM**



# **Academic Program Efficiency and Effectiveness Report**

## **University of Illinois**

### **November 2017**

#### **Annual Report Requirement**

Annually, the universities of the University of Illinois System are required, as are all State universities, to submit a report to the Illinois Board of Higher Education (IBHE) of all closed programs as well as on “all programs of instruction, research, and public service that exhibit a trend of low performance in enrollments, degree completions, and high expense per degree.” This report along with its attachments constitutes third such annual Academic Program Efficiency and Effectiveness Report (APEER) on behalf of the three universities of the University of Illinois System – the University of Illinois at Urbana-Champaign, the University of Illinois at Chicago, and the University of Illinois at Springfield.

#### **Closed Programs**

The first attachment to this report (Attachment A) lists all degree programs closed by the universities since the last such report to the IBHE in 2016.

#### **2017 Low Producing Programs**

In addition to reporting on closed programs, per the two-year cycle established by the IBHE, institutions are required to determine current low-producing programs by generating reports on enrollments and completions. The pertinent metrics used in generating this report are:

- Bachelor’s level programs: enrollment of less than 40 majors and less than 9 degrees conferred annually
- Master’s level programs: enrollment of less than 10 majors and less than 5 degrees conferred annually
- Doctoral level programs: enrollment of less than 10 majors and less than 2 degrees conferred annually

The enrollment metric is a three-year average covering the 2014-2015, 2015-2016, and 2016-2017 years. The completions metric is also a three-year average but for the years 2013-2014, 2014-2015, and 2015-2016.

The universities’ utilized a conservative approach in identifying the programs to be included in this report. All degree programs were included that 1) failed to meet both the appropriate enrollment and completion thresholds, 2) received initial program approval at least four years prior to the reporting date, and 3) were not reported as part of the 2015/2016 APEER as sunset, consolidation, redesign, or justification/no further action. As a result, seventy-three degree programs among the three universities of the System were identified for consideration, forty-one at UIUC, twenty-seven at UIC, and five at UIS.

Further, cost information for each identified degree program was joined with the enrollment and degree completion data. This cost-per-credit-hour data was taken from the internal FY 2016 University of Illinois Program Cost Study. Some small number of programs had no cost computed in that study (denoted by an asterisk following the program name in Attachments B-D). In those cases, an alternative source was used for the cost-per-credit-hour, taken in the following order - 2015 program cost, 2016 discipline cost by

# **Academic Program Efficiency and Effectiveness Report**

## **University of Illinois**

### **November 2017**

four-digit CIP, 2015 discipline cost by four-digit CIP, 2016 discipline cost by department or 2016 program cost/different level.

The colleges and departments of the universities carefully evaluated the status of each identified program, frequently relying on recently-completed program or accreditation reviews. A determination was made for each regarding the need to and manner for addressing the apparent low enrollment and number of degrees conferred. Each was assigned one of the following outcomes:

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

For nearly two-thirds of the identified programs, fifty of the total of seventy-three, a rationale is provided for the low production of the each program and no further action is planned. Typical explanations include:

- Master’s degree programs to which no students are admitted but are awarded only to doctoral students who opt not to complete the Ph.D. program
- Programs selected as a first major by relatively fewer students but for which there is significant interest as a minor or second major
- Programs for which there is less interest (as measured by enrollments and completions) than required by the thresholds but incremental cost is low because most courses are shared with other degree programs

Another eight programs, five at UIUC, two at UIC and one at UIS, will be modified through a significant redesign or consolidation with another program. Four programs, all at UIUC, have been designated by the responsible departments to be ‘sunset’, i.e. to begin the orderly process toward elimination.

Further review is required to determine the correct outcome for eleven programs. It was determined that sufficient justification exists to continue five programs at UIUC but to require a future review for continued progress. For six other programs, three each at UIUC and UIC, additional time is required to complete a detailed review and determine the proper outcome. These programs along with their outcomes will be reported as part of next year’s APEER report.

## **Attached tables**

1. One list of all programs discontinued by the three universities since the report to the IBHE last fall (Attachment A); and

**Academic Program Efficiency and Effectiveness Report**  
**University of Illinois**  
**November 2017**

2. One list of programs per university that met the review threshold for low enrollment and low degree production with the results of review by the appropriate college and/or department (Attachments B through D).

