Illinois Board of Higher Education

Bruce Rauner, Governor

Lindsay Anderson, Chair • Dr. James L. Applegate, Executive Director

MEMORANDUM

TO: Governor Bruce Rauner
Secretary of Education Dr. Beth Purvis

Senate President John Cullerton
Senate Minority Leader Christine Radogno
Secretary of the Senate Timothy Anderson

Speaker of the House Michael J. Madigan
House Minority Leader Jim Durkin
Clerk of the House Timothy Mapes

FROM: Dr. James L. Applegate, Executive Director

DATE: October 20, 2015

RE: Annual Report of New, Consolidated, Closed, and Low Producing Programs at Illinois Public Universities, Academic Year 2014-2015

Enclosed is the Annual Report on New, Consolidated, Closed, and Low Producing Programs at Illinois Public Universities (AY 2014-2015) by the Illinois Board of Higher Education as specified in 110 ILCS 205/7.

Working closely with the Illinois public universities and building on existing institutional program review processes, IBHE identified active programs that fell below agreed upon thresholds for degree completion at the associate's, bachelor's, master's, and doctoral levels. Each public university then categorized the low producing programs in an effort to eliminate, consolidate, or redesign programs; while flagging many for priority review with those results to be shared in next year's report.

If Illinois is 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. Daniel Cullen, 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

October 2015

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ILLINOIS BOARD OF HIGHER EDUCATION

ANNUAL REPORT ON ACADEMIC PROGRAMS

The Illinois General Assembly enacted legislation – 110 ILCS 205/7 – authorizing the Board of Higher Education (IBHE) to review periodically all existing programs of instruction, research and public service at the State universities and to advise the appropriate board of control if the contribution of each program is not educationally and economically justified.

The Act states that 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 also shall 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 first report prepared in accordance with these statutory requirements.

New, Consolidated, and Closed Programs

Annually, each State university submits a report to IBHE on new, consolidated, and closed programs. Table 1 provides an overview of those Bachelor's, Master's, and Doctoral level programs categorized as new and closed at all of the public universities within the State of Illinois. Twelve new Bachelor's level programs, ten new Master's level programs, and one Doctoral level program were started over the past academic year, while four Bachelor's and six Master's level programs were eliminated. Two Master's level programs were identified as consolidated—those two programs were included with the new programs.

Table 1

SUMMARY FOR ILLINOIS PUBLIC UNIVERSITIES
NEW AND CLOSED PROGRAMS

Level	New	Closed
Bachelors	12	4
Masters	10*	6
Doctoral	1	0

*Two programs listed as *New* were *Consolidated*.

Tables 3.1-14.1 provide an individualized institutional summary of the new and closed Bachelor's level, Master's level, and Doctoral level programs at each public university. For a more in-depth overview, Illinois State University, Northern Illinois University, Southern Illinois University Carbondale, Southern Illinois University Edwardsville, the University of Illinois at Chicago, the University of Illinois at Springfield, and the University of Illinois at Urbana-Champaign provided a ten-year summary of all eliminated programs—these are included in the Appendices.

Low Producing Programs

IBHE recognizes that public universities have long-standing institutional processes in place to evaluate, assess, and develop programs on an annual reporting cycle. For this first low producing programs report, universities agreed to use a common set of metrics focused on completion numbers. Given the strong commitment of the State of Illinois to increasing the proportion of adults in Illinois with high-quality degrees and credentials to 60 percent by the year 2025, the focus of this report is on the number of graduates who complete those programs.

The completion metrics are: at least twelve degrees conferred for an Associate's program, at least six degrees conferred for Bachelor's programs, at least five degrees conferred for Master's programs, and at least one degree conferred for Doctoral programs (based on a five-year average). The metrics were shared in December 2014 with the Academic Leadership team, which is made up of key academic administrators from each public university. In May 2015, IBHE produced a report on low producing programs retrieved from the Integrated Postsecondary Data System (IPEDS) database from 2009-2013, highlighting those programs that fell below the threshold using a five-year average for completion numbers for all active programs. This report was shared with each institution which then in turn provided a detailed response on those flagged programs. After evaluating the responses, any program inventory discrepancies were identified and removed. The institutional responses provided additional context for the programs and identified one of the five outcomes listed below:

1. Sunset status – 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 low performance;
4. Justification/No Further Action – There is no further action necessary due to the justification; and
5. Priority Review – The program is placed under priority program review to best determine the appropriate status over the next academic year.

Even though IBHE generated the list during the spring semester, many institutions had already designated programs falling below the thresholds for completion as *Redesign*, *Sunset*, or *Justification* for this first year. For the next academic year, those programs flagged as *Priority Review* will be thoroughly examined by the institutions through their program review process and will report to IBHE their placement into one of the four outcome categories: *Sunset status*, *Consolidation*, *Redesign*, or *Justification/No Further Action*.

All twelve 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 the Illinois Board of Higher Education.

Results

It is clear from the thorough responses that institutions are already evaluating and reviewing programs as part of their ongoing efforts to maintain efficiency and effectiveness. These institutional processes for evaluating and assessing programs in a program review cycle are crucial. There are many complicating factors that surface around faculty and staff contractual obligations, as well as student services. Institutions not only must uphold the requirements for contractual obligations to their faculty and employees, but also must strongly consider the students in the pipeline when eliminating or redesigning programs.

As an overview, Table 2 provides a summary of those Bachelor's, Master's, and Doctoral level programs categorized as low producing at all of the public universities within the State of Illinois. For the report, 637 Bachelor's level programs, 538 Master's level programs, and 206 Doctoral level programs were assessed. Across all of the public universities, 83 (13 percent) Bachelor's level programs, 104 (19.3 percent) Master's level programs, and 11 (5.3 percent) Doctoral level programs were flagged as low producing programs.

Table 2

SUMMARY FOR ILLINOIS PUBLIC UNIVERSITIES
LOW PRODUCING PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

	Bachelors	Masters	Doctoral
Outcomes			
Sunset/Teach Out	6	9	0
Consolidation*	0	0	0
Redesign	17	10	0
Justification	12	36	3
Priority Review	48	49	8
Total	83	104	11

*Although public universities are always modifying and consolidating programs, none of the low producing programs fell into the *Consolidation* category for this year.

Not all *Closed* programs listed in Table 2 were also categorized as *Sunset* status in Table 1. Institutions terminate programs for various reasons; some closed programs did not have completion rates that would have triggered their identification as low producing.

Tables 3.1-14.1 provide a summary of the low producing programs at each public university categorized by outcome. For a complete picture, Appendices A through N include the specific institutional reports submitted and currently on file with the Illinois Board of Higher Education.

For the Associate's level programs, all met the completion threshold. The only public four-year institution that offers Associate's degrees is Southern Illinois University Carbondale.

After reviewing the Bachelor's level programs that did not meet the threshold for completion, it was found that 20 percent were identified as programs for *Redesign*, and 58 percent were flagged for *Priority Review*. Through the process, six Bachelor's level programs were identified as *Sunset Status* which means admissions will be suspended and teach out periods will be established.

For the 14 percent of programs falling under the *Justification/No Further Action* category, institutions explained that many of those programs demonstrated growth over the past two years, provided support for other programs on campus and within the State, addressed a workforce need, or contributed significantly to the general education offerings. For example, at Southern Illinois University Carbondale, the Bachelor of Science in Business and Administration experienced tremendous growth after adding an online format. Enrollments surged from four students to 111 students in four years. Even though this program fell below the threshold, the *Justification/No Further Action* category was selected because of the enrollment growth documented for this particular program. At Governors State University, the Bachelor of Science in Chemistry/Chemistry Education with Secondary Teacher Education was identified as *Justification/No Further Action* because those programs underwent a recent extensive program review by the university. The Bachelor of Science in Chemistry is an American Chemical Society (ACS) certified degree program. In 2008, the curriculum was revised and enrollment growth has been realized with an average enrollment of 23 students during the review period. At Eastern Illinois University, students enrolled in the Engineering program attend Eastern Illinois University, but complete their degree from University of Illinois at Urbana-Champaign or Southern Illinois University Carbondale; therefore, completion numbers for this program tend to fall below the threshold, but the program clearly serves students and regional employment needs.

For the Master's level programs, 47 percent of the programs were flagged for *Priority Review*, while 10 percent were in the process of *Redesign*. Nine Master's level programs were identified as *Sunset Status*, and teach out periods will be established.

All of the Master's level programs identified as low producing at the University of Illinois at Chicago were categorized as *Justification/No Further Action,* because they are not intended as entry degree programs, but as avenues for completion for students who cannot finish the doctoral degree options. For the same reason, the University of Illinois at Urbana-Champaign categorized nine of the Master's level programs flagged as low producing as *Justification/No Further Action* because those programs are designed as options for completion only for those doctoral students who cannot finish their intended terminal degree. In both cases, these degrees are intended as options to serve a low number of students. Overall at the University of Illinois at Urbana-Champaign, 19 Bachelor's level programs and 21 Master's level programs were selected for *Priority Review* during this next academic year;

while 11 Bachelor's level and 16 Master's level programs were selected for *Priority Review* at the University of Illinois at Chicago. As a final example, Northern Illinois University's MSEd in Educational Research and Evaluation was categorized as *Justification/No Further Action,* because the program not only experienced growth since 2013, but also supports approximately 30 students seeking a certificate as an additional high-quality credential.

For the 11 Doctoral level programs falling below the threshold, eight were flagged for *Priority Review* for the next academic year. The PhD in Agricultural Sciences at Southern Illinois University Carbondale was categorized as *Justification/No Further Action* because it is still considered relatively new, established in 2008. In 2014, the program had 31 students enrolled. The low completion numbers for this program relate to the length of time it takes to complete a research-intensive doctoral program. Two additional programs at Southern Illinois University Carbondale were also identified as *Justification/No Further Action*—the PhD in Geosciences and the PhD in Molecular, Cellular, and Systematic Physiology. Both of these programs were revived in 2011 after extensive program review and in the past few years, those programs have experienced increases in enrollment. These programs remain on the program review cycle for the university.

Overall, the institutional reports highlight the good work that the public institutions are engaged in on campus to rigorously scrutinize their academic programs. During the next academic year, public institutions will be implementing the redesign plans and priority program reviews. Those status updates will be provided in the 2016 report.

Table 3.1

SUMMARY FOR CHICAGO STATE UNIVERSITY
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

Level	New	Closed
Bachelors	None	None

Note: Not all *Closed* programs during 2014-2015 were also categorized as *Sunset* status in the following table. Institutions terminate programs for various reasons; some closed programs did not have completion rates that would have triggered their identification as low producing.

Table 3.2

SUMMARY FOR CHICAGO STATE UNIVERSITY
LOW PRODUCING PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

	Bachelors	**Masters**	**Doctoral**
Outcomes:			
Sunset/Teach Out	1	0	0
Consolidation	0	0	0
Redesign	11	6	0
Justification	0	0	0
Priority Review	0	0	0
Total	12	6	0

Note: For those programs selected for *Priority Review*, institutions will be conducting thorough reviews during the next academic year and will report to IBHE their placement into one of the four outcome categories: *Sunset, Consolidation, Redesign,* or *Justification/No Further Action.*

Table 4.1

SUMMARY FOR EASTERN ILLINOIS UNIVERSITY
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

Level	New	Closed
Bachelors	None	None
Masters	MS in Health Promotion and Leadership	None

Note: Not all *Closed* programs during 2014-2015 were also categorized as *Sunset* status in the following table. Institutions terminate programs for various reasons; some closed programs did not have completion rates that would have triggered their identification as low producing.

Table 4.2

SUMMARY FOR EASTERN ILLINOIS UNIVERSITY
LOW PRODUCING PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

	Bachelors	Masters
Outcomes:		
Sunset/Teach Out	0	1
Consolidation	0	0
Redesign	1	1
Justification	4	1
Priority Review	1	1
Total	6	4

Note: For those programs selected for *Priority Review*, institutions will be conducting thorough reviews during the next academic year and will report to IBHE their placement into one of the four outcome categories: *Sunset, Consolidation, Redesign,* or *Justification/No Further Action.*

Table 5.1

SUMMARY FOR GOVERNORS STATE UNIVERSITY
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

Level	New	Closed
Bachelors	BA in Manufacturing Management	None

Note: Not all *Closed* programs during 2014-2015 were also categorized as *Sunset* status in the following table. Institutions terminate programs for various reasons; some closed programs did not have completion rates that would have triggered their identification as low producing.

Table 5.2

SUMMARY FOR GOVERNORS STATE UNIVERSITY
LOW PRODUCING PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

	Bachelors	**Masters**	**Doctoral**
Outcomes			
Sunset/Teach Out	0	0	0
Consolidation	0	0	0
Redesign	0	2	0
Justification	1	0	0
Priority Review	1	0	0
Total	2	2	0

Note: For those programs selected for *Priority Review*, institutions will be conducting thorough reviews during the next academic year and will report to IBHE their placement into one of the four outcome categories: *Sunset, Consolidation, Redesign,* or *Justification/No Further Action.*

Table 6.1

SUMMARY FOR ILLINOIS STATE UNIVERSITY
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

Level	New	Closed
Bachelors	BS in Biological Sciences Teacher Education	None
Masters	None	MA/MS in Writing MA/MS in Archaeology

Note: Not all *Closed* programs during 2014-2015 were also categorized as *Sunset* status in the following table. Institutions terminate programs for various reasons; some closed programs did not have completion rates that would have triggered their identification as low producing.

Table 6.2

SUMMARY FOR ILLINOIS STATE UNIVERSITY
LOW PRODUCING PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

	Bachelors	Masters	Doctoral
Outcomes			
Sunset/Teach Out	0	1	0
Consolidation	0	0	0
Redesign	0	0	0
Justification	0	1	0
Priority Review	1	3	0
Total	1	5	0

Note: For those programs selected for *Priority Review*, institutions will be conducting thorough reviews during the next academic year and will report to IBHE their placement into one of the four outcome categories: *Sunset, Consolidation, Redesign,* or *Justification/No Further Action.*

Table 7.1

SUMMARY FOR NORTHEASTERN ILLINOIS UNIVERSITY
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

Level	New	Closed
Bachelors	Bachelor of Science in Environmental Science	None
Masters	Master in Social Work *Master of Science in Teaching and Inquiry	None

*Restructured

Note: Not all *Closed* programs during 2014-2015 were also categorized as *Sunset* status in the following table. Institutions terminate programs for various reasons; some closed programs did not have completion rates that would have triggered their identification as low producing.

Table 7.2

SUMMARY FOR NORTHEASTERN ILLINOIS UNIVERSITY
LOW PRODUCING PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

	Bachelors	Masters
Outcomes:		
Sunset/Teach Out	1	0
Consolidation	0	0
Redesign	0	0
Justification	0	0
Priority Review	4	2
Total	5	2

Note: For those programs selected for *Priority Review*, institutions will be conducting thorough reviews during the next academic year and will report to IBHE their placement into one of the four outcome categories: *Sunset, Consolidation, Redesign,* or *Justification/No Further Action.*

Table 8.1

SUMMARY FOR NORTHERN ILLINOIS UNIVERSITY
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

Level	New	Closed
Bachelors	None	BA in Russian

Note: Not all *Closed* programs during 2014-2015 were also categorized as *Sunset* status in the following table. Institutions terminate programs for various reasons; some closed programs did not have completion rates that would have triggered their identification as low producing.

Table 8.2

SUMMARY FOR NORTHERN ILLINOIS UNIVERSITY
LOW PRODUCING PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

	Bachelors	Masters	Doctoral
Outcomes			
Sunset/Teach Out	1	1	0
Consolidation	0	0	0
Redesign	1	0	0
Justification	0	2	0
Priority Review	1	1	1
Total	3	4	1

Note: For those programs selected for *Priority Review*, institutions will be conducting thorough reviews during the next academic year and will report to IBHE their placement into one of the four outcome categories: *Sunset, Consolidation, Redesign,* or *Justification/No Further Action.*

Table 9.1

SUMMARY FOR SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

Level	New	Closed
Bachelors	BS in Behavior Analysis and Therapy	BA in Design
Masters	MS in Radiological Sciences MS in Supply-Chain Management and Engineering	MS in Educational Psychology

Note: Not all *Closed* programs during 2014-2015 were also categorized as *Sunset* status in the following table. Institutions terminate programs for various reasons; some closed programs did not have completion rates that would have triggered their identification as low producing.

Table 9.2

SUMMARY FOR SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
LOW PRODUCING PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

	Bachelors	Masters	Doctoral
Outcomes			
Sunset/Teach Out	1	0	0
Consolidation	0	0	0
Redesign	1	0	0
Justification	3	12	3
Priority Review	0	4	0
Total	5	16	3

Note: For those programs selected for *Priority Review*, institutions will be conducting thorough reviews during the next academic year and will report to IBHE their placement into one of the four outcome categories: *Sunset, Consolidation, Redesign,* or *Justification/No Further Action.*

Table 10.1

SUMMARY FOR SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

Level	New	Closed
Bachelors	BA/BS in Integrative Studies BS in Nutrition	BS in Manufacturing Engineering
Masters	MA/MS in Integrative Studies	MS in Nurse Anesthesia

Note: Not all *Closed* programs during 2014-2015 were also categorized as *Sunset* status in the following table. Institutions terminate programs for various reasons; some closed programs did not have completion rates that would have triggered their identification as low producing.

Table 10.2

SUMMARY FOR SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
LOW PRODUCING PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

	Bachelors	Masters	Doctoral
Outcomes			
Sunset/Teach Out	1	4	0
Consolidation	0	0	0
Redesign	2	1	0
Justification	0	1	0
Priority Review	0	0	0
Total	3	6	0

Note: For those programs selected for *Priority Review*, institutions will be conducting thorough reviews during the next academic year and will report to IBHE their placement into one of the four outcome categories: *Sunset, Consolidation, Redesign,* or *Justification/No Further Action.*

Table 11.1

SUMMARY FOR UNIVERSITY OF ILLINOIS AT CHICAGO
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

Level	New	Closed
Bachelors	BA in Music Business BA in Public Policy BS in Rehabilitation Sciences BA in Human Development and Learning	None
Masters	MS in Business Analytics	None
Doctoral	PhD in Rehabilitation Sciences	None

Note: Not all *Closed* programs during 2014-2015 were also categorized as *Sunset* status in the following table. Institutions terminate programs for various reasons; some closed programs did not have completion rates that would have triggered their identification as low producing.

Table 11.2

SUMMARY FOR UNIVERSITY OF ILLINOIS AT CHICAGO
LOW PRODUCING PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

	Bachelors	Masters	Doctoral
Outcomes			
Sunset/Teach Out	1	0	0
Consolidation	0	0	0
Redesign	1	0	0
Justification	0	10	0
Priority Review	11	16	2
Total	13	26	2

Note: For those programs selected for *Priority Review*, institutions will be conducting thorough reviews during the next academic year and will report to IBHE their placement into one of the four outcome categories: *Sunset, Consolidation, Redesign,* or *Justification/No Further Action.*

Table 12.1

SUMMARY FOR UNIVERSITY OF ILLINOIS AT SPRINGFIELD
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

Level	New	Closed
Bachelors	BSN with UIC	None

Note: Not all *Closed* programs during 2014-2015 were also categorized as *Sunset* status in the following table. Institutions terminate programs for various reasons; some closed programs did not have completion rates that would have triggered their identification as low producing.

Table 12.2

SUMMARY FOR UNIVERSITY OF ILLINOIS AT SPRINGFIELD
LOW PRODUCING PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

	Bachelors	Masters	Doctoral
Outcomes			
Sunset/Teach Out	0	0	0
Consolidation	0	0	0
Redesign	0	0	0
Justification	0	0	0
Priority Review	1	1	0
Total	1	1	0

Note: For those programs selected for *Priority Review*, institutions will be conducting thorough reviews during the next academic year and will report to IBHE their placement into one of the four outcome categories: *Sunset, Consolidation, Redesign,* or *Justification/No Further Action.*

Table 13.1

SUMMARY FOR UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

Level	New	Closed
Bachelors	BA in Dance	BS in Agricultural and Environmental Communications and Education
Masters	Master of Engineering in Bioinstrumentation Master of Engineering in Mechanical Engineering *MA in Education Policy, Organization, & Leadership	MS in Human Factors

*Reorganized and Consolidated

Note: Not all *Closed* programs during 2014-2015 were also categorized as *Sunset* status in the following table. Institutions terminate programs for various reasons; some closed programs did not have completion rates that would have triggered their identification as low producing.