For further information please contact:

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University	Program	Notification to IBHE
UIUC	Master of Arts in Psychology	March 16, 2017
UIUC	Bachelor of Veterinary Medicine	March 16, 2017
UIS	Bachelor of Science in Athletic Training	March 16, 2017
UIUC	Master of Engineering in Bioinstrumentation	May 12, 2017
UIUC	Master of Arts in Economics	July 14, 2017
UIC	Joint Bachelor of Science in Computer Science/Master of Science in Computer Science	July 14, 2017
UIS	Master of Science in Biology	July 14, 2017

**APPENDIX K:**  
**UNIVERSITY OF ILLINOIS AT CHICAGO**

Level	CIP Code	IBHE Program Description	Fall14-Fall16 Average Enrollment	FY14-FY16 Average Completions	FY16 Cost per credit hour	2017 Status
Bachelors	05.0125	B.A. in Germanic Studies	10	5	\$221.50	4b
IBHE-required program review process (including self-study, external review, and internal review by UIC Senate Committee on Educational Policy) completed during AY16-17. Program reaffirmed as in good standing. Curricular revisions to aid students more effectively progress through the major and gain advanced linguistic skills implemented Fall 2017. Program shares a substantial number of courses with the BA in the Teaching of German.						
Bachelors	13.1325	B.A. in the Teaching of French	7	0	\$195.16	3
IBHE-required program review process (including self-study, external review, and internal review by UIC Senate Committee on Educational Policy) completed during AY16-17. Program reaffirmed as in good standing. Curricular revisions are currently being proposed and will soon be submitted to the Educational Policy Committees. The new program should be implemented no later than Fall 2019.						
Bachelors	13.1326	B.A. in the Teaching of German	0.3	0	\$188.25	4b
IBHE-required program review process (including self-study, external review, and internal review by UIC Senate Committee on Educational Policy) completed during AY16-17. Program reaffirmed as in good standing. Curricular revisions to aid students more effectively progress through the major and gain advanced linguistic skills implemented Fall 2017. Program shares a substantial number of courses with the BA in Germanic Studies.						
Bachelors	13.1330	B.A. in the Teaching of Spanish	17.3	6.7	\$185.47	5
IBHE-required program review process initiated Fall 2017. Program has seen a notable increase in the number of declared majors Fall 2017.						
Bachelors	14.1201	B.S. in Engineering Physics	15	0.7	\$302.17	4b
IBHE-required program review process (including self-study, external review, and internal review by UIC Senate Committee on Educational Policy) completed during AY16-17. Program reaffirmed as in good standing.						
Note: Program primarily comprised of courses from the BS in Electrical Engineering, BS in Computer Engineering, and BS in Physics.						
Bachelors	15.1501	B.S. in Engineering Management	5.3	1	\$236.48	4b
IBHE-required program review process (including self-study, external review, and internal review by UIC Senate Committee on Educational Policy) completed during AY16-17. Program reaffirmed as in good standing.						
Note: Program primarily comprised of courses from the BS in Industrial Engineering and BS in Management.						
Bachelors	16.0901	B.A. in French and Francophone Studies	16.7	8.7	\$201.51	3
IBHE-required program review process (including self-study, external review, and internal review by UIC Senate Committee on Educational Policy) completed during AY16-17. Program reaffirmed as in good standing. Curricular revisions are currently being proposed and submitted to the Educational Policy Committees. The new program should be implemented no later than Fall 2019.						
Bachelors	50.0703	B.A. in Art History	25	8	\$233.39	4b
Requirements for the degree were revised effective Fall 2016, to bring it into alignment with the degree requirements for other BA in Art History programs across the country. The substantial revisions bring greater rigor to the major in a manner that takes better advantage of the breadth and depth of existing faculty strengths, given the significant changes in staffing that have resulted from faculty retiring and new hires. The department enrolls over 1900 students each year in courses required in other degree programs in the college and in general education courses taken by undergraduates from across UIC. IBHE-required program review process scheduled to begin Spring 2019.						