Table 13.2

SUMMARY FOR UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
LOW PRODUCING PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

	Bachelors	Masters	Doctoral
Outcomes			
Sunset/Teach Out	0	1	0
Consolidation	0	0	0
Redesign	0	0	0
Justification	0	9	0
Priority Review	19	21	5
Total	19	31	5

Note: For those programs selected for *Priority Review*, institutions will be conducting thorough reviews during the next academic year and will report to IBHE their placement into one of the four outcome categories: *Sunset, Consolidation, Redesign,* or *Justification/No Further Action.*

Table 14.1

SUMMARY FOR WESTERN ILLINOIS UNIVERSITY
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

Level	New	Closed
Bachelors	None	None
Masters	None	MA in Secondary Teaching

Note: Not all *Closed* programs during 2014-2015 were also categorized as *Sunset* status in the following table. Institutions terminate programs for various reasons; some closed programs did not have completion rates that would have triggered their identification as low producing.

Table 14.2

SUMMARY FOR WESTERN ILLINOIS UNIVERSITY
LOW PRODUCING PROGRAMS

Reported as of July 1, 2014 through June 30, 2015

	Bachelors	Masters	Doctoral
Outcomes			
Sunset/Teach Out	0	1	0
Consolidation	0	0	0
Redesign	0	0	0
Justification	4	0	0
Priority Review	9	0	0
Total	13	1	0

Note: For those programs selected for *Priority Review*, institutions will be conducting thorough reviews during the next academic year and will report to IBHE their placement into one of the four outcome categories: *Sunset, Consolidation, Redesign,* or *Justification/No Further Action.*

APPENDIX A: CHICAGO STATE UNIVERSITY

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

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2009-2013, Completions Data for All 5 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=12, Bachelors=6, Masters=5, Doctoral=1.

Chicago State University

		Completions						
		2009	2010	2011	2012	2013	5-yr Average	Status
Bachelors								
45.0701	B.A. in Geography	0	2	3	0	1	1.2	Redesign
50.0901	B.A. in Music	0	2	3	1	2	1.6	Redesign
40.0801	B.S. in Physics	1	1	2	4	1	1.8	Redesign
13.1309	B.S.Ed. In Career & Technical Education	0	1	2	4	6	2.6	Redesign
13.1312	Bachelor of Music Education	4	2	5	2	1	2.8	Redesign
45.0601	B.S. in Economics	1	2	1	5	5	2.8	Sunset
05.0201	B.A. in African-American Studies	3	3	5	3	1	3.0	Redesign
51.2308	Bachelor of Science in Pre-Physical Therapy	4	2	4	7	5	4.4	Redesign
11.0701	B.S. in Computer Science	11	2	3	2	6	4.8	Redesign
16.0905	B.A. in Spanish	5	4	5	7	4	5.0	Redesign
51.0000	B.S. in Health Sciences	3	3	9	3	7	5.0	Redesign
13.0201	B.S.Ed. in Bilingual Elementary Education	13	1	10	2	1	5.4	Redesign
TOTAL for Bachelors: 12								
Masters								
13.1315	M.S.Ed. in The Teaching of Reading	8	4	1	2	1	3.2	Redesign
45.0701	M.A. in Geography	1	2	6	5	3	3.4	Redesign
13.0201	M.S.Ed. in Bilingual Education	4	1	7	2	4	3.6	Redesign
26.0101	M.S. in Biological Sciences	3	2	7	2	6	4.0	Redesign
13.1210	M.A.T. in Early Childhood Education	7	5	7	1	1	4.2	Redesign
54.0101	M.A. in History	1	6	6	6	4	4.6	Redesign
TOTAL for Masters: 6								

Doctoral

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

Low-Enrolled Programs Report
Chicago State University

For all of the programs listed, the response is **Further Redesign and Program Changes**". The Economics program to be **sunset status**.

1. Geography: (undergrad and grad)/redesign to focus on Artificial Intelligence and Urban Studies emphases. Program to provide enrollment targets. Program review in FY15 has put program on notice with respect to increasing enrollment and graduation numbers. Program to explore a BA to MA option/pipeline.

2. Music and Music Education: redesign to focus on music and music education in urban settings. Program is up for review in FY16 and will be put on notice to increase enrollment and graduation numbers. Program to provide enrollment targets.

3. Physics: program will be put on notice to increase enrollment and graduation numbers and to set enrollment targets for this purpose. Program review scheduled for FY17. This program graduates many of the African-American physics students who complete bachelor's degrees in Illinois.

4. Technology Teacher Education/Industrial Arts Teacher Education: redesign to focus on Career and Technical Education programming underway. Program review in FY14 has put program on notice with respect to increasing enrollment and graduation numbers. Program has provided enrollment targets/planning.

5. Economics: program is in the process of a teach-out. Course offerings continue for general education and other majors (i.e. service courses) but degree program discontinued. Program action forthcoming to IBHE.

6. African-American Studies: based upon FY15 program review, program to provide enrollment targets. Program review in FY15 has put program on notice to increase enrollment and graduation numbers. Redesign in progress.

7. Physical Therapy/Therapist: program to provide enrollment and graduation targets. Program on notice with respect to increasing enrollment and graduation numbers. Supplemental planning and redesign of curriculum in progress.

8. Computer Science: program review in FY19. Graduate program has been redesigned and is experiencing significant growth in international student population. Program chair to consider analogous program redesign for undergrad program. Program to enrollment and graduation targets. Proposal to create a BS to MS option is in progress.

9. Spanish Language and Literature: priority review in FY15. Program to provide five-year enrollment and graduation targets. Program review in FY15 has put

program on notice with respect to increasing enrollment and graduation numbers. Program considering ESL curriculum with Bilingual and Multilingual Education.

10. Health Services/Allied Health/Health Sciences, General: program to provide enrollment and graduation targets.   Program on notice with respect to increasing enrollment and graduation numbers. Curricular update is in progress.

11. Bilingual and Multilingual Education (undergrad and grad): Program review occurred in FY 15. Program to provide enrollment targets.   Program on notice with respect to increasing enrollment and graduation numbers. Program to develop ESL curriculum with Spanish Languages and Literatures. To consider a BSEd to MSEd pipeline/option.

12. Reading: program to provide enrollment and graduation targets.   Program on notice with respect to increasing enrollment and graduation numbers.   Priority review in FY14 noted redesign of curriculum, which is now in its second full year.

13. Biological Sciences: program to provide enrollment and graduation targets. Program on notice to increase enrollment and graduation numbers.   Program to consider BS to MS curriculum/pipeline.

14. Early Childhood: priority review in FY14. Program has enrollment targets and is on notice to increase enrollment and graduation numbers. IBSE required redesign in process, adding new ISBE emphases and post-baccalaureate certificate/s. To consider a post-bac to master's pipeline/option.

15. History: priority review in FY16. Program to provide enrollment targets. Program will be required to increase enrollment and graduation numbers. Post-bac in History and Archival Records accomplished; now in operation for two years. To consider a BA to MA curriculum/option/pipeline.

APPENDIX B: EASTERN ILLINOIS UNIVERSITY

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

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2009-2013, Completions Data for All 5 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=12, Bachelors=6, Masters=5, Doctoral=1.

Eastern Illinois University

		Completions						
		2009	2010	2011	2012	2013	5-yr Average	Status
Bachelors								
13.1203	B.S.Ed. In Middle Level Education	0	0	0	0	0	0.0	Redesign
05.0201	B.A. in Africana Studies	2	2	2	2	1	1.8	Justification
14.9999	B.S. in Engineering(Cooperative - U. of I)	6	1	0	5	1	2.6	Justification
51.1005	B.S. in Clinical Laboratory Science	5	3	4	2	5	3.8	Review
30.0801	B.S. in Mathematics and Computer Science	3	4	5	5	3	4.0	Justification
51.3801	B.S. in Nursing	3	3	2	6	12	5.2	Justification
TOTAL for Bachelors: 6								
Masters								
13.1001	M.S.Ed. in Special Education	3	6	2	2	2	3.0	Review
13.1299	M.S. in Education, Master Teacher	0	0	0	15	0	3.0	Sunset
40.0501	M.S. in Chemistry	1	4	3	4	9	4.2	Justification
50.0901	M.A. in Music	6	8	5	2	2	4.6	Redesign
TOTAL for Masters: 4								

Eastern Illinois University
Report on Underperforming Programs
June 30, 2015

Programs which have been eliminated, reduced or consolidated

During the period 2011 to the present, Eastern has formally terminated only a single program: a post-baccalaureate certificate in Accountancy. With our overall enrollment having declined over this period by 20%, many individual programs have seen enrollment declines. Those which have fallen below certain levels are reported in a subsequent section. To meet the ever-changing interests of students and to remain topical and current, many programs have evolved, but they do not meet the criteria for inclusion in this report.

Low-performance Majors

Degree Programs with low enrollments

The enrollment levels used to identify programs deemed "low enrollment" were 25 declared majors for undergraduate programs and 10 declared majors for the Masters-level programs. A short explanation of the situation with each program listed on the attached spreadsheet follows.

Africana Studies BS -- Africana Studies (formerly African-American Studies) traditionally has enrolled a small number of students; although, the current enrollment of 11 is well above the five year mean. Because of these low enrollments the program thus produces a small number of degrees. However, given the growing diversity of our student body and our state, it remains an important component of EIU's program inventory.

Philosophy BA – This program has seen its enrollments decline at a rate even greater than that for the institution as a whole. Enrollment levels have varied a good bit over the years, but if they do not show increases in the near future, the viability of the degree program must be questioned. It remains, however, that coursework in philosophy is a significant contributor to the University's General Education program; hence, there will always be a role for faculty with expertise in this discipline.

Adult & Community Education BS –This program is a new program with the first degree-seeking students admitted in the Fall 2014 Semester. The market analysis conducted before this program was approved indicated a good market for graduates, and it is expected that enrollments will grow quickly.

Middle Level Education BS -- This program was in a teach out phase for several

years; hence, the low and declining enrollments. Recently, however, the ISBE driven changes to teacher education programs lead to a determination that this was the appropriate degree program for educators seeking degrees in this area. As a result, EIU re-activated the program in the Fall 2014 Semester. It will produce its first degrees in 2018-2019.

Chemistry BA – This curriculum is a subset of the BS degree program in Chemistry. All the major-specific courses will continue to be offered for the students in the BS program; hence, there would be no resource savings were the program eliminated. Because of the fewer number of required credits, the BA offers students opportunities to make creative connections with other programs. There needs to be more promotion and recruitment of this, and that shall be addressed.

Engineering Coop BS -- This is a cooperative degree program. EIU students complete three years of study here and then transfer to UIUC or SIUC to complete their degrees. Beginning in 2013, enrollment in this program began to grow considerably, from 16 to 43. It should be above the threshold by next year in enrollments, and increases in degree completions will follow. It is important to note, however, that students earn their degree at UIUC or SIUC. Unless they also request an EIU degree, which they can but seldom do, we will never see much degree production here.

Math & Computer Science BS -- During the time in question, the program's enrollment declined, but it began to rebound in fall 2013 and currently enrolls 28 students. Its enrollment and degree production should be back above the cutoff lines in the near future.

Sustainable Energy MS – This program is new, first enrolling students in the Fall 2013 Semester. If the average enrollment were calculated only over the two years of the programs operation, it would stand at 9.5. It is proving to be a popular program and will continue to grow, and as a result it will come off this list shortly.

Geographic Information Science MS -- This program is new, first enrolling students in the Fall 2013 Semester. If the average enrollment were calculated only over the two years of the programs operation, it would stand at 9.5. It is proving to be a popular program and will continue to grow, and as a result it will come off this list shortly.

Degree Programs with few degrees awarded

The number of degrees awarded to identify the programs listed on the attached spreadsheet were less than six degrees for undergraduate programs and less than five degrees for Masters programs. For programs on this list which also appeared on the

low enrollment list, the explanations provided above also speak to the degree awarded issue. For those programs not on the low enrollment list, explanations follow.

Clinical Laboratory Science BS – This program will be subject to further examination and review. It is a bit unusual in that the program has seen an average enrollment level of 31 over the past five years, but has not been producing the expected number of degrees. Enrollment has averaged 31 for the past 5 years, so it should be producing 6 degrees each year.

Nursing BS -- Nursing's enrollment has grown steadily since 2007, its first year; it now stands at 51. It produced 6 degrees in 2012 and 12 in 2013. This growth will continue.

Music MA -- Music's new online option has helped it to increase enrollment from an average of 13 to its current 20. As a result, degree production should increase in the near future.

Special Education MSEd – This program has been in discussions with the Dean of the Graduate School for a number of years. The College Dean agrees with the Graduate Dean that it is past due for changes to occur, and I have charged her with this task in the coming year.

Master Teacher MSEd – Because of resource constraints, the university has not offered the Master Teacher program since 2012, and it is in a teach out phase. There have been a few discussions about the viability of offering the program in an online format, but for now it is being phased out.

Chemistry MS – Looked at in isolation, this program is small and perhaps should be revisited. The Graduate Dean, however, notes that this program supports students in three other Masters degree programs, the MS in Natural Science, the MS in Sustainable Energy and the soon to be launched Biochemistry/Biotechnology degree programs which collectively have another 35 to 45 students who enroll in many of the same courses as the MS in Chemistry students. The Chemistry Department offers a unique 4 + 1 option for its undergraduate students which reduces time to degree for well-prepared students seeking the MS in Chemistry degree. Finally, Chemistry is one of EIU's few departments which regularly secures federal extramural support and the students in the MS program are critical if this is to continue.

High Cost Programs

Also attached to this report, is a spreadsheet showing which programs (both undergraduate and graduate) are relatively high cost in comparison to statewide averages. Only three of them appear on the previously identified list of underperforming programs: Nursing BS, Math & Computer Science BS, and

Philosophy BA. In all cases, it is the relatively low enrollment levels and/or the relatively high faculty salary costs which result in the program's appearance on this list. In all cases, these factors are being analyzed; however, in several cases there are fully "tenured in" department faculties which make it hard to adjust staffing downward quickly.

EIU Low Enrollment Programs

College	Level	CIP Code	Degree Program	2010	2011	2012	2013	2014	Average of Last 5 yrs
CAH	UG	5.0201	Africana Studies BS	5	2	3	7	11	5.6
CAH	UG	38.0101	Philosophy BA	27	25	19	12	9	18.4
CEPS	UG	13.1201	Adult & Community Education BS	0	0	0	0	6	1.2
CEPS	UG	13.1203	Middle Level Education	0	0	0	0	2	0.6
COS	UG	40.0501	Chemistry BA	0	5	1	7	8	4.8
COS	UG	14.9999	Engineering Coop BS	6	7	16	42	43	22.8
COS	UG	30.0801	Math & Computer Science BS	22	20	23	26	28	23.8
BAS	GR	30.0601	Sustainable Energy MS	0	0	0	6	13	3.8
COS	GR	45.0702	Geographic Info Sci MS	0	0	0	6	13	3.8

Low enrollment = undergraduate <25; graduate <10

EIU Low Degree Production Programs

College	Level	CIP Code	Degree Program	2009	2010	2011	2012	2013	Average of Last 5 yrs
CAH	UG	5.0201	Africana Studies BA	2	2	2	2	1	1.8
CEPS	UG	13.1203	Middle Level Education	0	0	0	0	0	0
COS	UG	14.9999	Engineering Coop BS	6	1	0	5	1	2.6
COS	UG	30.0801	Math & Computer Science BS	3	4	5	5	3	4.0
COS	UG	51.1005	Clinical Laboratory Science BS	5	3	4	2	5	3.8
COS	UG	51.3801	Nursing (RN to BSN)	3	3	2	6	12	5.2
CAH	GR	50.0901	Music MA	6	8	5	2	2	4.6
CEPS	GR	13.1001	Special Education MSEd	3	6	2	2	2	3.0
CEPS	GR	13.1299	Master Teacher MSEd	0	0	0	15	0	3.0
COS	GR	40.0501	Chemistry MS	1	4	3	4	9	4.2

Low degree production = undergraduate <6; graduate <5

Report with conclusions (eliminate, review, consolidate, etc.) now due to IBHE June 30 each year.

EIU High Cost Degree Programs — Cost Per Credit Hour

	Discipline	Degree Program	Lower Division	% of St. Average	Upper Division	% of St. Average	Graduate	% of St. Average
EIU	14	Foreign Languages BA	$ 412.35	174%	$ 422.09	149%		
State Average			$ 236.90		$ 283.02			
EIU	15	Nursing BS	$ 458.67	102%	$ 902.12	193%		
State Average			$ 450.54		$ 466.60			
EIU	21	English BA, MA	$ 419.84	160%	$ 626.18	173%	$ 908.26	142%
State Average			$ 262.82		$ 360.99		$ 639.73	
EIU	25	Mathematics BA, MA	$ 315.14	144%	$ 378.16	125%	$ 1,008.08	218%
State Average			$ 218.45		$ 302.45		$ 462.08	
EIU	26	Math & Computer Science BS	$ 654.27	387%	$ 481.21	217%		
State Average			$ 169.18		$ 222.21			
EIU	28	Philosophy BA	$ 359.38	138%	$ 466.12	141%		
State Average			$ 260.88		$ 331.06			
EIU	29	Chemistry BS, MS	$ 394.94	168%	$ 600.49	165%	$ 1,056.82	169%
State Average			$ 235.05		$ 364.10		$ 624.94	
EIU	31	Physics BS	$ 707.82	209%	$ 649.36	157%		
State Average			$ 339.34		$ 414.11			
EIU	37	Economics BA, MA	$ 449.88	195%	$ 428.85	137%	$ 1,233.33	215%
State Average			$ 231.28		$ 313.37		$ 574.39	
EIU	39	History BA, MA	$ 409.00	131%	$ 508.40	138%	$ 839.12	132%
State Average			$ 311.14		$ 368.82		$ 636.27	

APPENDIX C: GOVERNORS STATE UNIVERSITY

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

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2009-2013, Completions Data for All 5 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=12, Bachelors=6, Masters=5, Doctoral=1.

Governors State University

							Completions	
		2009	2010	2011	2012	2013	5-yr Average	Status
Bachelors								
50.0701	B.F.A. in Art	4	6	3	1	5	3.8	Review
40.0501	B.S. in Chemistry	9	7	0	5	4	5.0	Justification
TOTAL for Bachelors: 2								
Masters								
26.1305	M.S. in Environmental Biology	1	2	2	4	2	2.2	Redesign
13.1210	M.A. in Early Childhood Education	4	5	7	3	5	4.8	Redesign
TOTAL for Masters: 2								

Doctoral

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

GOVERNORS STATE UNIVERSITY ANNUAL PROGRAM REVIEW

TO: DANIEL CULLEN, PH.D., DEPUTY DIRECTOR FOR ACADEMIC AFFAIRS, IBHE
FROM: COLLEEN SEXTON, PH.D., ASSOCIATE PROVOST/ASSOC. V.P ACADEMIC AFFAIRS, GSU
SUBJECT: ANNUAL PROGRAM REVIEW
DATE: JUNE 24, 2015

I.   Explanation of Annual Review Process

All Programs at Governors State University are reviewed by the Academic Program
Review Committee (ARPC), an executive committee of the Faculty Senate, on a 3-5 year
evaluation schedule (see Review Cycle Tables in section IV of this report). New
Programs that received degree approval from IBHE within the last three years must
submit a summary of accomplishments and challenges, as well as a discussion on their
plans to address those concerns. Two years after that initial report they will report on
those plans in their five-year cyclical review report. Established Programs are reviewed
on a 4-5 year cycle (the variation allows for programs to adjust review schedule based on
national accreditation or state accreditation needs). In this Cyclical Review Report the
programs are required to complete an evaluation report which provides a description
and analysis of any major changes in the program; major findings and recommendations
for program improvement; description of actions taken based on last program review;
and, description of actions taken while performing the current review. Through the
cyclical review process the programs use qualitative and quantitative data to complete
their report which include: enrollment figures; retention rates; annual course credit
hours; graduation rates; faculty staffing needs; student learning outcomes; and
assessment reviews conducted by either internal and external reviewers. The APRC
committee members review each of these reports and provide recommendations to the
Provost on program standing. They are designated as: good standing; flag for further
review; or suspension of enrollment. Programs flagged for further review are required to
act on the recommendation of the committee and to meet with the APRC chair and
Provost (and/or designee) to discuss the program response and determine action steps
for remediation. Programs recommended for suspension are required to follow the
recommendations set forth by the Provost Office. When a decision has been made to
close a program the Provost (and/or designee) will meet with Program Faculty members
to establish a plan to meet the needs of existing students in the program. Additionally,
IBHE is informed of the decision through the Annual Review process.

The APRC is also charged with reviewing enrollment, retention and graduation data on
all Programs in the University. They work closely with the Office of Institutional
Research on obtaining accurate data. Through this review, programs evaluated as
"marginal" or "recommended for suspension" based on these data alone, will be
required to complete a Cyclical Program Review Report, even if the program was not
scheduled for a review that year. This review is intended to provide the Academic
Program Review Committee more information on program performance so that they
can make an informed decision on the program's future.

With the advent of freshmen to our campus in fall 2014 and the newly adopted general

education outcomes which have junior seminar and senior capstone requirements for all undergraduate programs, the APRC made adjustments to the template used for annual review which will be effective for the 2015 Annual Reviews. The major change is in asking each program to provide their learning outcomes and the assessment data used to capture performance in meeting those outcomes. They also adjusted the submission schedule so that three-year old programs are reviewed in the fall term after the completion of three full years of enrollment and continuing programs are reviewed in the spring term on a 4-5 year cycle as described above. The template for these reviews is as follows:

1. A statement of program goals and intended learning outcomes;
2. Description of program assessment and frequency of assessment and any actions taken since the last review, including changes to instructional resources and practices and curricular changes (Note: Programs should also be addressing technological innovations, changes to delivery formats, use of data and/or learning management systems);
3. Description of course assessments aligned to learning outcomes, data collected from those, analysis of data, and results or action taken based on analysis;
4. Description of an end or near-end-of-program assessment of student learning, data collected from this, analysis of data, and results or action taken based on the analysis (Note: Per policy 72 this could be the capstone);
5. Description, data collected and analyzed, and results of any additional performance measures, if necessary, that reflect the uniqueness of academic programs and disciplines (NOTE: this would be optional – program may have captured everything in 3 and 4);
6. Feedback from key stakeholders (current students, alumni, employers, graduate schools, etc.) [IR will be able to provide alumni and possibly employer feedback]; and
7. Analysis of Enrollment Data Table – Programs are expected to use the data to evaluate trends (NOTE: These data will be provided by IR 3-5 months prior to Report due date);
8. Summary statement of actions taken as a result of this review.

Example of Enrollment Data Table (IR will provide programs)

	AY10/11	AY11/12	AY12/13	AY13/14	AY14/15	AY 15/16	6 year Avg.
Number of Enrolled Majors (Fall)							
Fall SCH							
Applicants							
Admissions							
Degrees awarded							
Average age							
GSU Costs							
Statewide avg. costs							

Table of Program Data for 2013/14 and 2014/15 Academic Years (NOTE: A separate spreadsheet, containing five years of data [2010-2014] for all categories is included with this report.)

Program	CIP	Enrollment		Student Credit Hours		Full-time Equivalent Students		Female (% of Enrollment)		Minority (% of Enrollment)		Average Age		Degrees Awarded	Female (% of Degrees Awarded)	Minority (% of Degrees Awarded)
		2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2013	2013
Accounting, BS	52.0301	183	181	1,773	1,884	118	126	58.5%	56.9%	41.5%	41.4%	29.9	30.4	53	62.3%	39.6%
Accounting/Accelerated Professional Accounting, MS & BS/MS	52.0301	40	43	304	318	25	27	60.0%	53.5%	40.0%	41.9%	35.1	35.3	9	66.7%	66.7%
Addiction Studies, MHS	51.1501	158	141	1,030	950	86	79	83.5%	83.0%	77.8%	78.0%	41.4	42.2	33	90.9%	69.7%
Analytical Chemistry, MS	40.0502	24	17	151	110	13	9	45.8%	52.9%	33.3%	47.1%	33.6	34.3	16	56.3%	12.5%
Anthropology and Sociology, BA	45.1301	11	18	111	187	7	13	81.8%	55.6%	36.4%	33.3%	29.4	28.6	1	100.0%	0.0%
Art, BFA	50.0701	24	28	199	244	13	16	54.2%	64.3%	37.5%	50.0%	28.6	28.4	9	66.7%	11.1%
Art, MA	50.0701	16	17	108	110	9	9	68.8%	76.5%	18.8%	29.4%	42.1	44.0	3	66.7%	0.0%
Biology/Biology Education, BS	26.0101	114	137	977	1,287	65	86	58.8%	65.0%	37.7%	41.6%	25.9	26.7	22	50.0%	27.3%
Business Administration, BA	52.0201	360	376	3,421	3,572	228	238	54.2%	54.3%	45.8%	43.9%	29.7	28.8	86	47.7%	36.0%
Business Administration, MBA	52.0201	99	93	624	597	52	50	47.5%	60.2%	45.5%	52.7%	36.3	37.1	29	44.8%	48.3%
Business and Applied Science, BA	52.0205	46	35	395	266	26	18	56.5%	54.3%	54.3%	60.0%	39.1	35.7	9	55.6%	55.6%
Chemistry/Chemistry Education, BS	40.0501	30	35	276	330	18	22	33.3%	31.4%	36.7%	40.0%	25.0	25.6	3	0.0%	33.3%
Communication Disorders, BHS	51.0201	134	123	1,195	1,053	80	70	95.5%	96.7%	35.8%	39.0%	27.2	27.5	43	95.3%	37.2%
Communication Disorders, MHS	51.0203	104	109	782	884	65	74	88.5%	90.8%	17.3%	20.2%	31.2	30.5	29	96.6%	13.8%
Communication, BA	09.0101	120	153	1,303	1,565	87	104	58.3%	55.6%	51.7%	51.6%	28.0	28.5	40	65.0%	37.5%

Program	CIP															
Communications and Training, MA	09.0102	140	146	896	919	75	77	79.3%	80.8%	74.3%	80.1%	40.7	41.1	30	86.7%	70.0%
Community Health, BHS	51.2208	127	131	1,232	1,318	82	88	85.8%	82.4%	48.0%	50.4%	31.1	30.0	22	90.9%	45.5%
Computer Science, BS	11.0701	83	89	861	982	57	66	14.5%	22.5%	42.2%	47.2%	29.2	28.9	27	18.5%	48.1%
Computer Science, MS	11.0701	44	99	366	951	31	79	50.0%	82.8%	17.2%	34.4%	27.3	27.3	10	30.0%	50.0%
Counseling, MA	42.2803	132	144	845	957	70	80	83.3%	87.5%	53.0%	54.9%	34.3	34.5	23	87.0%	26.1%
Counselor Education & Supervision, EdD	13.1101	22	29	135	171	11	14	90.9%	79.3%	59.1%	55.2%	41.4	43.2	4	100.0%	0.0%
Criminal Justice, BA	43.0104	326	320	3,208	3,082	214	205	51.2%	54.4%	47.5%	54.7%	29.4	29.2	105	44.8%	41.0%
Criminal Justice, MA	43.0104	76	61	448	357	37	30	40.8%	41.0%	46.1%	54.1%	38.9	41.1	38	42.1%	39.5%
Early Childhood Education, BA	13.1210	68	74	628	745	42	50	97.1%	95.9%	44.1%	45.9%	28.5	28.4	12	100.0%	16.7%
Early Childhood Education, MA	13.1210	16	9	95	67	8	6	87.5%	88.9%	37.5%	77.8%	37.1	33.9	4	100.0%	25.0%
Economics, BA	45.0601	1		12		1		100.0%		100.0%	0.0%		24.0	See spread sheet – program began FA14		
Economics, BS	45.0601	3		27		2		0.0%		33.3%			29.0	See spread sheet – program began FA14		
Education, MA	13.0301	67	43	344	201	29	17	86.6%	90.7%	35.8%	32.6%	36.4	38.0	11	72.7%	45.5%
Educational Administration, MA	13.0401	89	53	513	313	43	26	65.2%	71.7%	46.1%	43.4%	37.3	35.3	96	71.9%	41.7%
Elementary and Middle School Education, BA	13.1202	131	135	1,266	1,423	84	95	77.9%	82.2%	34.4%	35.6%	29.8	27.9	18	72.2%	5.6%
English, MA	23.0101	22	16	126	97	11	8	77.3%	86.7%	36.4%	40.0%	35.2	37.6	10	90.0%	30.0%

Program	CIP Code															
English/English Education, BA	23.0101	90	84	949	871	63	58	74.4%	73.8%	35.6%	27.4%	29.4	29.0	35	80.0%	40.0%
Entrepreneurship, BA	52.0701	5	9	68	99	5	7	40.0%	55.6%	60.0%	66.7%	27.2	36.3	1	0.0%	100.0%
Environmental Biology, MS	26.1305	18	13	75	55	6	5	5.6%	7.7%	94.4%	92.3%	28.3	30.1	3	100.0%	0.0%
General Studies (Lower Division)*	05.0299		242		3,747		250		63.6%		75.6%		18.8	First freshmen class		
Health Administration, BHA	51.0702	174	161	1,484	1,410	99	94	88.5%	87.0%	52.3%	48.4%	32.4	30.7	49	87.8%	69.4%
Health Administration, MHA	51.0702	36	30	286	240	24	20	80.6%	70.0%	61.1%	56.7%	34.1	33.5	10	90.0%	70.0%
History, BA	54.0101	7		67		4		42.9%		42.9%		28.6		See spread sheet – program began FA14		
Independent Film and Digital Imaging, MFA	50.0602	18	20	119	138	10	12	50.0%	50.0%	38.9%	45.0%	40.5	40.0	See spread sheet – program began FA13		
Information Technology, BS	11.0103	26	66	261	745	17	50	30.8%	19.7%	42.3%	36.4%	39.0	28.9	3	33.3%	66.7%
														See spread sheet – program began SP15		
Interdisciplinary Leadership, EdD	52.0213	37	49	321	438	27	37	59.5%	57.1%	56.8%	53.1%	41.1	40.6	See spread sheet first grads SP15		

	CIP															
Interdisciplinary Studies, BA	24.0101	434	416	3,499	3,475	233	232	67.7%	71.4%	59.9%	62.3%	39.0	38.9	218	63.3%	61.0%
Management Information Systems, MS	52.1201	13	15	75	105	6	9	23.1%	33.3%	53.8%	33.3%	38.5	38.1	2	0.0%	100.0%
Mathematics, MS	27.0101	24	33	145	179	12	15	58.3%	54.5%	37.5%	39.4%	34.5	35.1	1	0.0%	0.0%
Mathematics/Mathematics Education, BA	27.0101	56	45	569	463	38	31	42.9%	44.4%	41.1%	35.6%	29.4	30.7	14	35.7%	35.7%
Media Studies, BA	09.0102		8		88		6		37.5%		50.0%		25.5	See spreadsheet – program began FA14		
Multicategorical Special Education, MA	13.1007	69	67	421	385	35	32	82.6%	88.1%	33.3%	31.3%	33.7	32.8	20	90.0%	35.0%
Nursing Practice, DNP	51.3818	40	31	185	140	15	12	92.5%	96.8%	55.0%	48.4%	51.3	48.9	12	100.0%	83.3%
Nursing, BSN	51.3801	116	113	894	957	60	64	88.8%	79.6%	56.9%	57.5%	38.5	38.9	66	83.3%	78.8%
Nursing, MSN	51.3808	213	183	1,293	1,089	108	91	85.0%	88.0%	66.7%	69.9%	37.2	36.8	73	87.7%	60.3%
Occupational Therapy, DrOT	51.2306	28	17	145	103	12	9	85.7%	82.4%	42.9%	41.2%	44.6	45.0	7	100.0%	57.1%
Occupational Therapy, MOT	51.2306	67	74	870	922	73	77	82.1%	82.4%	16.4%	14.9%	28.1	28.5	24	87.5%	25.0%
Physical Therapy/Transitional Physical Therapy, DPT & tDPT	51.2308	103	105	1,340	1,388	112	116	61.2%	55.2%	5.8%	28.6%	29.1	28.5	34	67.6%	23.5%
Political and Justice Studies, MA	45.1001	45	50	283	322	24	27	55.6%	60.0%	51.1%	68.0%	40.0	39.6	4	50.0%	0.0%
Political Science, BA	45.1001		13		129		9		53.8%		46.2%		28.7	1	0.0%	0.0%
Psychology, BA	42.0101	342	366	3,399	3,853	227	257	81.6%	80.6%	48.5%	50.5%	30.3	29.5	99	84.8%	45.5%
Psychology, MA	42.0101	43	44	282	300	24	25	79.1%	81.8%	39.5%	38.6%	32.9	33.7	7	100.0%	14.3%
Public Administration/Public	44.0401	118	108	775	675	65	56	74.6%	74.1%	78.8%	77.8%	39.1	39.5	23	78.3%	69.6%

Program	CIP															
Justice and Political Administration, MPA																
Reading, MA	13.1315	26	20	150	105	13	9	92.3%	100.0%	26.9%	10.0%	36.1	33.9	5	100.0%	60.0%
School Psychology Educational Specialist, EdS	42.2805	6	12	54	96	5	8	66.7%	91.7%	50.0%	50.0%	41.8	36.8	See spreadsheet – program began FA13		
Social Sciences, BA	45.0101	24	13	216	120	14	8	58.3%	53.8%	62.5%	69.2%	31.2	30.4	5	60.0%	40.0%
Social Work, BSW	44.0701	170	177	1,675	1,824	112	122	87.1%	84.7%	67.1%	67.8%	35.2	34.6	38	89.5%	63.2%
Social Work, MSW	44.0701	152	146	1,510	1,469	126	122	87.5%	81.5%	65.8%	63.7%	35.2	35.0	59	91.5%	69.5%
Theatre and Performance Studies, BA	50.0501		5	42			3	80.0%		80.0%	80.0%		37.8	See spreadsheet – program began FA14		
Urban Teacher Education, MA	13.1299	29	14	203	97	17	8	79.3%	71.4%	62.1%	50.0%	37.5	36.6	14	71.4%	50.0%

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).
- Female (% of Enrollment), Minority (% of Enrollment) - Reflects the percent of enrollment (headcount) that are female or minority as of the fall census date for a given year.
- Average Age - The average age of enrolled students as of the fall census date for a given year (as of that date).
- For Admissions and Degrees Awarded Data - Reflects full year data which is finalized each August. General Studies students are only admitted in the fall term, so those numbers are finalized.

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III.   Discussion on Program Data
       Please note that the graduation rates for 2014-2015 academic year are not included in a
       discussion of these programs as those numbers are not finalized until August 2015.
       Programs discussed below are those with low enrollment and/or low graduation rates
       for data reported in section II of this report. Action taken for each is detailed as follows:

   a.   Anthropology and Sociology, BA – This program began in fall of 2012. A three-year
        new program report was submitted and reviewed by the APRC in spring 2015. See
        section V for details on the program and the program's plan of action to address
        enrollment concerns;

   b.   Art, MA – This program was flagged for priority review in spring 2014. In the fall of
        2014 the program brought in external reviewers to examine the program curriculum
        and to provide guidance for program revision from an MA to an MFA degree
        offering. The program faculty members are in the process of redesigning their
        curriculum with the expectation that a plan will be submitted to the University
        Curriculum Committee and the Academic Program Review Committee to approve
        prior to seeking approval of the University Provost, President and Board of
        Trustees. Once through those approvals it will be submitted to IBHE for approval ;

   c.   Chemistry/Chemistry Education, BS and Analytical Chemistry, MS – These
        programs submitted cyclical review reports in spring 2015. The details of those
        reviews and the recommendations of the APRC and Provost Office are found in
        section V of this report;

   d.   Counselor Education and Supervision, Ed.D. – The graduation numbers reflect the
        second graduating class since the start of this doctoral program. It is building slowly
        with a steady increase in the graduation rates. The program provided a three-year
        progress report in spring 2014 where a plan for recruitment and retention was
        described. The program numbers have steadily increased as a result of putting the
        plan to action and program completers are steadily increasing. The unofficial
        number of graduates for 2014 stands at four. The program will submit its first
        cyclical review report in spring 2017;

   e.   Early Childhood, MA – This program was flagged in spring 2013. Program faculty
        members were charged with redesigning the program with the understanding that
        the program would undergo a comprehensive review in spring 2016. Since that time
        the program has undergone faculty changes, suspended enrollment in the non-
        certification strand of the program offerings, and is moving toward developing an
        online cohort. It is expected that a plan for program redesign will be submitted for
        UCC and APRC review in fall 2015;

   f.   Entrepreneurship, BA – This program just completed three full years of enrollment.
        The program will submit a three-year program review in October 2015. The
        enrollment numbers are steadily growing, however, in the three-year review they are
        expected to address how those compare to the projected figures provided in the
        original RNUI. The Program Coordinator and Chair have initiated changes for
        recruitment based and expect to see an increase in enrollment as a result of those
        changes put in place in spring 2015. The APRC will make any further

recommendations on the program's future after review of the three-year progress report due in fall 2015;

g. Independent Film and Digital Imaging – The program enrollment has fluctuated slightly since its creation with a current enrollment of twenty students. The number of degrees awarded is not reflective of the number of students enrolled in the program. The program will undergo a comprehensive review in 2015-16, which is designed to address graduation rates and to establish a plan for program improvement. The Division Chair is currently working with the Program Coordinator to address recruitment, retention and degree completion concerns. The results of the upcoming comprehensive review will determine the future of the program;

h. Management Information Systems – This program has averaged 16 students over the last five years. Their current number of degrees awarded does not reflect enrollment. The program is flagged for a comprehensive review in the upcoming school year. The Program Coordinator and Division Chair are developing an action plan to address enrollment, retention and degree completion concerns;

i. Mathematics, MS – This program began fall 2012, and has experienced a steady increase in enrollment since its start. The one degree completer for 2013-2014 reflects the initial year enrollment of seven students. With over 33 current students the number of degree completers is expected to rise dramatically. A three-year progress report was submitted and reviewed by APRC in spring 2015. Details of that review are provided in section V below;

j. Media Studies, BA and Political Science, BA – The data reported for each program reflect programs which just began enrolling students in fall 2014. Each program is slated to submit a three-year progress report in fall 2017. Thus far, each has met the enrollment targets set in the approved RNUI. Program coordinators and Division Chairs are apprised of these data and are following the plans set forth in the RNUI to address recruitment, enrollment, retention and degree completion needs;

k. Reading, MA –This program was flagged in spring 2013. Program faculty members were charged with redesigning the program with the understanding that the program would undergo a comprehensive review in spring 2016. Since that time the program has undergone faculty changes, and is in the process of getting approved a revised curriculum with the majority of offered online in a cohort delivery model. It is expected that a plan for program redesign will be submitted for UCC and APRC review in fall 2015;

l. Social Sciences, BA– This program underwent a comprehensive review in spring 2015. The details of the review and the recommendations of the APRC and Provost Office are found in section V of this report.