Level	CIP Code	IBHE Program Description	Fall14-Fall16 Average Enrollment	FY14-FY16 Average Completions	FY16 Cost per credit hour	2017 Status
Bachelors	50.0901	B.A. in Music	32.3	5.3	\$160.89	4b
The number of new students in the BA in Music has increased steadily until AY18. An audition requirement for the BA in Music, effective Fall 2017, resulted in an anticipated drop in new student enrollment. This audition requirement will increase the overall preparedness of new students, and profile of the program, over time. Efforts are in place to communicate the new requirement to prospective students early in the application cycle. In addition, increased resources directed toward communications and recruitment will increase the visibility of the program to potential students. It is anticipated that new student enrollment will continue to increase steadily over the next few years. IBHE-required program review process scheduled to begin Spring 2019.						
Bachelors	50.0903	B.Mus. in Performance	21	3.7	\$143.81	4b
The program was established in Fall 2013 replacing an earlier BA in Music with a concentration in Performance. A recent revision effective Fall 2017 includes the addition of Music Technology as a requirement, per guidelines of the National Association of Schools of Music. Music Technology introduces students to the basics of musical notation software, audio production, and other topics related to digital music and music technology. Fluency in this area makes graduates more competitive for graduate programs, is a viable area of employment for students who do not wish to pursue graduate school, and will help increase interest in the program. In addition, increased resources directed toward communications and recruitment will increase the visibility of the program to potential students. It is anticipated that new student enrollment will continue to increase steadily and hit enrollment thresholds over the next few years. IBHE-required program review process scheduled to begin Spring 2019.						
Bachelors	50.0910	B.Mus. in Jazz Studies	15	2	\$131.19	4b
The program was established in Fall 2013 replacing an earlier BA in Music with a concentration in Jazz Studies. Enrollment increased steadily over the first three years of the new degree, and dropped slightly in AY17 and AY18. This is a temporary decline and steps have been taken to ensure increased enrollment into the future including revision of current courses and addition of new courses. For example, a recent revision effective Fall 2017 includes the addition of Music Technology as a requirement, per guidelines of the National Association of Schools of Music. Music Technology introduces students to the basics of musical notation software, audio production, and other topics related to digital music and music technology. Fluency in this area makes graduates more competitive for graduate programs, is a viable area of employment for students who do not wish to pursue graduate school, and will help increase interest in the program. In addition, a current search for a new Director of Jazz Studies will provide stable leadership for the program, and increased resources directed toward communications and recruitment will increase the visibility of the program to potential students. It is anticipated that new student enrollment will continue to increase steadily and hit enrollment thresholds over the next few years. IBHE-required program review process scheduled to begin Spring 2019.						
Masters	04.0801	M.A. in Design Criticism*	1	1.7	\$530.61	5
Program review update is being prepared by academic unit for consideration by Senate Committee on Educational Policy during AY2017-2018. The MA in Design Criticism is intended for students, including postgraduate and mid-career professionals, who are interested in re-focusing on research, writing and publication. In addition to those with architectural backgrounds, the program will now be available to Design students, which is expected to increase enrollment by at least three students annually. There are no additional costs as the program takes advantage of the remarkable faculty in both the School and College.						
Masters	05.0125	M.A. in Germanic Studies	5.7	2.7	\$726.51	4b
IBHE-required program review process (including self-study, external review, and internal review by UIC Senate Committee on Educational Policy) completed during AY16-17. Program reaffirmed as in good standing. Program shares a substantial number of courses with the PhD in Germanic Studies.						
Masters	09.0100	M.A. in Communication	7.3	3	\$899.94	4b

\* No cost computed in 2016 Program Cost Study. Alternate source used for cost-per-credit-hour figure.