Bachelors			
	Original Name/Attribute	Status	Description or Rationale for Change
1.	Art, BFA	Review	This undergraduate degree program is scheduled for review in 2015-2016.
2.	Chemistry, BS	Justification	This undergraduate program was reviewed in Spring 2015. This program was justified and considered to be in good standing. Please refer to the program review summary.
Masters			
	Original Name/Attribute	Status	Description or Rationale for Change
1.	MS in Environmental Biology	Redesign	In their last comprehensive review from spring of 2013 the program, aware of enrollment concerns raised by the university, the Department identified a plan for total redesign. Due to faculty deaths and retirements, the redesign was stalled. During this past school year, the program faculty members (including some new hires) reconceptualized the vision for program redesign and have submitted their proposed new courses to the University Curriculum Committee. Additionally, the Division of Chemistry and Biology just hired a new Division Chair who has identified as one of his priorities getting this redesign through the internal approval process. The plan is to keep the program on the review schedule for 2017-18 to give them time to increase enrollment with the redesigned curricular plan.
2.	MA in Early Childhood	Redesign	The program was flagged in Spring 2013. Program faculty members were charged with redesigning the program with the understanding that the program would undergo comprehensive review in spring 2016. Since that time, the program has undergone faculty changes, suspended enrollment in the non-certificate strand of the program offerings, and is moving toward developing an online cohort. It is expected that a plan for program redesign will be submitted for UCC and APRC review in fall 2015.

IV.   Cyclical Program Review Schedule for 2015 through 2018

2015-2016 Cyclical Review		
Due to APRC on February 1st of each Academic Year		
Undergraduate Programs	**Graduate Programs**	**Certificates**
Accounting, BS	Accounting, MS	Early Childhood Education (post-BA)
Art, BFA	Accounting, Accelerated Professional, BS/MS	Online Teaching and Learning
Business Administration, BA	Business Administration, MBA	Reading Teacher Endorsement
Business and Applied Science, BA	Communication and Training, MA	
Community Health, BHS	Early Childhood Education, MA	
Early Childhood Education, BA	Education, MA	
Elementary and Middle School Education, BA	Educational Administration, MA	
	Independent Film and Digital Imaging, MFA	
	Management Information Systems, MIS	
	Multicategorical Special Education, MA	
	Political and Justice Studies, MA	
	Public Administration, MA	
	Reading, MA	
	Nursing Practice, DNP	
	Occupational Therapy, DrOT.	
	Physical Therapy, DPT	
	Transitional Physical Therapy tDPT	

2015-2016 New Program 3-Year Progress Report	
Due to APRC on October 1st of each Academic Year	
Undergraduate Programs	**Graduate Programs**

Entrepreneurship, BA	Urban Teacher Education, MA
	Interdisciplinary Leadership, Ed.D.

2016-2017 Cyclical Review		
Due to APRC on February 1st of each Academic Year		
Undergraduate Programs	**Graduate Programs**	**Certificates**
Interdisciplinary Studies, BA	Art, MFA	Principles of Conductive Education (UG/G)
	Counselor Education and Supervision, Ed.D.	Health Care Informatics
	Criminal Justice, MA	Health Services Research
	Health Administration, MHA	Mindfulness in the Helping Professions
	Occupational Therapy, MOT	
	Social Work, MSW	

2016-2017 New Program 3-Year Progress Report	
Due to APRC on October 1st of each Academic Year	
Undergraduate Programs	**Graduate Programs**
Economics, BA & BS	School Psychology, MA/Ed.S.
Political Science, BA	

2017-2018 Cyclical Review		
Due to APRC on February 1st of each Academic Year		
Undergraduate Programs	**Graduate Programs**	**Certificates**
Anthropology and Sociology, BA	Addictions Studies, MHS	Biotechnology and Bio-Analysis (UG/G)
Biology/Biology Secondary Education, BS	Computer Science, MS	Digital Forensics (UG/G)
Computer Science, BS	Counseling, MA	Information Security (UG/G)
English/ English Secondary Education, BA	English, MA	Addictions Screening, Assessment and Referral
Psychology, BA	Environmental Biology, MA	Biology Education (post-BA)
Social Work, BSW	Psychology, MA	College Career Coaching
		Clinical Mental Health Counselor (post-MA)
		English Education (post-BA)
		School Counseling (post-

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	MA)

2017-2018 New Program 3-Year Progress Report	
Due to APRC on October 1st of each Academic Year	
Undergraduate Programs	**Graduate Programs**
History, BA	
Media Studies, BA	
Theatre and Performance Studies, BA	

V.   Summary of Program Evaluations from 2014-2015

The information below is a summary of the Program Reports, including the APRC recommendations for those programs reviewed for the 2014-2015 school year.

2014-2015 Cyclical Program Review Summary	
BA in Anthropology and Sociology	*New Program 3-Year Progress Report* The Bachelor of Arts in Anthropology and Sociology was approved as a degree program by the Illinois Board of Higher Education in June, 2012. The first term of enrollment for this program was fall 2012 where three students declared this major. ANSO students earn a degree in Anthropology and Sociology, and concentrate in either discipline. By spring 2015 (during the third year of its existence) the program grew to 17 students with three declaring Anthropology as their concentration track, 14 declaring Sociology, and one student having graduated from the program in spring 2014. Initial enrollment projections for year three at IBHE approval was fifteen students. The program has exceeded that projection by two students. ANSO is also featured prominently in the general education cohort classes, offering many sections of Cultural Anthropology (ANTH-1100) and Introduction to Sociology (SOC-1100) for the freshmen student cohorts. The projected "annual credit hours in new and existing courses" for year three of the program was 1375 credit hours. Data for the 2014-2015 school year show that this program is short of its projection by 56 credit hours (1319/1375). Note that the projected total includes fall and spring terms and summer session to date. We anticipate the total to rise once summer enrollment is completed. Most recently, the Program faculty members prepared a new Junior Seminar course designed for students beginning their professional course sequence. This course employs a thematic approach to the core content areas of the disciplines, and the research and writing skills necessary for successfully completing the major and gaining employment. This course is designed to help students answer the question "what can I do with my degree in Anthropology and Sociology in the real world" by providing students with some of the necessary tools in order to take a solutions-oriented approach to addressing some of the most vexing social issues of today.

In order to meet the demands of a growing degree program, one which also provides general education coursework to the growing freshmen and sophomore student population, this Program Review has underscored the need for additional faculty members. Currently two Unit A faculty members are responsible for the development of all ANSO courses, with the responsibility of teaching the majority of them and some Social Sciences courses. They are assisted by one full time Unit-B faculty member. A new tenure-track faculty member in Cultural Anthropology will start in fall 2015.

For a program in existence for three-years the program faculty members are pleased with the progress they have made to date. This includes:

- *Percent Pass Rate and Student Academic Success:* The first graduate of the ANSO Program completed her degree Summa Cum Laude and is currently enrolled in the Addictions Studies Master of Arts program. One spring 2015 graduate is applying for an Applied Master's Program in Anthropology, and another spring 2015 graduate is applying to law school.
- *Retention and Time-To-Degree Completion:* To date, only two students have changed from the declared ANSO major. One switched from Cultural Anthropology to Biology due to interest in forensic anthropology. The other switched from ANSO to Interdisciplinary Studies, but kept Sociology as a minor. In spring 2015, even students graduated: three who were admitted in Spring 2013 and four who were admitted in Fall 2013.
- *Student Involvement in Faculty Research:* Anthropology and Sociology program faculty require all students who graduate to conduct original research under individual advisement of faculty as a part of the capstone experience. Faculty who developed the Program are leaders in seeking University intellectual life grants and other opportunities that promote presentation of intellectual work to the Governors State University community and beyond. In AY 14-15, one faculty member was awarded an Undergraduate University Research Grant to fund undergraduate research on sexism in electronic cigarette tobacco advertisements. In AY 13-14, one faculty member received a University research grant that supports field research informing her teaching. In AY 14-15, one faculty received a University intellectual life grant to educate students on the Tobacco-Free Campus law to be implemented in 2015. Students in the Spring 2015 capstone ANSO 4900 (Capstone Course) linked their thematic topic of inspiring civic engagement to help implemented the proposed panel discussions and dissemination plan as envisioned in the Intellectual Life Grant as a part of their civic engagement project.

The Academic Program Review Committee, in their review of the 3-year Progress Report for the BA in Anthropology and Sociology, made note of their concern on enrollment numbers. They recognized the challenges with staffing courses in light of the importance of these courses in the general education curriculum. They recognized that the program has a plan of action in place, through use of their Junior Seminar course, to apprise majors of the benefits of each concentration and to broaden student perspectives as they make their concentration selection. They also recognize that the program anticipates continued growth as freshmen cohort students move into their sophomore year where they will be declaring their major and realize that the Program Faculty members look at this as an opportunity to

	provide students with their general education coursework as a potential recruitment to the major. **Review Decision of the Three Year Progress Report for the BA in Anthropology and Sociology: Program in Good Standing**

BS in Information Technology	*New Program 3-Year Progress Report*
	The Bachelor of Science in Information Technology was approved as a degree program by the Illinois Board of Higher Education (IBHE) in August 2012. Students first enrolled in this major in spring 2013. By spring 2015 there were 79 students enrolled in this major, representing a 97% increase over spring 2014 enrollment figures. Approximately 20% of the students are female and 36% are minority students. 70% are enrolled full time. This program has exceeded its projected enrollment figure of 30 students by the third year and exceeded its projected annual credit hours in existing and new courses combined. The projected annual student credit hours for year-three were 2,100 cr. hrs. For FY2014-2015 the number of hours to date is 2,429 with the expectation that this number will rise once summer session enrollment figures are finalized.
	
	This program is particularly attractive to students interested in cybersecurity. The GSU students have been able to apply their skills learned in the program while attending various competitions, including the following national competitions, sponsored by National Security Agency (NSA) and the Department of Homeland Security (DHS):
	
	• Collegiate Cyber Defense Competition, State of Illinois
	  – Cyber Aces – Special competition sponsored by System Administration Audit Networking Security (SANS) institute. In this competition five GSU students achieved high level scores qualifying them to compete in a special state challenge.
	• Cyber Quests –DHS Competition
	  – GSU student was on winning team for State competition.
	
	Additionally, the GSU students organized a consulting team to work on projects for local industries and were recognized by Illinois Technology Foundations for "50 for the Future." This award recognizes the top 50 students in technology in the State of Illinois. Students in this program have earned industry certifications issued by CompTIA, Microsoft and EMC, a good reflection of the teaching quality at GSU.
	
	While performing this internal review of their three-year old program, the program faculty members have identified some significant challenges that come with an attractive and growing program – the need to hire qualified faculty members with current industry experience and industry-standard professional certificates to join our faculty. It took two searches for the program to hire their newest faculty member. Additionally, with the need to build and offer pre-requisite freshmen and sophomore level coursework that was previously fulfilled at the community college level, this challenge has put an additional burden on the existing program faculty members.
	
	A technology rich curriculum such as Information Technology also requires

	additional computer lab space. Some of the Program needs are met through the use of labs in the new Science wing renovation and through the introduction of a virtual lab system NETLAB+®. This allows students to preform complicated labs by utilizing web browser based devices from any location 24 hours a day. It expands the availability of the lab access to students. Utilizing virtualization technology allows the program to expand the student hands-on learning. Additionally, the current partnerships with IT industry leaders continue to provide our students with internship opportunities. Students will continue to test and use the skills and knowledge learned in the program by competing in competitions that re-inforce the knowledge taught in the classroom. The program is also apply for a Center of Excellence in which they align the program's courses with National Security Administration (NSA) and Department of Homeland Security (DHS) standards, thus insuring that the program meets current and future needs in the areas of networking and security. The Academic Program Review Committee, in the review of the 3-year Progress Report for the BS in Information Technology, noted that faculty will need to examine closely the creation and offering of prerequisite freshmen and sophomore level courses given their current faculty numbers. APRC recommends that the program identify a plan for course development and delivery of these lower-level courses. Additionally, while they are impressed with the students' ability to compete and perform well in various cyber-security competitions, they noted that the program did not fully examine any other performance measures such as time to degree completion, retention in the program, and the assessment of learning outcomes as identified in the original RNUI approved by IBHE. The committee recommends that the program employ an external program reviewer to examine results of an internal program review of student learning outcomes and to use that external reviewer feedback to inform the next cyclical program review. That review will take place after the program has had five full years of enrollment data. **Review Decision of the Three Year Progress Report for the BS in Information Technology: Program in Good Standing**
MS in Mathematics	*New Program 3-Year Progress Report* The Master of Science in Mathematics was approved as a degree program by the Illinois Board of Higher Education in June 2012. This program prepares students as professional mathematicians with an emphasis on problem solving and mathematical inquiry. Coursework covers a wide range of mathematics including abstract algebra, probability and statistics, combinatorics, advanced calculus, the history of mathematics, financial mathematics, and mathematical modeling, while emphasizing both the applied and theoretical aspects of those disciplines. The most current mathematics technology is used to help students analyze and solve problems like experienced mathematicians. The program uses several processes central to the preparation of outstanding mathematicians throughout the program. These include the ability to use a broad range of strategies and representations when solving problems and creating models, the use of logic and reasoning for the analysis and development of mathematical proof, the identification of connections within mathematics and to other disciplines, and it prepares graduates to correctly communicate mathematical ideas precisely using the language of mathematics.

The program first enrolled students in fall 2012, with 18 declared majors and has grown to 31 declared majors as of spring 2015. While this figure represents a 42% increase in majors, the projected number during program development was fifty by year three, thus the program has fallen short on its projection. Additionally the annual credit hours generated by new and existing courses within the major for Year-3 was projected at 900. At this point, without final figures for summer session courses, the annual credit hours generated is 610. While the program has fallen short of its projected figures, the discrepancy in them does not tell the total story of this degree program.

In AY 2013-2014 three students completed the MS in Mathematics, including one minority student. Each of the three graduates secured a mathematics teaching position at local community colleges immediately after graduation. Also, 11 students who earned the B.A. in Mathematics at GSU or completed the Mathematics Education Certificate have now returned to GSU and are enrolled for graduate study in the M.S. in Mathematics program. Fifty-five percent of the students in the MS in Mathematics are females and forty percent are minority students; 15% are enrolled as full-time students.

When the new program began, one new tenure-track assistant professor was hired in AY2013-2014 and a second assistant professor was hired in AY2014-2015. These additional faculty members have teaching responsibilities for both the MS level Mathematics courses and the undergraduate BA in Mathematics Program. Additionally they are responsible for the development and delivery of newly created undergraduate mathematics courses at the freshmen and sophomore levels. The addition of new faculty members provided an opportunity for faculty members across colleges to collaborate on the development of a new Actuarial Science concentration at both the graduate and undergraduate level. The faculty members strongly believe that this concentration will attract students interested in actuarial positions in business, government and industry. The coursework in this concentration provides a foundation for the preparation needed to sit for a series of examinations developed by the professional actuarial societies. In addition to a strong knowledge base in mathematics that includes probability and statistics, coursework includes risk management, finance, economics, and investments. Special admissions requirement includes a 3.00/4.00 overall grade point average.

The Program Faculty members have experience running a nationally accredited Illinois teacher licensure program for secondary Mathematics teachers at the BA and post-BA levels. In this three-year review they have identified plans for creating a sequence in the MS in Mathematics degree that will entitle program graduates to an Illinois teaching license for grades 9-12.

The Academic Program Review Committee, in their review of the 3-year Progress Report for the MS in Mathematics, noted that the program did not fully examine other performance measures such as time to degree completion, retention in the program, and the assessment of learning outcomes as identified in the original RNUI approved by IBHE. The committee recommends that the program employ an external program reviewer to examine results of an internal program review of

	student learning outcomes and to use that external reviewer feedback to inform the next cyclical program review. That review will take place after the program has had five full years of enrollment data. The Provost understands that there is a discrepancy between projected growth figures and current enrollment figures. Those projections were based on the development of the two concentrations which required additional faculty and time. The addition of two new faculty members provided the Program Coordinator with time to collaborate with College of Business and Public Administration faculty members to develop the Actuarial Science concentration during the program's first year, and begin the marketing of that concentration during FY2014-2015. It is our belief that with the addition of this concentration and the proposed Mathematics Teacher Licensure concentration the enrollment in this major will increase. Additionally it is recommended that, the program identifies in their assessment plans the external measures that will lead to gainful employment upon degree completion, such as a passage rates for Actuarial assessments and Illinois Teacher Licensing exams. **Review Decision of the Three Year Progress Report for the MS in Mathematics: Program in Good Standing**
MS in Analytical Chemistry	*Cyclical Program Review* The Masters of Science in Analytical Chemistry degree program at GSU is focused on a specific discipline within the broader field of chemistry. Analytical Chemistry is a discipline that answers questions of qualitative nature such as what kind of molecule, or what is the elemental composition or molecular structure as well as questions of quantitative nature: what is the concentration, how many components are in the solution, what is the purity of the manufactured product, etc. The field uses a variety for techniques, technologies and instrumentation to answer these questions. Analytical Chemists work in manufacturing, research and development, in regulated industries, and in education and governmental agencies. Employers of analytical chemists in Northeastern Illinois include pharmaceutical companies; manufacturers of paint, ink and coatings; manufacturers of cosmetics and personal care products; environmental testing operations; basic industries such as steel and petroleum refining; producers of corn products; and food companies. The most impactful changes since the last cyclical review have been the increasing dominance of pharmaceutical manufacturers as employers and the decline of environmental testing companies as employers. The instrumentation the analytical chemist now uses is more costly with a higher degree of automation and data analysis capability. Training on new instrumentation is an in-demand skill, professional level training is costly for industry, often \$3000 to \$5000 per day. There are new kinds of positons in quality assurance where chemists review data and verify results and do not work at the bench or perform experiments or measurements. The dominance of the pharmaceutical companies as employers has increased the demand for chemists with strong knowledge of biology, biochemistry, and biotechnology. There are also contradictory demands for scientists with strong regulatory compliance experience as well as scientists able to work as talented innovators.

While the demands of industry have changed since the program's last review in FY2007-2008, the enrollment figures remained steady until 2013. Prior to that year the average enrollment from 2008-2012 was 62.8 students. In 2013 the enrollment fell to 24 majors and to 17 in 2014. Consequently, the annual student credit hours fell accordingly. The enrollment drop can be tracked to a 30% decrease in international student enrollment in 2013. In 2014 the percentage of international students enrolled in the MA in Analytical Chemistry fell to 12% from a 68% high in 2011. The enrollment of local graduate students has remained fairly constant averaging twenty students over the reporting years. International candidates were attracted to GSU to meet their need of graduating from an American University in a STEM field that would allow them to be employed on an HIB technology worker visa. Local students who have graduated from the program continue to be employed as chemists and industrial bench scientists as well as the occasional high school teacher.

The Program faculty members have reflected on the decline in enrollment by using the feedback from an external program reviewer to revise their curriculum and to address the need to better assess remedial coursework needs of students prior to enrollment in a rigorous Analytical Chemistry curriculum. The revision plan was designed to increase the attractiveness and accessibility of the degree to students with a BS in Biology or those with a biology background. To meet this plan the program designed two new courses, Comprehensive Organic Chemistry and Comprehensive Physical Chemistry, and delivered them to the non-chemist graduate students. This effort was not entirely successful and a disappointing number for grades of C were earned by the students, requiring them to repeat the course or be dismissed from the program. This put significant demand on the faculty workload and is not viewed as entirely successful. The program faculty continues to discuss alternative ways to help non-chemistry majors at the BA/BS level learn the missing material and satisfy the pre-requisite requirements to be able to enter into the MS in Analytical Chemistry.

The culminating experience for the MS degree was also revised to include a literature only option or an internship (workplace based) experience. These two new options helped relieve the burden of creating laboratory experiences for the large number of graduate students in the program. The faculty continues to research and explore alternative culminating experiences that will better serve the part-time working adult and the international students. The external reviewer, Dr. Michael Shaw – Chair of the Department of Chemistry as Southern Illinoi University Edwardsville, recommended the program examine the portfolio based assessment at the University of New Hampshire.

The Program is quite pleased with the renovation of the science and health science laboratories. This long awaited improvement created 4 major teaching labs and 4 dedicated instrument labs and 3 shared research labs. The storeroom has significant renovation with secure chemical storage and a separate lab preparation room and storeroom manager's facility. The program noted in their review that laboratory safety has been addressed through the creation of a College of Arts and Sciences Safety Committee and through the development of a Chemical Hygiene

Plan. These new and improved spaces have modern, up to code infrastructure for the use of chemicals in courses and research and training. The new Analytical Chemistry lab is also used to teach general chemistry and other general education chemistry courses now part of GSU's lower division curriculum. Another important benefit of the renovation is the larger student capacity in the completed labs. For example, the organic chemistry lab can accommodate up to 22 students compared with the historic organic lab with space for 12 students. The larger lab capacity results in increased class size and fewer lab sections, improving faculty productivity.