Level	CIP Code	IBHE Program Description	Fall14-Fall16 Average Enrollment	FY14-FY16 Average Completions	FY16 Cost per credit hour	2017 Status
Program shares substantial number of courses with the PhD in Communication.						
Masters	14.1801	M.S. in Materials Engineering	8.7	2.3	\$413.59	4b
IBHE-required program review process (including self-study, external review, and internal review by UIC Senate Committee on Educational Policy) completed during AY16-17. Program reaffirmed as in good standing.						
Note: Program has historically required a thesis, but is being revised effective Spring 2018 to allow MS to be earned through course-work-only. This is anticipated to provide greater flexibility for students of different professional interests.						
Masters	26.1103	M.S. in Bioinformatics	4.7	3.7	\$492.09	4b
IBHE-required program review process (including self-study, external review, and internal review by UIC Senate Committee on Educational Policy) completed during AY16-17. Program reaffirmed as in good standing.						
Note: Program shares substantial number of courses with the PhD in Bioinformatics.						
Masters	26.1501	M.S. in Neuroscience	1	0.3	\$1,013.87	4b
MS is only open to applicants who have previously earned the MD and are completing a psychiatry residency at UIC. MS candidates are supported from an NIMH Training Grant. However, the IBHE-required program review process was initiated Spring 2017.						
Masters	45.1101	M.A. in Sociology*	0	3.3	\$333.86	4b
Applicants are not admitted as candidates for the MA as a terminal degree. MA is awarded when PhD candidates complete MA requirements. However, the IBHE-required program review process is scheduled to begin Fall 2020.						
Masters	54.0101	M.A. in History	4.3	2.7	\$500.52	4b
IBHE-required program review process scheduled to begin Fall 2019. Program shares a substantial number of courses with the PhD in History.						
Doctoral	05.0125	Ph.D. in Germanic Studies	11.3	1.3	\$697.38	4b
IBHE-required program review process (including self-study, external review, and internal review by UIC Senate Committee on Educational Policy) completed during AY16-17. Program reaffirmed as in good standing. Program shares a substantial number of courses with the MA in Germanic Studies.						
Doctoral	11.0501	Ph.D. in Management Information Systems	8	1.3	\$339.15	4b
PhD enrollment is carefully managed to insure college is able to fully fund doctoral students, who receive a tuition waiver and stipend for 4 years in exchange for work as a graduate research or teaching assistant.						
Doctoral	14.1801	Ph.D. in Materials Engineering	10.7	1	\$481.73	4b
IBHE-required program review process (including self-study, external review, and internal review by UIC Senate Committee on Educational Policy) completed during AY16-17. Program reaffirmed as in good standing.						
Doctoral	16.0400	Ph.D. in Slavic Studies	7.3	0.7	\$630.00	4b



Level	CIP Code	IBHE Program Description	Fall14-Fall16 Average Enrollment	FY14-FY16 Average Completions	FY16 Cost per credit hour	2017 Status
IBHE-required program review process (including self-study, external review, and internal review by UIC Senate Committee on Educational Policy) completed during AY16-17. Program reaffirmed as in good standing. Program shares a substantial number of courses with the MA in Slavic Studies.						
Doctoral	26.0407	Ph.D. in Anatomy and Cell Biology	6.3	1.7	\$902.96	5
IBHE-required program review process initiated Spring 2017.						
Doctoral	30.0101	Biological and Physical Sciences	0	0	\$902.96	4b
CIP code is used for the Graduate Education in the Medical Sciences (GEMS) program, which admits new doctoral students as undeclared in the biological/physical sciences. After completing a core curriculum in year one, students declare one of six PhD programs in the biomedical sciences. CIP will never result in degrees awarded.						
Doctoral	40.0601	Ph.D. in Earth and Environmental Sciences	10.7	1.7	\$894.08	4b
Program shares a substantial number of courses with the MS in Earth and Environmental Science.						
Doctoral	51.0599	Ph.D. in Oral Sciences	4.3	1.7	\$869.41	4b
Funding for program comes largely from an NIH T32 grant entitled "Multidisciplinary Oral Sciences Training." The budget impacts enrollment, and the college only enrolls 1-2 students annually. Program shares a number of courses with the Graduate Education in Medical Sciences (GEMS) doctoral degrees, and program scholars have or are working across six UIC colleges. IBHE-required program review process scheduled to begin Spring 2020.						