The renovation of the Science and Health Science wing also resulted in significant investment in new and refurbished instrumentation for the chemistry program. New instrumentation includes rebuilding of the 300 MHz Bruker Fourier Transform-Nuclear Magnetic Resonance spectrometer (FT-NMR) at a cost of $130K, a new Agilent Gas Chromatograph/Mass Spectrometer (GC/MS), a new Agilent Gas Chromatograph (GC), new Agilent Liquid Chromatograph (LC), new B&L Spectrophotometers, new pH meter, new Analytical balances, new student grade Fourier Transform Infrared spectrometer (FTIR), new rotary evaporators, new Millipore water filtration systems, melting point apparatus, and a new laboratory dishwasher. This technology is part of the American Chemical Society's requirements for instrumentation to belong to certified programs. It was noted in their review that running a program of this level, where students must have access to quality materials and supplies, requires a budget to meet the demand. This external consultant recommended as increase in the budget by about $3000 supporting division funded student research.

The program faculty do their best to seek external sources of funding to support their and student research. The faculty will continue to seek external funding for instrumentation and research experiments. For instance, they have recently submitted grants to NSF for acquisition of new instrumentation in the areas of bio-analytical instrumentation (MALDI-TOF) and Raman spectroscopy. The Division of Chemistry and Biological Sciences supports faculty development and travel to develop relationships with potential research partners at PhD granting institutions.

In addition to providing the graduate students in this program with experience on these various devices the program has developed and will continue to build upon the community relationships they have nurtured over this evaluation period through recent visits with Solvay in University Park and Silliker Solution Center in Crete, AbbVie laboratories in North Chicago and CSL Behring in Bourbonnais. The current lead chemist in the QA/QC laboratory at the Solvay plan is a GSU chemistry program alumnus. The chemistry program has partnered with GSU's Career Services and the GSU Foundation to develop multifaceted relationships with goals of increasing the number of internships, securing corporate support for student and faculty research and providing opportunities for access to or donation of laboratory instrumentation. AbbVie recently hosted an undergraduate intern for two summers and has donated approximately $100K in laboratory commodities and chromatography columns. Faculty members are working with alumni to secure an additional donation of instrumentation.

The time period under review also was an extremely challenging period for the chemistry program at GSU as long time members of the department passed away or retired and new hires joined the program. The American Chemical Society (ACS) guidelines call for 75% or greater of the chemistry faculty hold PhD or equivalent research degree. GSU has responded to the ACS finding in February 2015 and can report it now meets the ACS requirements with the recent hire of a new Inorganic Chemist. The program is also in the midst of final negotiations with an experienced professor in the field of chemistry education for an appointment beginning in August of 2015. With this last addition the program will be at exactly 75% of the full time faculty and lecturers have research based PhD degrees. The external reviewer did however, express the need to hire an Analytical Chemist, as the degree is "Analytical Chemistry" and the only true Analytical Chemist on faculty – Dr. Karen D'Arcy – will be retiring at the end of Spring 2015 term.

It was noted by the program faculty preparing the cyclical review report that change in the faculty contract and workload or course assignment helped the chemistry faculty meet the ACS guidelines of 15 contact hours or less each week of the semester. The larger labs reduced the number of lab sections required to meet student demand, reducing the professor's number of contact hours for lecture and lab instruction. They noted that it will take additional faculty to have the program reach the ACS preferred level of a maximum of 12 contact hours each week. GSU has also taken a pro-active approach by minimizing overload assignments for faculty. The chemistry department will need to create a richer pool of PhD prepared adjuncts to deliver courses and lab sections required to meet student demand.

The program faculty members identified in the cyclical review report a plan to address enrollment concerns and continued program quality and staffing needs. Steps include: 1) appoint a chemistry faculty member as an active participant in the graduate admission process to review all student applications for prerequisite coursework, appropriately identifying applicants for conditional admission; 2) redesign the program curriculum to include a core set of courses that will attract bio-oriented students to the degree; 3) revise the program assessment of learning outcomes that is consistent with curricular revisions; 4) target fall 2016 for submission of revised program curriculum for internal approvals; and 5) implement revised curriculum fall 2017.

The MS in Analytical Chemistry has a plan to respond to changing enrollment figures, challenges of industry changes, and challenges when students are admitted and in need of additional pre-requisite coursework. They have identified steps they will take for curricular revision and have a plan in place to assess learning outcomes and candidate success.

Review Decision of the Cyclical Review Report for the MS in Analytical Chemistry: Program in Good Standing

BS in Chemistry, BS in Chemistry with Secondary Teacher Education Concentration	*Cyclical Program Review* The Bachelors of Science in Chemistry degree program at GSU is one of approximately 700 American Chemical Society (ACS) certified degree programs across the US. In 2008, the ACS embarked on a curriculum revision process with the goal of modernizing the guidelines for the certified programs to prepare entry-level chemists for employment in 2025. The modernization of the certification guidelines is a transparent process with opportunity for faculty and industry participation at various levels including review and feedback as well as participation in working groups and open sessions at annual and regional meetings. The draft guidelines from ACS-CPT were available for final comment during the fall of 2014. The redesign of the program guidelines and curriculum was driven by the purpose to ensure new graduates are prepared to be chemists in 2025. Key changes with impact on GSU's program include a new description of the curriculum as composed of foundational courses built upon an introduction to the field (the typical general chemistry course sequence), requirements for a capstone experience, a requirement for students to have significant hands-on laboratory experience prior to starting foundational courses, a new emphasis on information retrieval and management, requirements for active safety committees, and revised dictates on instrumentation and faculty numbers. The national process for proposing and reviewing the improved guidelines is very transparent and the GSU program has monitored the recommendations and made a number of improvements and investments to keep pace with the changing ACS certification requirements. In 2010, GSU submitted their cyclical program review to the ACS Committee of Professional Training (ACS-CPT). In the fall of 2013 GSU received feedback from the ACS-CPT with notice of three areas of non-compliance. The three areas of non-compliance are 1) the number of faculty with research-based Ph.D. credentials and the ratio of research-based Ph.D. faculty to total full-time faculty in chemistry; 2) the need for a chemical hygiene plan and an active chemical safety committee; and 3) the requirement of providing additional, detailed laboratory syllabi with learning objectives aligned with lab experiences. In GSU's response to the ACS-CPT in February 2015 the following were noted: • GSU meets the ACS faculty requirements with the recent hire of a new Inorganic Chemist. The program is also in the midst of final negotiations with an experienced professor in the field of chemistry education for an appointment beginning in August of 2015. With this last addition the program will be at exactly 75% of the full time faculty and lecturers have research based PhD degrees. • Laboratory safety has been addressed through the creation of a College of Arts and Sciences Safety Committee and through the development of a Chemical Hygiene Plan. The storeroom has significant renovation with secure chemical storage and a separate lab preparation room and storeroom manager's facility. The chemical hygiene plan is available to faculty, staff and students inside the GSU web portal. The Chemistry faculty have been paying serious attention to the new focus on safety in the academic laboratories and have followed the ACS initiative to improve students' and faculty skills and training, including the generation

of complete standard operating procedures for laboratory procedures and instrumentation. The certified BS degree program has a required chemical safety course. The program will continue to improve the culture of safety in the laboratories and the program faculty is developing new relationships with local industries, with plans to bring elements of workplace safety training to the campus labs.

- GSU has also addressed the third concern of the ACS-CPT, identified as a concern with the lack of detail provided in the syllabi for the laboratory experiences in the BS curriculum. The program has prepared revised syllabi as requested by ACS-CPT. The revised syllabi detail the laboratory experience in the courses of the certified program. The program also stated that the renovated lab facilities and new laboratory instrumentation acquired during the renovation have improved the student experience in laboratories. The chemistry program plans to improve the outdated assessment plan and gather data on the student laboratory experience.

Through GSU ACS recognition, the graduates of the BS in Chemistry program are eligible for immediate professional membership in the ACS. Employers typically regard recent graduates with an ACS certified degree as prepared for entry-level employment as a chemist rather than a technician. GSU also offers a concentration for students to earn initial licensure to become secondary education chemistry teacher. The teacher education concentration is an approved program by the Illinois State Board of Education (ISBE) and has been approved by NCATE (the National Council for Accreditation of Teachers), and its successor the Council for the Accreditation of Educator Preparation (CAEP) and the National Science Teachers Association (NSTA). The new hire in Chemistry Education will work with Dr. Guimond, Associate Professor of Biology and help relieve the responsibility Dr. Guimond has assumed for the chemistry education components following the tragic loss of our past chemistry education professor.

In addition to the changes in the ACS certification guidelines the field of chemistry has experienced a change in the mix of employers of chemists since the last IBHE program review. The most impactful changes in the regional employment picture have been the increasing dominance of pharmaceutical manufacturers as employers and the decline of environmental testing companies as employers. The instrumentation quality assurance/quality control chemist now uses require a higher degree of skills in automation and data analysis capability. Training on new instrumentation is an in-demand skill, professional level training is costly for industry, often $3000 to $5000 per day. There are new kinds of positons in quality assurance where chemists review data and verify results and do not work at the bench or perform experiments or measurements.

The student enrollment has been very steady, with an average enrollment of 23 majors during the review period. The program predicts approximately five students out of the freshman class for 240 will choose to major in chemistry, chemistry teacher education or chemistry as a pre-professional program. The fall 2014 offering of General Chemistry I had 27 students with 10 of the students identified as first year students, the others are transfer students. The chemistry program is excited about new opportunities to recruit high school students and to

work with local high school chemistry teachers to invite groups to visit the university, tour the new labs and experience some hands-on college level experiments. The program is currently reaching out to local alumni at regional high schools and has extended invitations to visit GSU and engage with students and faculty.

The program also predicts approximately 30 of the freshman students will pursue biology majors or pre-medical education or pre-professional education. Their study plans will call for a year of general chemistry and a year of organic chemistry and one term of biochemistry. The chemistry program has already increased the number of organic chemistry offerings with a fast-paced summer session and will move the yearlong organic sequence to the daytime in AY15/16.

Like the MS in Analytical Chemistry, the BS in Chemistry Program has benefitted from the renovation of the science and health science laboratories. This long awaited improvement created 4 major teaching labs and 4 dedicated instrument labs and 3 shared research labs. These new and improved spaces have modern, up to code infrastructure for the use of chemicals in courses and research and training. Another important benefit of the renovation is the larger student capacity in the completed labs. For example, the organic chemistry lab can accommodate up to 22 students compared with the historic organic lab with space for 12 students. The larger lab capacity results in increased class size and fewer lab sections, improving faculty productivity.

The renovation of the Science and Health Science wing also resulted in significant investment in new and refurbished instrumentation for the chemistry program. New instrumentation includes rebuilding of the 300 MHz Bruker Fourier Transform-Nuclear Magnetic Resonance spectrometer (FT-NMR) at a cost of $130K, a new Agilent Gas Chromatograph/Mass Spectrometer (GC/MS), a new Agilent Gas Chromatograph (GC), new Agilent Liquid Chromatograph (LC), new B&L Spectrophotometers, new pH meter, new Analytical balances, new student grade Fourier Transform Infrared spectrometer (FTIR), new rotary evaporators, new Millipore water filtration systems, melting point apparatus, and a new laboratory dishwasher. This technology is part of the American Chemical Society's requirements for instrumentation to belong to certified programs. It was noted in their review that running a program of this level, where students must have access to quality materials and supplies, requires a budget to meet the demand. This external consultant recommended as increase in the budget by about $3000 supporting division funded student research.

The program faculty do their best to seek external sources of funding to support their and student research. The faculty will continue to seek external funding for instrumentation and research experiments. For instance, they have recently submitted grants to NSF for acquisition of new instrumentation in the areas of bio-analytical instrumentation (MALDI-TOF) and Raman spectroscopy. The Division of Chemistry and Biological Sciences supports faculty development and travel to develop relationships with potential research partners at PhD granting institutions.

In addition to providing the undergraduate students in this program with experience on these various devices the program has developed and will continue to build upon the community relationships they have nurtured over this evaluation period through recent visits with Solvay in University Park and Silliker Solution Center in Crete, AbbVie laboratories in North Chicago and CSL Behring in Bourbonnais. The current lead chemist in the QA/QC laboratory at the Solvay plan is a GSU chemistry program alumnus. The chemistry program has partnered with GSU's Career Services and the GSU Foundation to develop multifaceted relationships with goals of increasing the number of internships, securing corporate support for student and faculty research and providing opportunities for access to or donation of laboratory instrumentation. AbbVie recently hosted an undergraduate intern for two summers and has donated approximately $100K in laboratory commodities and chromatography columns. Faculty members are working with alumni to secure an additional donation of instrumentation.

As a result of the internal program cyclical review, the ACS review, and the feedback from an external reviewer, the BS in Chemistry and BS in Chemistry Teacher Concentration programs have identified a three-year plan to revise curriculum to meet the new ACS guidelines. Some of the areas of foundational knowledge will require changes in course syllabi- such as adding more polymer chemistry to the organic chemistry sequence. The increased emphasis on information retrieval and management will require a review of the chemical literature course and may require revisions. The ever improving culture of safety in academic laboratories will lead to the creation of new learning objective regarding safety. Beginning fall 2015 the program faculty will align their existing curriculum to the newly approved ACS guidelines, identify curriculum gaps and create or revise existing courses to align to the new guidelines. By spring 2016 an assessment plan will be created that is aligned to the revised curriculum. The program will seek internal approvals for program revisions and begin to offer revised freshman and sophomore levels courses aligned to ACS guidelines. By fall 2017 they expect to implement the revised program curriculum for declared majors.

The BS in Chemistry and BS in Chemistry with Secondary Teacher Education Concentration have a plan to respond to changing American Chemical Society guidelines, challenges of industry changes, and challenges of meeting the demands for lower-level (freshmen and sophomore) coursework. They have identified steps they will take for curricular revision and have a plan in place to assess learning outcomes and candidate success. It was noted by the Academic Program Review Committee cyclical review process that the program should also pay attention to the number of degrees awarded and the time to program completion. There was a decrease in the number of degrees awarded, thus they recommend the program address a plan to increase graduation rates as they revise their curriculum.

Review Decision of the Cyclical Review Report for the BS in Chemistry and BS in Chemistry with Secondary Teacher Education Concentration: Program in Good Standing

Cyclical Program Review
Students in the undergraduate major in Communication develop a practical and

BA in Communication	theoretical understanding of the processes and impact of human and media communication. The curriculum is designed to assist students in developing their abilities to communicate effectively and ethically in written, verbal, and visual forms within shifting technological, socio-cultural, political, leadership, and economic environments. Students are prepared to exemplify professional communication practices that promote human relations as informed and engaged global citizens.

In addition to a core of communication courses, students majoring in Communication choose a sequence of courses in advertising and public relations; journalism; filmmaking and multimedia, or human communication. Each sequence includes practical skills as well as the applied understanding necessary for career development. To gain real world experience, students may apply for internships in commercial and not-for-profit organizations, as well as Chicago media, or in the university's division of Digital Learning and Media Design that creates media and learning tools, university publications, and multimedia courseware.

A concentration in advertising and public relations offers students a broad foundation in the theory and skills necessary for a career in these forms of strategic communication. Students interested in the field of journalism will explore the practices and theories of both traditional and contemporary forms of reporting in applied contexts throughout the journalism concentration. The undergraduate concentration in filmmaking and multimedia is designed for the student who wishes to pursue creative development and applied experience in media conception, writing, production, editing, and cinema studies. The human communication concentration explores multiple aspects of human interaction providing a foundation for students to communicate effectively and with integrity as informed and engaged global citizens. Students in any concentration are also encouraged to choose a minor, such as American Studies, Gender and Sexuality Studies, or Latino Studies. Graduates of the program have careers in professions such as advertising, public relations, consulting, mentoring, customer service, sales, human resources and training, media management, media writing, public affairs, and TV production/directing in network and cable systems. The Communication program offers instruction with computer and multimedia technology that is annually augmented and always contemporary, if not ahead of the curve.

The program has experienced significant growth since the last program review five years ago (2009-2010) going from 73 majors and 744 semester credit hours (SCH) to 153 majors (headcount increase 101%) and 1,565 SCH (SCH increase 110%) in Fall 2014. The student population is equally divided between typical college-aged students (early 20s) and returning adults. The average age of undergraduate students in the program is 28.

Due in part to increased student demand, in Fall 2013 the Communication program expanded course offerings at our River Grove location (at Triton College). Students are now able to complete the BA in Communication with a concentration in Human Communication at this location. Additionally, we have increased the number of courses available through online formats to nine. The |

majority of these courses are within the program core and human communication concentration.

The program currently (AY14-15) includes six full time faculty members (one full professor, two associate professors, two assistant professors and one senior lecturer). Additionally, two tenured faculty members are affiliated with the program at half time appointments. Of the full time program faculty workloads, 23 credits (.96% FTE) are assigned to other endeavors, such as Digital Learning and Media Design (DLMD) and student newspaper/media activities. Another 24 credits (1.0 FTE) are allotted to academic advising for the program. According to the 2014 CAS Planning Budget and Advisory Council Dean's report in AY13-14, the last year data was available, full time faculty taught 55% of courses in the program.

In November 2014 Dr. J.C. Bruno Teboul of DePaul University, an external consultant, was brought in to review the implemented and proposed curricular changes. He highlighted the well-designed program level objectives and curricular progression within the core to provide a framework and criteria for student achievement of learning outcomes. He also noted the strong enrollment with growth projections. He identified opportunities for program improvement in curricular design, recommending reducing content overlap with related programs and further sequencing of coursework. Through this recommendation the program faculty members examined how the Filmmaking and Multimedia (FMM) concentration articulates with the Media Studies program as well as the graduate Independent Film and Digital Imaging (IFDI) program. The new Media Studies (MST) program was launched in Fall 2014. While MST is unique from the existing Communication program, the courses offered in the Filmmaking and Multimedia concentration are an important component and often required for those MST students seeking a balance between theory and practice in their studies. The coordinators and affiliated faculty are reviewing the value in shifting courses over to the MST program as a means to create increasingly cohesive production sequences. This would allow for greater focus and clarity between programs and ensure that courses are effectively sequenced, providing a pathway to graduate study, including the graduate IFDI program.

Dr. Teboul also identified future staffing needs to address increased enrollment, especially given the program's expanding responsibility to deliver the general education oral communication course to new freshmen cohorts. The transition to a four year university requires increasing offerings from two sections per year (AY14-15) to an anticipated fifteen sections (AY15-16). Dr. Teboul recommends "hiring in Advertising and Public Relations, and Journalism (that) will pay dividends over the next five years in terms of enrollments and revenue for the college." Presently a new tenure-track faculty member in Interpersonal or Organizational Communication and a new tenure-track faculty member in Advertising and Public Relations will start in August 2015.

The curriculum changes outlined as underway in the previous review have been implemented, tested, and updated. At the undergraduate level, required core courses were revamped to include advanced speaking skills, and a

required course in communicating across difference (race, gender, sexuality, class, etc.). A new four-digit numbering system was put in place, which also aided in the transition to a four-year university.

As part of Governors State University's transformation from an upper-division finishing university to a four-year regional comprehensive university eleven courses were created or repurposed to be 2000-level (sophomore) courses. Concurrently, substantive revisions were made to existing courses in order to distinguish introductory undergraduate courses from advanced courses by implementing sequenced student outcomes. This includes courses in public speaking (COMS 1160/3160), intercultural communication (COMS 2710/4710), small group (COMS 2425/4425), news writing (MCOM 2230/4230), layout and design (MCOM 3725/4725), advertising (MCOM 2361/4361), and public relations (MCOM 2451/4451). Additionally, COMS 1160: Public Discourse was created and approved by the Illinois Articulation Initiative as a general education oral communication course.

As indicated in the 2010 review, the program identified a need to redesign the concentrations in Advertising/Public Relations and Journalism to better distinguish their curricular objectives and prepare students for different professional paths. Toward this goal, they increased the number of required courses for Ad/PR including those covering software skills necessary for design (MCOM 3725) and the strategies for a full cohesive campaign (MCOM 4379).

For the Journalism concentration, they removed the required courses in advertising and public relations and replaced them with a new course on online journalism (MCOM 3220) and a revamped class on broadcasting in America (MCOM 4255). Together these present students with skills for participating in the contemporary landscape of journalism and an understanding of the history that has shaped this landscape. Selectives were added such as the newsroom (MCOM 4270), storytelling (MST 3750), and multiple writing courses from Media Studies to enhance professional skill sets.

There was a strong recommendation to integrate studio and human resources of the division of Digital Learning and Media Design (DLMD) with the academic pursuits of CAS. Increased coordination of curricular and extracurricular endeavors soon followed. DLMD has increased opportunities for students to work with internal clients (e.g., This Week At GSU; Respond to Violence project) and external clients (Dept. of Children and Family Services; American Psychological Assoc.) under the supervision of media professionals.

The university conducted an audit of the use of High Impact Practices suggesting that Communication undergraduate students would likely benefit from the incorporation of seven different High Impact Practices into their course of study. Adopted practices include multiple writing intensive courses; undergraduate research; collaborative assignments; diversity and global learning; community based learning; and a senior capstone course. Internships are required for

professional concentrations (Ad/PR; Journalism) and highly encouraged for all students.

Growth of the Communication program, and the addition of the Media Studies program, placed increased demands on the existing Media Lab. In response, an informal committee was established to determine lab requirements to accommodate the increase in students, as well as media industry changes in technology and increased need for storage and space for student training. It is expected that an updated Media Lab will be available in Fall 2015. Based on the addition of lower division courses and general education offerings, and mandated by a recent change in University policy, the junior seminar/introduction to the major course is being revised, but will continue to serve as the core orientation to the major, bridge general education and major-specific learning outcomes, and integrate our transfer and native student populations. Revisions to this course will begin Spring 2015 with an anticipated launch of Fall 2016.

The Division of Communication, Visual and Performing Arts has created a Division Assessment Committee that meets in the spring to determine the assessment needs for the program. This process will include developing assessment goals, criteria, and instruments to be used in future semesters. One opportunity for improvement would be the development of core course assignments and rubrics to be implemented in all sections of the core courses despite location or instructor. These assignments and rubrics could then be required as part of the portfolio in the senior seminar capstone course. From there, grades and a few random samples could be collected and analyzed to verify program consistency, rigor, and achievement of program objectives. Additionally, the new basic course director is piloting assessment tools for the new basic course in public discourse, using the Personal Report of Communication Apprehension. This tool will be used in assessment of the Fall 2015 rollout of the course.

The BA in Communication Program Faculty has provided a thorough qualitative and quantitative review of their program since the last cyclical review in 2010. They have made great strides in developing concentrations that reflect the current needs of the Communication field. They have responded to the growing demand of course offerings to meet the general education and lower division needs and have a plan in place to assess student progress toward meeting learning outcomes.

Review Decision of the Cyclical Review Report for the BA in Communication: Program in Good Standing

Cyclical Program Review
The undergraduate major in Mathematics provides a balance between theoretical and applied study, with the general objective of providing students with a substantial and broad background in mathematics that affords opportunities to develop skills in logical thinking, problem analysis, problem solving, and computer usage that will enable students to be admitted to graduate school, to work successfully in business, industry, and government where mathematical skills are needed, or for a career in teaching Mathematics at the secondary level.

BA in Mathematics **BA in Mathematics with Secondary Teacher Education Concentration**	During AY 2013-2014, 45 students were enrolled in the BA in Mathematics and BA in Mathematics with Teacher Education programs including 16 (35.6%) minority and 20 (44.4%) female students (22 of those sought teacher licensure). A majority of students in the Mathematics program can be considered non-traditional students because they are older, average age is 30 years old, with many working full-time and attending evening classes. In addition to a high minority enrollment, the Mathematics Teacher Education program has attracted a large number of career changers – students with professional degrees and professional experience, who have made a decision to study and eventually teach mathematics at the secondary level. The average annual graduation rate was 13 students per year during that time period. The average age of the student was 30 years with 56% of the students enrolled full time. Strong coordination of the program and advising by faculty has enabled enrollments to consistently grow. Enrollment in non-majors Mathematics service courses is substantive. In the past year alone, for fall 2014 total credit hours were 2003, an increase of over 20% from the fall 2013 credit hour total of 1663. Thus, productivity is evident from the perspective of credit hours and is reflected in the cost comparison with other state of Illinois university Mathematics programs. Costs have been well below the state average (-13%) in spite of not offering the very cost effective freshmen and sophomore Mathematics curriculum. The program has also increased recruitment efforts through cooperation with the Dual Degree Program. Also, the Mathematics faculty has created and funded a College of Arts and Sciences scholarship for mathematics student teachers known as the *Mathematics Student Teacher Scholarship*. Scholarship recipients receive $1,000 to help with finances while they are completing the student teaching internship class EDUC4999. A total of nine students have been awarded the scholarship so far. Graduates within the Teacher Education Concentration during this cyclical review period were employed as secondary teachers in numerous local districts including: Community Consolidated District 230 specifically Andrew High School and Stagg High School, Lincoln Way District 210, including Lincoln Way East and Lincoln Way Central, Rich District, including Rich South, Rich East, and Rich Central, Orland District 135, Morton West High School, Evergreen Park High School, Proviso East High School, Bloom High School, Southland College Prep Charter High School, Jerling Junior High School, Calumet College of St. Joseph, Parker Junior High School, Richards High School, and Montezuma-Cortez High School (Cortez, CO). Program graduates of the BA in Mathematics without teacher licensure are employed at South Suburban College, the City Colleges of Chicago including Malcolm X College and Olive Harvey College, Joliet Junior College, the Federal Reserve Bank of Chicago, American Chartered Bank, Styka & Styka Law Firm, Traffic Tech, Thornton High School, Fair Housing Resources, Inc., EccoSelect, Oil-Dri Corporation of America, Primerica Financial Services, BASIS Peoria (Arizona), ITT Technical Institute, Bodhi Linux, and Northern Trust Bank. The major change that has occurred in the program since the last program review in 2007 was the hiring of two new Assistant Professors in Mathematics and one new Assistant Professor in Mathematics Education. A lecturer was moved from 70% status to full-time status for AY 2014-2015. Program faculty members

submitted two National Science Foundation (NSF) grants. The Robert Noyce Capacity Building grant was submitted in 2014 but was not funded. The NSF S-STEM scholarship grant titled, "Success in Mathematics" submitted in August 2013, received $10,000 in support from the ComEd Corporation but was not funded by NSF. The proposal was re-submitted to NSF in August 2014. One Associate Professor in the Mathematics program is the Mathematics Program Coordinator for the $7.1 million Teacher Quality Partnership Grant (TQP) through the Alternative Certification Program at GSU and awarded through the Department of Education (DOE). Additionally, during the past six years, faculty members have published 17 peer-reviewed publications and one book chapter. Faculty and students gave 32 presentations at professional meetings, with 14 student presentations. Two mathematics faculty members are reviewers for international journals. Two faculty members have published in peer-reviewed international journals and presented at the International Conference for the Psychology in Mathematics Education (PME) in 2013. One faculty member has submitted a research proposal to publish and speak at an upcoming international conference. Two faculty members have presented research nationally at the Joint Conference for the Mathematical Association of America and the American Mathematical Society (AMS). Three faculty members have presented at the National Council of Teachers of Mathematics (NCTM) annual meetings. For the past five years, numerous full-time and adjunct faculty members serve as judges annually for the Illinois Council of Teachers of Mathematics (ICTM) Regional Mathematics Competition held each year for high school students. Over 50 GSU students have also participated and graded contest entries. One faculty member serves as the four-year college representative for the Illinois Mathematics Teacher Educators (IMTE). One faculty member has been a grader for the College Board and travels nationally each summer to grade the Advanced Placement Calculus exams. One faculty member is on the Board of Directors for the mathematics organization called TODOS, Mathematics for all. Two faculty members attended and presented at the international conference for the Psychology in Mathematics Education (PME). Three faculty members are integral to programs within the university. All three work closely with the College of Education and have been instrumental in meeting the National Council for the Accreditation of Teacher Education (NCATE) requirements, implementation of the new ISBE requirement known as the edTPA which must be submitted by every student seeking Illinois licensure, and the development of a new Teacher Leader Master of Arts program.

Changes in the curriculum include offering an online course MATH 2137 Mathematical Foundations. The general education course is offered every semester including the summer term and has a high enrollment. Almost all other mathematics courses are web-enhanced and set up through BlackBoard®. Several instructors are using MyMathLab® and MyStatLab®, web-enhanced course presentation and testing environments. Work on creating an online version of the MATH2281 Applied Calculus course is under development. For the past four years, all students enrolled in the B.A. in Mathematics with Teacher Education concentration have been required to submit an electronic portfolio through LiveText® and post all their work in the required licensure classes including EDUC4360, Principles of Secondary Mathematics, EDUC4370 Teaching Secondary Mathematics, and EDUC4999 Student Teaching. Data is collected and

analyzed on all assessments which are aligned with the Illinois Professional Teaching Standards (IPTS) and the NCTM/NCATE Standards for secondary mathematics teachers.

The Mathematics program was heavily involved with the introduction of first-year students at GSU. All mathematics syllabi were renumbered, updated, and aligned for submission to the Illinois Articulation Initiative (IAI). All syllabi submitted have received approval through IAI. One new course was developed for freshmen students, MATH2100 Elementary Statistics. The course was designed as a general education mathematics course and can be taken by any student with three years of high school mathematics. To prepare some new freshmen for mathematics study at GSU, a summer program known as Early Start Mathematics was developed and taught by mathematics faculty. The intent of the two-week program was to review major mathematical concepts, strengthen important skills and knowledge, and increase confidence in mathematics. Over 175 students participated in the program. One professor and one mathematics graduate student are working on a research study related to best practices in freshmen statistics and have been awarded a $3,000 mini-grant through the Provost's Office at the University.

As is the practice for annual cyclical reviews for programs in the College of Arts and Sciences, the BA in Mathematics/Secondary Teacher Licensure underwent an external review by Dr. Peter Andrews from Eastern Illinois University. The major findings are summarized here as specific recommendations to enhance the B.A. in Mathematics and B.A. in Mathematics with Teacher Education programs. The program faculty and staff will work with the Division Chair and the Dean of the College of Arts and Sciences to address these concerns.

1. Hire one to two Unit A faculties to maintain the ability to offer the required upper division mathematics coursework for mathematics majors.
2. Maintain reasonable faculty workloads while adding graduate level courses and lower division daytime sections of mathematics.
3. Monitor evaluation process and faculty workloads to encourage a reasonable amount of faculty scholarly activity.
4. Foster independent student research and/or individual study.
5. Examine avenues for faculty workspace as new faculty is hired with an effort to keep faculty's office close to each other.

The BA in Mathematics/BA in Mathematics with Secondary Teacher Education Concentration Program Faculty has engaged in a self-study of their program and reflected on the feedback from an external review. They have responded to the growing demand of course offerings to meet the general education and lower division needs and have a plan in place to assess student progress toward meeting learning outcomes for students in both concentrations. They are encouraged to continue to monitor enrollment and graduation rates and to identify strategies for leveraging the increase of course offerings for lower division students to increase the number of students in the major.

Review Decision of the Cyclical Review Report for the BA in Mathematics/BA in Mathematics with Secondary Teacher Education

	Concentration: Program in Good Standing
BA in Social Sciences	*Cyclical Program Review* Students who major in Social Sciences at the undergraduate level are exposed to an interdisciplinary curriculum of courses in the social sciences, e.g., anthropology/ sociology, applied economics, history, and political science. Emphasis is given to the common interdisciplinary pursuit of critical thinking as it is applied to the analysis of social problems. Special attention also is given to the study of cultural similarities and differences which define the human experience. Social science majors possess broad training and education in writing, analytical research, and critical, coherent thinking, so their skills can be applied to many different occupations. Such occupations might include (but would not be limited to) government work, non-profit work, public policy work, work in cultural and social service organizations, and—upon completion of appropriate certification—teaching. Since the program's last review in 2008, the Social Sciences program has seen the creation of three "breakout" majors: Anthropology/Sociology, Political Science, and History. Program faculty consists of professors of anthropology, geography, history, intercultural studies, political science, sociology; faculty members whose titles include "professor of social sciences" are also professors of other disciplines, e.g. "professor of social science and history." No program faculty members are only "professors of social sciences." The advent of the new "breakout" majors has resulted in program faculty being shared with other programs. In addition, students who previously could not major in these new programs were majoring in social sciences; now many would-be social sciences majors are choosing to declare for the breakouts. Thus, while the six year average major enrollment was 25 students, in fall 2014 the number of majors decreased by 50%. With that said, the faculty remain deeply committed to maintaining the social sciences program, and the students who continue to declare the major now do so overwhelmingly for positive, rather than negative, reasons: instead of declaring the major "because I couldn't major in history {or political science or anthropology/sociology}, students majoring in social sciences now do so "because I want a rigorous inter-disciplinary program." While the total number of full-time equivalent faculty has decreased because social sciences faculty are now shared with the "breakout" majors, we have made up for this with an overall increase in the number of faculty in the program, both through new hires as well as the administrative tying of philosophy and Spanish to the social sciences department. In FY2014-15 faculty searches have taken place in the areas of Political Science and Non-western Geography. Up until this current year and since the last review, the College of Arts and Sciences has made new hires in the following areas of our program: 1. Anthropology (one new) 2. History (one new and one replacement) 3. Political Science (one replacement) 4. Philosophy (one new) 5. Spanish (one new)

Twenty-four of the sections in the new first-year thematic General Education cohorts are taught in the social sciences department. These include:

1. ANTH1100, Cultural Anthropology (six sections)
2. GEOG2100, Nonwestern Geography (three sections)
3. GLBL2100, Cross-Cultural Relationships (three sections)
4. HIST1110, US History to 1865 (three sections)
5. HIST2710, World History since 1500 (three sections)
6. PHIL1100, Introduction to Philosophy (three sections)
7. POLS2100, Foundations of American Democracy (three sections)

It is expected that students' early exposure to these courses in their first year will result in increased numbers of social sciences majors as they move into the upper division. As outlined in the report of the external reviewer, another, complementary way to address the decline in students majoring in the social sciences program would be for the social sciences core curriculum to change. To that end, the faculty created a curriculum committee in 2013-14 to study the curriculum and propose changes. The committee found that the curriculum was interdisciplinary, broad, and rigorous, but that it failed to present an equivalent interdisciplinary alternative to the "breakout" majors because it prescribed too many specific individual courses, left little to student prerogative, and contained a core and selective total credit requirement far exceeding those of the "breakout" majors, leaving little room for students to pursue minors (traditional or professional) and other interests through electives. In addition, the curriculum did not include two social science disciplines whose faculty members are housed in other colleges (economics and psychology).

Borrowing liberally from the "breakout" majors, the committee has proposed a new social sciences curriculum, which includes a broad series of lower-division courses and the opportunity to focus on two specific disciplines at the upper level. Should the faculty adopt this new curriculum it is expected that enrollment in the social sciences program will increase. Changes to the program that have occurred since the 2008 review include:

- Implementation of an introductory capstone course. This was not implemented as originally conceived. However, in 2014, to fulfill a new policy following the advent of first-year students, the program added a junior seminar. The junior seminar serves as an introduction to the intense junior-senior major period, and will unite students who started at GSU with transfer students into a single major cohort group.
- Further development of relationships with the Writing Center. This has been implemented. As the Writing Center has been overhauled to better reflect the principles of Writing Across the Curriculum/Writing in the Disciplines (WAC/WID), thanks to strong support from our colleagues in the English Program, several faculty members in the Social Sciences Program have been involved in programs with the Writing Center. Furthermore, all syllabi in the department refer students to the Writing Center.
- Advising improvement. New faculty members have become involved in advising throughout the department, including the breakout majors and new and pre-existing minors. One new faculty advisor had earned an

award for student advising at her previous institution. Advisors receive training and a handbook from the college's coordinator of academic advising. We have also maintained coherency in the study plan.

- Increased internship opportunities. Students in the social sciences have participated in three new internships: the Park Forest Historical Society, the Fredericksburg/Spotsylvania Courthouse National Military Park, and the Arthur Fletcher Digital Archives. Students are admitted to these internships regardless of major (so they can be social sciences majors, history majors, political science majors, etc.)

The GSU master plan currently calls for creation of a B.A. in Social Sciences Education. Members of the department are expected to be part of the development committee which will consider applying for a new B.A. program. Taking the example of a peer institution which has a two-track social sciences/social studies education major (wherein the social studies education major focuses primarily on history), we expect that a plurality if not outright majority of the required courses will be in the social sciences, resulting in an influx of students into the social sciences classrooms. And as so often happens, students change majors or intended majors through exposure to courses and other students. Additionally, education program curricula tend to be far more prescribed than those of programs in the traditional disciplines; many students who start out in the a social sciences education program will complete many hours of coursework in the social sciences and then ultimately elect to leave the education program and major in social sciences. But this is not zero-sum: the existence of both programs will increase overall GSU enrollment, and thereby increase the number of majors in both programs. In fact, we see it as a "win-win:" education programs should produce graduates best suited for the teaching profession, while students should seek the social sciences for other career options.

Geographically, GSU is the only baccalaureate-granting institution between the Chicago in the northeast and Urbana and Normal in the South and Southwest respectively. As a result, the Social Sciences Program fills a need for students seeking a rigorous, interdisciplinary degree in the social sciences who reside in Chicago's South and Southwest suburbs. The senior capstone courses in particular ensure fluency in the application of social science methods to public sector and non-governmental organization work.

The BA in Social Sciences Program Faculty has engaged in a self-study of their program and reflected on the feedback from an external review. They have responded to the growing demand of course offerings to meet the general education and lower division needs and have a plan in place to assess student progress toward meeting learning outcomes. While the Program Faculty are encouraged by the prospect of leveraging the increase of course offerings for lower division students by turning it into an opportunity to increase the number of students in the major, the APRC reviewers expressed a cautious optimism. The identified "breakout" majors have depleted their enrollment by 50%. The program is advised to monitor enrollment data and to identify additional strategies to increase the number of majors.

VI.   Annual Listing Changes for 2014-2015

   a.   New minors approved in 2014-2015 to begin Fall 2015

Minors with no existing Major	
Minor in Philosophy	The Division of Humanities & Social Sciences proposed minor course of study in Philosophy is designed for those students interested in supplementing their major courses of study with substantial, sustained coursework on a variety of philosophical issues. A minor in Philosophy is particularly appropriate for those who wish to hone their reasoning and critical-thinking, to pursue self-knowledge, or to develop a theoretical perspective on their major discipline. A minor in Philosophy can serve as a useful basis for students in Anthropology & Sociology, Biology, Chemistry, Criminal Justice, Environmental Studies, Gender & Sexuality Studies, Health Administration, History, Political Science, Psychology, Social Science, or Social Work. The proposed philosophy minor, which is open to students' university wide, will require 18 total hours of credit including 6 hours of required courses in reasoning and values as well as 12 hours of elective courses covering different philosophical topics.
Minor in Religious Studies	The Division of Humanities & Social Sciences proposes a minor course of study in Religious Studies, for those students interested in supplementing their major courses of study with substantial cross-disciplinary coursework in religion studies. A minor in religious studies can be a meaningful opportunity for intellectual growth and personal reflection for students coming from any number of different religious, spiritual, or faith traditions. Religion can be a potent social force and an intensely personal endeavor as well as an object of legitimate scholarly inquiry; sustained scholarly investigation can assist students in coming to understand religious practices, ideas and histories from a critical perspective, while also developing meaningful dialogue with people of religious commitments different from their own. An undergraduate minor in Religious Studies is offered for students who wish to supplement scholarly study of another major discipline with a substantial amount of coursework in Religious Studies. A minor in Religious Studies is suitable for students pursuing any major, but can be especially useful for students majoring in Anthropology & Sociology, Communications, Gender & Sexuality Studies, History, English, Political Science, Psychology, or Political Science. The proposed Religious Studies minor is open to students' university wide. It will require 18 total hours of credit, including 3 hours of required introductory coursework as well as 15 hours of elective coursework that engages religion from a variety of different disciplinary perspectives.

| Minor in Practical and Professional Ethics | The Division of Humanities & Social Sciences proposes a minor course of study in Practical & Professional Ethics, for those students interested in supplementing their major courses of study with substantial cross-disciplinary coursework in ethics. This minor can be a meaningful opportunity for intellectual reflection and informed social critique for students of many different moral, social and political commitments. Scholarly investigation can assist students in coming to understand ethical practices and moral reasoning from new perspectives, while developing constructive dialogues with individuals and groups committed to different values. A minor in Practical & Professional Ethics is suitable for students pursuing any major, but can be especially useful for students majoring in Management and Business; Nursing, Physical Therapy, Occupational Therapy, or Healthcare Administration; Social Work; Communication Studies or Media Studies; Chemistry, Biology, or Environmental Studies; and Criminal Justice, Political Science, or Social Sciences.