**APPENDIX L:**  
**UNIVERSITY OF ILLINOIS AT SPRINGFIELD**

Level	CIP Code	IBHE Program Description	Fall14-Fall16 Average Enrollment	FY14-FY16 Average Completions	FY16 Cost per credit hour	2017 Status
Bachelors	03.0103	B.A. in Environmental Studies	28.3	7	\$190.59	4b
Started fall 2013, so it is still too recent to get three full 6 year cycles in. The enrollment numbers have been ahead of projections and have risen to 32 enrollments in Fall 2017.						
Bachelors	11.0501	B.S. in Management Information Systems	38.3	4.3	\$186.26	4b
Started Fall 2010. It's barely under the enrollments, but well under the completions. It has not hit the full 150% completion period for all three years of the rolling averages for completions. It has been growing well. The Fall 2016 enrollment is 45, and the Fall 2017 is 50.						
Bachelors	11.1003	B.S. in Information Systems Security	25	1.3	\$116.04	4b
Started fall 2014, so too new to be included in this list. Nonetheless, it is growing rapidly with 48 Fall 2016 enrollments and 64 Fall 2017 enrollments.						
Bachelors	30.2001	B.A. in Global Studies	19.3	4	\$214.47	4b
Global Studies is an interdisciplinary program designed to capitalize on the courses already being offered by other programs. Only two of the core courses in Global Studies are Global Studies courses, Introduction to Global Studies, and the Global Studies Capstone. The rest are offered by other departments such as Economics, History, Political Science, and Sociology/Anthropology. These courses have unused seat capacity so there is no additional cost incurred by offering this major. Furthermore, Global Studies has only 1.5 full time tenure track faculty in the department making the program cost comparatively low.						
Bachelors	38.0101	B.A. in Philosophy	23.7	3.3	\$178.99	3
The department is implementing a redesign which will 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. Philosophy also supports an average of 15.75 minors per year the past four years and provides a large number of general education courses. With only three full time faculty in the department, this makes the department cost efficiency metrics comparatively strong with Philosophy having the 7th lowest undergraduate program major cost at the University.						

**APPENDIX M:**  
**UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN**

Level	CIP Code	IBHE Program Description	Fall14-Fall16 Average Enrollment	FY14-FY16 Average Completions	FY16 Cost per credit hour	2017 Status
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.						
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-year 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-year 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-year 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.						
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.						
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.						
Bachelors	45.0701	B.A.L.A.S. in Geography and Geographic Information Science	35.7	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.						
Bachelors	50.0201	B.F.A. in Crafts	14	4.7	\$290.75	5
Review to be finalized by December 2018.						
Bachelors	50.0706	B.F.A. in New Media	17.7	7.3	\$265.27	2
Program under review, consolidation likely.						
Bachelors	50.0901	Bachelor of Music	31.7	7.3	\$278.07	3
Program under review, redesign likely.						
Bachelors	50.0905	B.Mus. in Musicology	2.3	0.7	\$300.61	3
Program under review, redesign likely.						
Bachelors	50.0910	B.Mus. in Jazz Performance	31.7	3.3	\$324.45	3
Program under review, redesign likely.						

Level	CIP Code	IBHE Program Description	Fall14-Fall16 Average Enrollment	FY14-FY16 Average Completions	FY16 Cost per credit hour	2017 Status
Bachelors	51.0913	B.S. in Athletic Training*	0	0.3	\$106.23	1
Department to terminate program.						
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.						
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.						
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.						
Masters	13.1302	M.A. and Ed.M. in Art Education	4.7	4.3	\$463.97	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
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
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.						
Masters	26.0203	M.S. in Biophysics and Quantitative Biology	0	1.3	\$530.50	4b
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
Most students complete the PhD. The MS is only awarded upon approval of the department.						
Masters	26.0399	M.S. in Plant Biotechnology	2	2.7	\$416.93	1
Department to terminate program						
Masters	26.0401	M.S. in Cell and Developmental Biology*	0.3	0.7	\$653.74	4b
Most students complete the PhD. The MS is only awarded upon approval of the department.						

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\* No cost computed in 2016 Program Cost Study. Alternate source used for cost-per-credit-hour figure.

Level	CIP Code	IBHE Program Description	Fall14-Fall16 Average Enrollment	FY14-FY16 Average Completions	FY16 Cost per credit hour	2017 Status
Masters	26.0901	M.S. in Molecular and Integrative Physiology*	0	3.7	\$733.35	4b
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.						
Masters	26.1310	M.S. in Ecology, Evolution and Conservation Biology	2	1	\$689.68	4b
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
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
Most students complete the PhD. The MS is only awarded upon approval of the department.						
Masters	42.2799	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.						
Masters	44.0201	M.S. in Human Development and Family Studies	0	1.7	\$290.18	4b
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
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
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	\$457.56	4b
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.						
Masters	51.2208	M.S. and M.S.P.H. in Community Health	2	1.7	\$408.92	3
Exploring options and considering a redesign.						
Masters	51.2505	M.S. in Veterinary Medical Science Pathobiology*	2.7	0	\$349.26	5
Review to be finalized by December 2018.						