The proposed minor is open to students' university wide, and will require 18 total hours of credit including 3 hours of required introductory coursework in ethics as well as at least 12 hours of elective coursework in ethics in several areas and disciplinary perspectives: business, communications, criminal justice, environmental studies, healthcare, philosophy, natural and social sciences, etc. |
|---|---|

    b.   Reasonable and Moderate Extension Requests (RME) for 2014-2015 with Fall 2015 start date upon IBHE approval

Certificate with no existing Major	
Data Analytics Certificate	The field of data analytics is growing at a rapid pace. The Graduate Data Analytics Certificate is designed for professionals and graduate students to prepare them to develop workplace skills and knowledge necessary to succeed in this growing field. The certificate includes practical courses in data mining and data analytics that prepare students to collect, analyze, and interpret large amounts of complex data. Students will learn how to access data from a variety of sources. They will analyze and determine what decisions or actions should be taken to generate certain value from the data. To benefit from this Masters Level Data Analytics Certificate applicants should have an undergraduate degree in Computer Science or in a related field from an accredited institution.

The proposed certificate in Data Analytics will require 24 hours of credit, including 15 credit-hours of required coursework and 9 credit-hours of elective coursework. **This 24 credit-hour certificate not affiliated with an existing program will require IBHE approval.** |

VII.   Requests for New Unit of Instruction (RNUI) for 2014-2015

New Programs for 2014-2015	
BS/MS in Health	Health informatics is a science devoted to understanding how information

| Informatics – 5 year program | technology (IT) can be used to transform the way that healthcare is delivered. It influences patients, providers, payers, policy-makers, and technology vendors. The health informatics program's central academic objectives are:

Academic Objective 1: To enable students to understand the inter-relationships between information technology and healthcare services delivery, and the ways in which they mutually influence and transform each other.

Academic Objective 2: To provide students with technical, management and quantitative skills necessary to succeed in a mid-level health informatics role.

Academic Objective 3: To enable students to conceptualize and implement research designs and methodologies allowing them to expand their own knowledge in health informatics and contribute to knowledge in the field (research option)

Academic Objective 4: To enable students to conceptualize and design a practical experience allowing them to expand their own knowledge in health informatics and contribute to the operations of a health IT or health informatics department in a healthcare organization (practicum option)

This program is designed for students to seamlessly transition from the community college, to GSU through completion of a BS/MS in five years. |

VIII.   Annual Listing of Off-Campus Programs for 2014-2015

Program	Degree	Site	Region	Notification Only	Approval Required
Early Childhood Education	MA, Early Childhood Education	Millie Proegler School 710 N. Chicago Ave Kankakee, IL	6	IBHE	HLC
Bilingual/Bicultural Education	MA, Education	Sunnybrook School District 171/ Nathan Hale Elem 19266 Burnham Avenue Lansing, IL	6	IBHE	HLC
Bilingual/Bicultural Education	MA, Education	Wilson Creek Elementary School 25440 S. Gougar Rd.	6	IBHE	HLC

		Manhattan, IL.			
Criminal Justice	BA, Criminal Justice	William Rainer Harper Community College 1200 W. Algonquin Rd. Palatine, IL	1		IBHE – received approval 4-14-2015 HLC - pending

APPENDIX D: ILLINOIS STATE UNIVERSITY

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

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2009-2013, Completions Data for All 5 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=12, Bachelors=6, Masters=5, Doctoral=1.

Illinois State University

		2009	2010	2011	2012	2013	Completions 5-yr Average	Status
Bachelors								
16.0501	B.A. in German	8	5	5	3	5	5.2	Review
TOTAL for Bachelors: 1								
Masters								
13.0501	M.S. in Instructional Technology and Design	1	0	0	0	0	0.2	Review
23.1301	M.A. and M.S. in Writing	2	2	4	1	1	2.0	Sunset
50.0701	M.A. and M.S. in Art	2	2	4	4	6	3.6	Review
13.1312	Master of Music Education	5	6	4	3	2	4.0	Justification
50.9999	M.S. in Arts Technology	1	2	5	6	7	4.2	Review
TOTAL for Masters: 5								

Doctoral

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

June 30, 2015

SENT VIA EMAIL

Dan Cullen
Deputy Director, Academic Affairs
Illinois Board of Higher Education
1 N. Old State Capitol Plaza, Suite 333
Springfield, IL 62701-1377

Dear Dan:

I am sending you as separate email attachments the following end-of-year reports on behalf of Illinois State University.

> *Report to the Illinois Board of Higher Education, Programs of Instruction, Research, and Public Service at Illinois State University Exhibiting a Trend of Low Performance, Office of the Vice President for Academic Affairs and Provost, June 30, 2015*
>
> *Annual Listing of Program Changes, Illinois State University, Changes Effective during Fiscal 2015 (July 1, 2014- June 30, 2015).*
>
> *Programs Terminated, Dissolved, Reduced, or Consolidated by Fiscal Year, Illinois State University, Fiscal 2006 through Fiscal 2015* and *Programs Terminated, Dissolved, Reduced, or Consolidated by Program Type, Illinois State University, Fiscal 2006 through Fiscal 2015* (two tables in one file)
>
> *Program Review Schedule by Year, 2015-2023, Illinois State University* and *Program Review Schedule by Program and Center, 2015-2013, Illinois State University* (two tables in one file)

Regarding the report of programs exhibiting low performance, we have identified and discussed in our report programs below IBHE thresholds for enrollment based on average fall census day enrollment from fall 2010 through fall 2014 and/or below IBHE thresholds for degrees conferred based on average annual degrees conferred from Fiscal 2010 through Fiscal 2014.

I will send you program review summary reports for our 2014-2015 program review cycle on or about July 24, 2015, after our Board of Trustees has endorsed the reports through board approval of our annual academic plan. At that same time I will send you a first report regarding a program flagged for review last year as well as three-year progress reports for four academic programs.

Please contact me if you have questions about any of these materials or if you need additional information.

Thanks to you and your IBHE colleagues for the assistance you continue to provide in support of academic programs at Illinois State University. Your efforts are very much appreciated.

Sincerely,

Jim Jawahar
Associate Provost and University Professor

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REPORT TO THE ILLINOIS BOARD OF HIGHER EDUCATION
Programs of Instruction, Research, and Public Service at Illinois State University
Exhibiting a Trend of Low Performance

Office of the Vice President for Academic Affairs and Provost, Illinois State University
June 30, 2015

The following programs at Illinois State University have been identified as low performing in either enrollment or degree completions based on the following parameters. New programs not yet having completed an eight-year program review self-study have been excluded from this report.

<u>Low performing in enrollment</u>

For baccalaureate programs, less than 25 students enrolled
For master's programs, less than 10 students enrolled
For doctoral programs, less than 5 students enrolled
Based on average fall census day enrollment, first and second majors, fall 2010 through fall 2014

<u>Low performing in degree completions</u>

For baccalaureate programs, less than 6 degree completions
For master's programs, less than 5 degrees completions
For doctoral programs, less than 1 degree completion
Based on average fiscal year degree completions, Fiscal 2010 through Fiscal 2014

ART, B.F.A.

IBHE threshold(s) not met:
Average fall census day enrollment (19.8)

For students seeking a baccalaureate degree in art, Illinois State University offers two programs: the B.A., B.S. in Art and the Bachelor of Fine Arts (B.F.A.). Of the two programs the B.F.A. is by design the smaller with respect to enrollment and degrees completed. The B.F.A. program is a highly selective program for students seeking advanced professional study in the studio arts and intending to pursue the Master of Fine Arts (the terminal degree in the field). As such, the B.F.A. is analogous to an honors program in some other academic programs. All students seeking a baccalaureate degree in art first enter the B.A., B.S. in Art program. Not until the second semester of their sophomore year may students apply to the B.F.A. program. Thus, B.F.A. enrollment figures used to compile this report include only students with junior or senior status.

The B.A., B.S. in Art program and the B.F.A. program share courses, faculty, and facilities. Because of this sharing of resources and because of the unique opportunities the B.F.A. program provides advanced art students, the University intends to retain the program.

IBHE outcomes category:
No further action necessary

ART, M.A., M.S.

IBHE threshold(s) not met:
Average fiscal-year degree completions (3.8)

The M.A., M.S. in Art is one of two graduate art programs offered by Illinois State University. The program shares courses, faculty, and facilities with the Master of Fine Arts (M.F.A.) program. Together the programs have averaged 29 students on fall census day during the last five years and have conferred an average of 10 degrees during the last five fiscal years.

While they share resources, the M.A., M.S. in Art program and the M.F.A. program are not candidates for consolidation because they serve students with differing academic goals. The M.A., M.S. in Art is a 32-credit hour program intended to help students in sub-disciplines other than the studio arts enhance their professional credentials. The M.A., M.S. in Art program serves art teachers in Illinois elementary and secondary schools and students who want to obtain credentials to teach at those levels. The M.F.A. requires 60 credit hours and is the terminal degree in the studio arts. M.F.A. graduates are also eligible to teach studio arts at the post-secondary level.

All School of Art programs, including the M.A., M.S. in Art, are scheduled for program review during the 2015-2016 review cycle. Accordingly, the School of Art is scheduled to submit a program review self-study report for the M.A., M.S. in Art program to the Office of the Provost by October 1, 2015. Prescribed report content includes analysis of student outcomes data including degree completions. The self-study report will then be reviewed by the Academic Planning Committee (the shared-governance committee at Illinois State University responsible for program review) in late 2015 or early 2016. The Academic Planning Committee is scheduled to consult with program administrators, faculty, and staff in spring 2016 regarding preliminary committee findings and recommendations and to finalize its recommendations in a report to be submitted to IBHE in summer 2016.

The University will consult 2015-2016 program review findings and recommendations to select the appropriate outcomes category from the four prescribed by IBHE. The selection will be reported to IBHE by the Office of the Provost in its June 2016 report regarding low-performing programs.

IBHE outcomes category:
Investigate and review further in 2015-2016; report to IBHE in June 2016

GERMAN, B.A.

IBHE threshold not met:
Average fiscal-year degree completions (4.2)

The B.A. in German program at Illinois State University is one of only four baccalaureate German programs at Illinois public universities. The program at Illinois State consistently ranks first or second among the four with respect to enrollment. The B.A. in German program averaged 26 students from fall 2010 through fall 2014.

While below the degrees-completed threshold established by IBHE, the B.A. in German program contributes significantly to the university vision of developing global citizens and to the university goal of enhancing globalization of campus and curriculum. The University has established a goal of doubling the number of students studying abroad in the next five years. To help the University attain that goal, the German program sponsors study abroad programs at the University of Bonn, the University of Paderborn, and Salzburg College (Austria). In addition, there are numerous affiliate programs (i.e., programs not directly arranged by Illinois State University) that provide opportunities for study abroad in German-speaking countries. The German program is also finalizing an exchange agreement with the University of Paderborn to bring students from Germany to Illinois State University to share their language and culture with Illinois State students unable to travel abroad.

To be admitted to Illinois State University, an applicant must show successful completion of two years of one foreign language or two years of fine arts. For students graduating from a college at the University other than the College of Arts and Sciences, no further foreign language study is required. To graduate from programs of the

College of Arts and Sciences, however, students must have completed three years of one foreign language in high school or successfully completed the second semester or higher of college-level foreign language instruction. Students who complete one semester of college foreign language credit may satisfy the foreign language requirement by studying abroad. The College of Arts and Sciences is historically the largest of the six degree-granting colleges at Illinois State University with respect to enrollment. In fall 2014, for example, programs of the College of Arts and Sciences accounted for 4,983 of the 18,012 undergraduates (27.7 percent). Courses of the B.A. in German program are available to non-German majors seeking to meet the College of Arts and Sciences language requirement.

The B.A. in German program last participated in program review during the 2013-2014 program review cycle. The outcome of that review was submitted to IBHE on August 1, 2014. The Academic Planning Committee (the shared-governance committee at Illinois State University responsible for program review) found the program to be in good standing, recognizing the program for significant increases in enrollment and degrees conferred since the prior program review in 2005-2006.

Building on efforts to sustain and broaden the German program, its faculty has discussed converting the B.A. in German program to a German Studies program and ultimately to a European Studies major. The Academic Planning Committee acknowledged the idea in its program review findings and has asked faculty to provide an update regarding its investigation in a report submitted to the Office of the Provost by October 1, 2015. The committee has asked that the report include a determination of feasibility of the proposed programs and, if appropriate, sample curricula, resource implications, and an implementation timeline.

Based on the feasibility report and on subsequent decisions and actions by program faculty and administrators, the University will select the appropriate outcomes category from the four prescribed by IBHE. The selection will be reported to IBHE by the Office of the Provost in its June 2016 report regarding low-performing programs.

IBHE outcomes category:
Investigate and review further in 2015-2016; report to IBHE in June 2016

INTERDISCIPLINARY STUDIES, B.A., B.S.

IBHE threshold(s) not met:
Average fall census day enrollment (7.2)

By design the B.A., B.S. in Interdisciplinary Studies at Illinois State University is intended to serve a small subset of the student population by providing unique opportunities to earn a college degree when, without the program, a student might not be able to do so. The program serves four primary groups: 1) students whose specific interests cannot be accommodated through existing academic programs at the University, 2) students who seek a degree that incorporates offerings of two or more departments or schools at the University, 3) students in special education or teaching and learning who are unable to complete clinical requirements of their program, and 4) students who are unable to meet requirements of their major but have fulfilled all university graduation requirements. The B.A., B.S. in Interdisciplinary Studies program helps further *The Illinois Public Agenda* and the state goal of achieving a 60 percent college graduation rate among Illinois residents by 2025. The B.A., B.S. in Interdisciplinary Studies program has no faculty of its own; rather it utilizes courses and instructors in department and schools across the University.

The B.A., B.S. in Interdisciplinary Studies program is included in this report because its average fall census day enrollment (7.2) is below the IBHE threshold (25). However, fall census day enrollment does not adequately reflect either need for or use of the program. The primary subgroup enrolling in the program, of the four subgroups described above, is the group of students who transfer to the program from either special education or teaching and learning (i.e., teacher preparation programs) because they are unable to meet clinical requirements of their teacher preparation major. These students typically are seniors who transfer to Interdisciplinary Studies near the end of their final semester (usually spring or summer term). Therefore, fall enrollment in the program is usually quite low. A more telling metric regarding need for and use of the program is degrees conferred. The number of degrees conferred in the program during the last five fiscal years has averaged 41 (significantly greater than the IBHE threshold of 6).

Because of the unique role the B.A., B.S. in Interdisciplinary Studies plays in helping students at Illinois State University earn a college degree, the University intends to retain the program.

IBHE outcomes category:
No further action necessary

INSTRUCTIONAL TECHNOLOGY AND DESIGN, M.S.

IBHE threshold(s) not met:
Average fall census day enrollment (0.0)
Average fiscal-year degree completions (0.0)

The M.S. in Instructional Technology and Design program was authorized by the IBHE board on December 13, 2000, for delivery in higher education regions 5, 6, and 10. The first student enrolled in fall 2001, and enrollment peaked at 20 in fall 2004. No students have been enrolled in the program since 2009. Since inception of the program, 31 degrees have been conferred, the last in Fiscal 2009.

In light of declining enrollment, admission to the M.S. in Instructional Technology and Design program was suspended effective May 17, 2010, until a comprehensive review of the program and its curriculum could be completed. The review has subsequently been delayed due to personnel changes and the pressing need to address state mandates for changes to other teacher preparation programs offered by the College of Education (e.g., elementary education, middle level education, and principal preparation). Admission to the M.S. in Instruction Technology and Design program remains suspended.

During the coming year the College of Education will review the program to determine whether it should be redesigned, consolidated with other programs offered by the college, or disestablished.

IBHE outcomes category:
Investigate and review further in 2015-2016; report to IBHE in June 2016;
the most likely outcome is to sunset the program

THEATRE, M.A., M.S.

IBHE threshold(s) not met:
Average fall census day enrollment (7.8)
Average fiscal-year degree completions (2.8)

The M.A., M.S. in Theatre is one of two graduate theatre programs offered by Illinois State University. The program shares courses, faculty, and facilities with its companion program, the Master of Fine Arts (M.F.A.). The M.F.A. program is the larger of the two with respect to enrollment and degrees conferred. Together the programs have averaged 30.8 students at fall census day during the last five years and have conferred an average of 9.4 degrees during the last five fiscal years.

While they share resources, the M.A., M.S. in Theatre and the M.F.A. programs are not candidates for consolidation because they serve students with differing academic goals. The M.A., M.S. in Theatre is a 36-credit hour program (including a thesis or comprehensive examination) intended in part to prepare students for doctoral work in theatre studies. The M.F.A. requires 60 credit hours and is considered the appropriate terminal degree for persons in performance or production aspects of theatre (i.e., the applied arts). Students in the M.F.A. program also complete a supervised experience in college teaching and, upon graduation, are qualified to teach at the post-secondary level.

The M.A, M.S. in Theatre program is undergoing two reviews at this time in connection with comprehensive reviews of the School of Theatre and Dance and its programs. The school is submitting documents in advance of an October 29-30, 2015, reaccreditation site visit by the National Association of Schools of Theatre. A decision regarding the reaccreditation request is expected by summer 2016. Documentation and findings from the accreditation review will then be used by program faculty to compile program review self-study reports, including a report for the M.A., M.S. in Theatre program, for submission to the Office of the Provost by October 1, 2016. The self-study report will be reviewed by the Academic Planning Committee (the shared-governance committee at Illinois State University responsible for program review) in late 2016 or early 2017. The committee is scheduled to consult with program administrators, faculty, and staff in spring 2017 regarding preliminary committee findings and recommendations and to finalize its recommendations in a report to be submitted to IBHE in summer 2017.

Based on preliminary findings from the reaccreditation review, the University will select the appropriate outcomes category from the four prescribed by IBHE and report its decision in its June 2016 report to IBHE regarding low-performing programs. That decision will be revisited by the University in June 2017 based on findings from the 2016-2017 program review.

IBHE outcomes category:
Investigate and review further in 2015-2016; report to IBHE in June 2016 and again in June 2017

WRITING, M.A., M.S.

IBHE threshold(s) not met:
Average fall census day enrollment (5.4)
Average fiscal-year degree completions (1.8)

The M.A., M.S. in Writing program was reviewed through the program review process in fall 2010. As a result of that review, the Department of English was asked to address declining program enrollment and program viability in a follow-up report due December 2012. Based on its analysis, program faculty initiated a proposal to disestablish the program and consolidate its content into the M.A, M.S. in English program.

Disestablishment of the program by action of the appropriate curriculum committees, administrative units, and the Academic Senate was announced October 27, 2014. Disestablishment of the program will officially occur May 16, 2016 (the effective date of the next graduate catalog), however admission to the program has already ceased.

IBHE outcomes category:
Sunset

ADDENDUM
Programs of Instruction, Research, and Public Service at Illinois State University
Exhibiting a Trend of Low Performance

An addendum to a report submitted by Illinois State University
to the Illinois Board of Higher Education on June 30, 2015

MUSIC, M.M.ED.