Level	CIP Code	IBHE Program Description	Fall14-Fall16 Average Enrollment	FY14-FY16 Average Completions	FY16 Cost per credit hour	2017 Status
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.						
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.						
Doctoral	40.0508	Ph.D. in Chemical Physics	7	1.3	\$540.46	1
Department to terminate program.						



**APPENDIX N:**  
**WESTERN ILLINOIS UNIVERSITY**

WIU Undergraduate Enrollment and Degrees Conferred by Major, and Cost per Semester Hour, Fall 2015-2017\*

Bachelor's Degrees	2015				2016				2017				Enrollment Average	Conferred Average	Notes
	Enrollment	Enrollment (2nd Major)	Degrees Conferred	Cost/S.H FY14	Enrollment	Enrollment (2nd Major)	Degrees Conferred	Cost/S.H FY15	Enrollment	Enrollment (2nd Major)	Degrees Conferred	Cost/S.H FY16			
<b>CAS</b>															
Anthropology (45.0201)	15	3	6	107	13	3	6	121	20	1	3	125	16	5	Undergoing program review
Clinical Laboratory Science (51.1005)	6	0	1	164	11	0	0	172	14	0	0	190	10	0	Undergoing program review
Foreign Languages and Cultures (16.0101)	10	25	1	233	18	46	1	217	22	42	3	250	17	2	Undergoing program review
French Teacher Ed (13.1325)	2	0	0	233	1	0	1	217	0	0	0	250	1	0	Undergoing program review
Spanish Teacher Ed (13.1330)	8	0	1	233	8	0	0	217	9	0	0	250	8	0	Undergoing program review
Meteorology (40.0404)	36	0	5	163	26	0	9	157	20	1	6	179	27	7	Undergoing program review
Physics (40.0801)	26	3	6	152	21	1	6	152	16	0	6	170	21	6	Undergoing program review
<b>CBT</b>															
Economics (B.A.) (45.0601)	11	0	2	178	14	0	5	165	8	2	7	155	11	5	Undergoing program review
Network Technologies (11.0901)/Cyber Security (11.1003)	28	0	6	873	24	0	10	531	36	1	5	721	27	7	Undergoing program review
<b>COFAC</b>															
Art (BFA) (50.0702)	11	0	2	380	12	0	5	339	7	0	4	392	10	4	Undergoing program review

\* Discipline cost per credit hour FY14-16

IBHE degrees conferred thresholds are Bachelors=9; Master's=5; Doctoral=2

IBHE Enrollment thresholds are Bachelors=40; Master's=10; Doctoral=10

## Program Cost Per Credit Hour - Fiscal Year 2016

### Ten undergraduate programs with highest cost per credit hour for FY16

Program	CIP Code	Cost/Credit Hour		
		FY14	FY15	FY16
Network Technologies	11.0901	873	531	721
Nursing	51.3801	580	629	585
Bilingual-Bicultural	13.0201	301	402	537
Media & Instructional Technology	13.0501	405	453	516
Music	50.0901	342	438	472
Art	50.0701	380	339	392
Engineering	14.0101	637	546	392
Athletic Training	50.0913	325	385	366
Journalism	9.0401	366	405	356
History	54.0101	224	235	283

### Ten graduate programs with highest cost per credit hour for FY16

Program	CIP Code	Cost/Credit Hour		
		FY14	FY15	FY16
Music	50.0901	1433	1438	1497
Geography	45.0701	768	603	659
Economics	45.0601	557	509	600
Psychology	42.0101	452	523	599
Theatre	50.0501	770	490	598
Mathematics	27.0101	759	755	571
History	54.0101	477	517	550
English	23.0101	361	534	545
Sociology	45.1101	454	531	542
Curriculum & Instruction	13.1202	410	490	462

<b>UNIVERSITY AVERAGE COST</b>	<b>206</b>	<b>212</b>	<b>217</b>
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Note: Cost per credit hour by 4-digit CIP Code