IBHE threshold not met:
Average fall census day enrollment (9.8)
Average fiscal-year degree completions (4.6)

The Master of Music Education (M.M.Ed.) is one of 42 programs at Illinois State University that collectively comprise the teacher education unit at the institution. The unit is accredited by the National Council for Accreditation of Teacher Education. The M.M.Ed. program is administered through the School of Music, which is accredited by the National Association of Schools of Music.

The M.M.Ed. program is one of several specialized master-level programs at Illinois State intended to help practicing teachers improve their professional knowledge and skills and, in turn, improve student learning in elementary, middle, and high schools of the state. The M.M.Ed. program does not prepare students for initial teacher licensing/endorsement. That is the purpose of the Bachelor of Music Education (B.M.E.) program.

The M.M.Ed. program at Illinois State is one of only two active masters-level programs at Illinois public universities assigned CIP code 13.1312. The other is at the University of Illinois at Urbana-Champaign. Three private non-profit universities in the state have also enrolled students in a master of music education program during the last six years. The largest of the three, and the largest in the state across all higher education sectors, is VanderCook School of Music in Chicago. As has been the case with many teacher education programs in Illinois during the last half decade, enrollment in the VanderCook program has declined, from 66 in fall 2009 to 25 in fall 2014.

To accommodate practicing teachers for whom the M.M.Ed. program is designed, the School of Music offers a summers-only plan of study. Consequently, consideration of summer enrollment, in addition to fall census day enrollment, is necessary to obtain an accurate measure of program performance. End of summer enrollment from summer 2010 to summer 2014 averaged 12.8 students. End of summer enrollment has steadily increased during that period, from 10 students on August 6, 2010, to 18 students on August 8, 2014. As summer enrollment has increased, so too has the number of degree completions. In fiscal 2014 the program graduated 8 students, the highest number since 2008.

Students in the M.M.Ed. program share faculty and resources with other programs of the School of Music, including the aforementioned B.M.E. program, the B.A., B.S. in Music (Liberal Arts), the B.M. in (Music) Performance, and the Master of Music (M.M.). Faculty teaching pedagogy courses in the M.M.Ed. program also teach in the B.M.E. program. The latter program enrolled 171 first or second majors in fall 2014 and graduated 29 students in fiscal 2014. The M.M.Ed. and M.M. programs together have averaged 68.8 students enrolled and 28.0 students graduating each year, from 2010 to 2014.

The M.M.Ed. program participated in the 2011-2012 program review cycle and was determined to be in Good Standing by the university committee responsible for program review (the Academic Planning Committee). Both the program review self-study report compiled by program faculty and the program review summary prepared by the Academic Planning Committee noted the challenge of serving practicing music teachers of the state given their commitments to their students throughout the school year (including evening and weekend practices and performances). Accordingly, program faculty has established a goal of expanding the number of courses available to students by expanding summer school offerings and converting all core classes from face-to-face delivery to online-only delivery. Based on figures cited above, modifications by program faculty are succeeding in recruiting more students to the program and graduating them.

Because of the important service the M.M.Ed. program provides to elementary and secondary music teachers in Illinois, the sharing of resources between the M.M.Ed. program and both the B.M.E. and M.M. programs, and the increase in both enrollment and completions since the 2011-2012 program review, Illinois State University deems it appropriate to retain the program as it is.

IBHE outcomes category:
No further action necessary

Annual Listing of Program Changes
Illinois State University
Changes Effective during Fiscal 2015
(July 1, 2014 – June 30, 2015)

Changes are organized below following "Definitions for New Program and Reasonable and Moderate Extension (RME) as applied to Illinois Public Colleges and Universities," pages 36-37 of "Information for Institutions of Higher Education Related to Operating Authority and/or Degree-Granted Authority," issued by the Illinois Board of Higher Education, revised June 2013. Changes coded 1 or 2 (i.e., changes requiring no reporting and no action) are omitted.

3	Addition of a new organized set of courses within a major (e.g., option, concentration, specialization, or sequence) to an existing degree program.	Annual Listing of Changes

Advanced Marketing Analytics sequence, B.S. in Marketing
Applied Community and Economic Development sequence, M.S. in Kinesiology and Recreation
General sequence, B.A., B.S. in Family and Consumer Sciences
Neuroscience and Physiology sequence, M.S. in Biological Sciences
Neuroscience and Physiology sequence, Ph.D. in Biological Sciences
Quality Management and Analytics sequence, M.S. in Technology

4	Addition of an externally funded research or public service activity labeled as a center or institute because of grant requirements. The activity is temporary, not formally organized, and has no continuous mission.	Annual Listing of Changes

None

5	Addition of a new minor	Annual Listing of Changes

Business Analytics, Minor in (Department of Marketing)

6	Change in degree title (e.g., the name of a discipline or major without changes in objectives or content, such as the change from "medical technology" to "clinical laboratory sciences".	Annual Listing of Changes

None

7	Change in the name of an administrative (including departments), research, or public service unit.	Annual Listing of Changes

None

8	Elimination, temporary suspension, or phase down of an existing degree program.	Annual Listing of Changes

None

9	Reorganization, restructuring, consolidation, elimination, and other changes of existing administrative (including departments), research, or public service units that does not result in an increase in subunits.	Annual Listing of Changes

Elimination of the Center for Applied Information Systems Technology

10	Creation of a certificate program in a field in which there is a previously approved degree program (e.g., undergraduate certificates from a prior approved bachelor's program; post-baccalaureate certificates from a prior approved master's program; a post-master's certificate from a prior approved doctoral program; or post-degree, first-professional certificates from a previously approved first-professional degree in the field).	Annual Listing of Changes

None

11	Creation of a joint degree program from two previously approved programs.	Annual Listing of Changes

None

12	Creation of a new formally organized research or public service unit that has a temporary mission of up to five years. (Criteria for continuation and a date for submission and request for permanent approval should accompany the RME).	RME Request

None

13	Creation of a certificate program in a field or at a level in which there is not a previously approved degree program at that level or a higher level.	RME Request

None

14	Creation of a new program that results from the reorganization or restructuring of the curricular elements of an existing program that have over time evolved into separate and distinct programs (e.g., split into two, or options have evolved into separate programs).	RME Request

Biological Sciences Teacher Education, B.S.

15	Reclassification (change of CIP) of a program resulting from incremental changes or consolidation of two or more degree programs into a single program.	RME Request

None

16	Changes in degree designation at the same level (e.g., BA to BS, MA to MBA).	RME Request

None

17	Creation of a degree program (excluding certificate programs) in a new field or at a new level (based on CIPS or IPEDS definitions).	Board Action Required

None

18	Creation of new units of instruction, research, or public service that involve a change or expansion in mission, including programs, departments, colleges, centers or institutes, or other formally organized units.	Board Action Required

None

19	Creation of a new campus.	Board Action Required

None

PROGRAMS TERMINATED, DISSOLVED, REDUCED, OR CONSOLIDATED BY FISCAL YEAR*

Illinois State University, Fiscal 2006 through Fiscal 2015

FISCAL YEAR	TYPE	NAME
2015	Center	Center for Applied Information Systems Technology
2015	Degree	Writing, M.A., M.S.
2015	Sequence	Art Studies (M.A., M.S. in Art)
2015	Sequence	Biology Teacher Education (B.S. in Biological Sciences)
2014	Certificate	Post-Baccalaureate Graduate Certificate for Alternative Route to Secondary Teacher Certification
2014	Certificate	Post-Master's Gerontological Nurse Practitioner Certificate
2014	Degree	Archaeology, M.A., M.S.
2014	Degree Designation	Curriculum and Instruction, M.S.Ed.
2014	Minor	Anthropology for Teacher Education
2014	Minor	Economics for Teacher Education
2014	Minor	English for Teacher Education
2014	Minor	Geography for Teacher Education
2014	Minor	History for Teacher Education
2014	Minor	Physical Education (Secondary Physical Education sequence)
2014	Minor	Physics for Teacher Education
2014	Minor	Political Science for Teacher Education
2014	Minor	School Health Education
2014	Minor	Sociology for Teacher Education
2014	Minor	Technology and Engineering Education
2014	Sequence	Audiology (B.S. in Speech Pathology and Audiology)
2014	Sequence	Construction Management (B.S. in Industrial Technology)
2014	Sequence	Engineering Technology (B.S. in Industrial Technology)
2014	Sequence	Enterprise Computing Engineering (B.S. in Computer Science)
2014	Sequence	Graphic Communications (B.S. in Industrial Technology)
2014	Sequence	Speech Pathology (B.S. in Speech Pathology and Audiology)
2013	Degree	Biochemistry/Molecular Biology, B.S.
2013	Minor	Art (Teacher Education sequence)
2013	Minor	Biological Sciences for Teacher Education

PROGRAMS TERMINATED, DISSOLVED, REDUCED, OR CONSOLIDATED BY FISCAL YEAR*

Illinois State University, Fiscal 2006 through Fiscal 2015

FISCAL YEAR	TYPE	NAME
2013	Sequence	Broadcast Journalism (B.A., B.S. in Journalism)
2013	Sequence	Enterprise Computing Systems (M.S. in Information Systems)
2013	Sequence	Gerontological Nurse Practitioner (M.S. in Nursing)
2013	Sequence	Information Assurance and Security (M.S. in Information Systems)
2013	Sequence	Network and Telecommunications Management (M.S. in Information Systems)
2013	Sequence	News Editorial (B.A., B.S. in Journalism)
2013	Sequence	Organismal Biology and Public Outreach (B.S. in Biological Sciences)
2013	Sequence	Visual Communication (B.A., B.S. in Journalism)
2012	Minor	Dance (Dance-Teacher Education sequence)
2012	Minor	Mathematics for Teacher Education
2012	Sequence	Economics and Public Policy (B.S. in Renewable Energy)
2012	Sequence	Technical (B.S. in Renewable Energy)
2011	Degree	Languages, Literatures, and Cultures, Integrated B.A./M.A.
2011	Degree Designation	Education in Physical Education, B.A.
2011	Minor	French for Teacher Education
2011	Minor	German for Teacher Education
2011	Minor	Journalism/Teacher Education
2011	Minor	Philosophy Teacher Education
2011	Minor	Political Science (Public Service sequence)
2011	Minor	Spanish for Teacher Education
2011	Sequence	Global Studies (B.A., B.S. in Political Science)
2011	Sequence	Leadership and Social Justice (B.A., B.A. in Political Science)
2011	Sequence	Public Service (B.A., B.S. in Political Science)
2010	Center	Center for Informatics
2010	Minor	Foreign Languages in the Elementary School
2010	Minor	Instructional Media
2010	Minor	Physical Education (within Elementary Physical Education sequence)
2010	Minor	Theatre (Theatre Education sequence)

PROGRAMS TERMINATED, DISSOLVED, REDUCED, OR CONSOLIDATED BY FISCAL YEAR*

Illinois State University, Fiscal 2006 through Fiscal 2015

FISCAL YEAR	TYPE	NAME
2009	Center	Study of Rural Ireland
2009	Degree	Environmental Health and Safety, M.S.
2009	Minor	Chemistry for Teacher Education
2009	Minor	Comparative Literature
2009	Minor	Tourism Studies
2009	Sequence	Agricultural Science (B.S. in Agriculture)
2009	Sequence	Agriculture Industry Management (B.S. in Agriculture)
2009	Sequence	General Agriculture (B.S. in Agriculture)
2008	Minor	Latin Teacher Education
2008	Minor	Psychology for Teacher Education
2008	Minor	Public Relations
2008	Minor	Reading
2008	Sequence	Food Industry Science (B.S. in Agriculture)
2007	Degree	Agribusiness, B.S.
2007	Degree	Social Sciences Education, B.A., B.S.
2007	Degree Designation	Mathematics, M.A.
2006	Sequence	Business Administration Business Information Systems (B.S. in Business Administration)
* For purposes of this table, fiscal year refers to the fiscal year in which final action regarding the program was taken rather than the fiscal year in which the action became effective.		

PROGRAMS TERMINATED, DISSOLVED, REDUCED, OR CONSOLIDATED BY PROGRAM TYPE
Illinois State University, Fiscal 2006 through Fiscal 2015

TYPE	NAME	FISCAL YEAR *
Degree	Agribusiness, B.S.	2007
Degree	Archaeology, M.A., M.S.	2014
Degree	Biochemistry/Molecular Biology, B.S.	2013
Degree	Environmental Health and Safety, M.S.	2009
Degree	Languages, Literatures, and Cultures, Integrated B.A./M.A.	2011
Degree	Social Sciences Education, B.A., B.S.	2007
Degree	Writing, M.A., M.S.	2015
Sequence	Agricultural Science (B.S. in Agriculture)	2009
Sequence	Agriculture Industry Management (B.S. in Agriculture)	2009
Sequence	Art Studies (M.A., M.S. in Art)	2015
Sequence	Audiology (B.S. in Speech Pathology and Audiology)	2014
Sequence	Biology Teacher Education (B.S. in Biological Sciences)	2015
Sequence	Broadcast Journalism (B.A., B.S. in Journalism)	2013
Sequence	Business Administration Business Information Systems (B.S. in Business Administration)	2006
Sequence	Construction Management (B.S. in Industrial Technology)	2014
Sequence	Economics and Public Policy (B.S. in Renewable Energy)	2012
Sequence	Engineering Technology (B.S. in Industrial Technology)	2014
Sequence	Enterprise Computing Engineering (B.S. in Computer Science)	2014
Sequence	Enterprise Computing Systems (M.S. in Information Systems)	2013
Sequence	Food Industry Science (B.S. in Agriculture)	2008
Sequence	General Agriculture (B.S. in Agriculture)	2009
Sequence	Gerontological Nurse Practitioner (M.S. in Nursing)	2013
Sequence	Global Studies (B.A., B.S. in Political Science)	2011
Sequence	Graphic Communications (B.S. in Industrial Technology)	2014
Sequence	Information Assurance and Security (M.S. in Information Systems)	2013
Sequence	Leadership and Social Justice (B.A., B.A. in Political Science)	2011
Sequence	Network and Telecommunications Management (M.S. in Information Systems)	2013
Sequence	News Editorial (B.A., B.S. in Journalism)	2013

TYPE	NAME	FISCAL YEAR *
Sequence	Organismal Biology and Public Outreach (B.S. in Biological Sciences)	2013
Sequence	Public Service (B.A., B.S. in Political Science)	2011
Sequence	Speech Pathology (B.S. in Speech Pathology and Audiology)	2014
Sequence	Technical (B.S. in Renewable Energy)	2012
Sequence	Visual Communication (B.A., B.S. in Journalism)	2013
Minor	Anthropology for Teacher Education	2014
Minor	Art (Teacher Education sequence)	2013
Minor	Biological Sciences for Teacher Education	2013
Minor	Chemistry for Teacher Education	2009
Minor	Comparative Literature	2009
Minor	Dance (Dance-Teacher Education sequence)	2012
Minor	Economics for Teacher Education	2014
Minor	English for Teacher Education	2014
Minor	Foreign Languages in the Elementary School	2010
Minor	French for Teacher Education	2011
Minor	Geography for Teacher Education	2014
Minor	German for Teacher Education	2011
Minor	History for Teacher Education	2014
Minor	Instructional Media	2010
Minor	Journalism/Teacher Education	2011
Minor	Latin Teacher Education	2008
Minor	Mathematics for Teacher Education	2012
Minor	Philosophy Teacher Education	2011
Minor	Physical Education (Secondary Physical Education sequence)	2014
Minor	Physical Education (within Elementary Physical Education sequence)	2010
Minor	Physics for Teacher Education	2014
Minor	Political Science (Public Service sequence)	2011
Minor	Political Science for Teacher Education	2014

PROGRAMS TERMINATED, DISSOLVED, REDUCED, OR CONSOLIDATED BY PROGRAM TYPE

Illinois State University, Fiscal 2006 through Fiscal 2015

TYPE	NAME	FISCAL YEAR *
Minor	Psychology for Teacher Education	2008
Minor	Public Relations	2008
Minor	Reading	2008
Minor	School Health Education	2014
Minor	Sociology for Teacher Education	2014
Minor	Spanish for Teacher Education	2011
Minor	Technology and Engineering Education	2014
Minor	Theatre (Theatre Education sequence)	2010
Minor	Tourism Studies	2009
Center	Center for Applied Information Systems Technology	2015
Center	Center for Informatics	2010
Center	Study of Rural Ireland	2009
Certificate	Post-Baccalaureate Graduate Certificate for Alternative Route to Secondary Teacher Certification	2014
Certificate	Post-Master's Gerontological Nurse Practitioner Certificate	2014
Degree Designation	Curriculum and Instruction, M.S.Ed.	2014
Degree Designation	Education in Physical Education, B.A.	2011
Degree Designation	Mathematics, M.A.	2007

* For purposes of this table, fiscal year refers to the fiscal year in which final action regarding the program was taken rather than the fiscal year in which the action became effective.

PROGRAM REVIEW SCHEDULE BY YEAR, 2015-2023
Illinois State University
(Programs and schedules are subject to change)

Self-studies Due October 2015, Reviewed 2015-2016
Summaries Published in *Academic Plan 2016-2021*

Eight-year review (programs)	
College of Arts and Sciences	
Communication	M.A., M.S.
Communication Studies	B.A., B.S.
Journalism	B.A., B.S.
Mass Media	B.A., B.S.
Public Relations	B.A., B.S.
College of Applied Science and Technology	
Recreation and Park Administration	B.S.
College of Fine Arts	
Art	B.A., B.S.
Art	M.A., M.S.
Art	B.F.A.
Art	M.F.A.
Arts Technology	B.A., B.S.
Arts Technology	M.S.
Music	M.M.
Music (Liberal Arts)	B.A., B.S.
Music Performance	B.M.
College of Education	
College Student Personnel Administration	M.S.

Four-year review (centers)
Center for Mathematics, Science, and Technology
Center for the Study of Educational Policy
Mary and Jean Borg Center for Reading and Literacy
Special Education Assistive Technology Center
WGLT

Self-studies Due October 2016, Reviewed 2016-2017
Summaries Published in *Academic Plan 2017-2022*

Eight-year review (programs)	
College of Arts and Sciences	
Chemistry	B.S.
Chemistry	M.S.
Geology	B.S.
Hydrogeology	M.S.
Physics	B.S.
College of Fine Arts	
Theatre	B.A., B.S.
Theatre	M.A., M.S.
Theatre	M.F.A.

Three-year review (progress)	
Anthropology	M.A., M.S.
Biochemistry	B.S.
Business Administration	M.B.A. (Region 10)
Educational Administration	Ed.D., Ph.D. (Region 7)
Elementary Education	B.S., B.S.Ed. (Region 2)
Engineering Technology	B.S.
Molecular and Cellular Biology	B.S.
Nursing Practice, Doctor of	D.N.P.

Four-year review (centers)
Adlai Stevenson II Center for Community and Economic Development
Center for Renewable Energy
Center for Teaching, Learning, and Technology

Self-studies Due October 2017, Reviewed 2017-2018
Summaries Published in *Academic Plan 2018-2023*

Eight-year review (programs)	
College of Arts and Sciences	
Audiology, Doctor of	Au.D.
Biological Sciences	B.S.
Biological Sciences	M.S.
Biological Sciences	Ph.D.
Communication Sciences and Disorders	B.S.
Speech-Language Pathology	M.A., M.S.
College of Applied Science and Technology	
Environmental Health	B.S.
Health Information Management	B.S.
Renewable Energy	B.S.
Mennonite College of Nursing	
Family Nurse Practitioner	Post-Master's Certificate
Nursing	B.S.N.
Nursing	M.S.N.
Nursing	Ph.D.
Three-year review (progress)	
Legal Studies	B.S.
Four-year review (centers)	
Center for Adoption Studies	
Center for Insurance and Financial Services (Katie School)	

Self-studies Due October 2018, Reviewed 2018-2019
Summaries Published in *Academic Plan 2019-2024*

Eight-year review (programs)	
College of Arts and Sciences	
English	B.A.
English	M.A., M.S.
English Studies	Ph.D.
Mathematics	B.A., B.S.
Mathematics	M.S.
Mathematics Education	Ph.D.
Teaching Writing High/Middle School	Post-Baccalaureate Graduate Certificate
College of Applied Science and Technology	
Athletic Training	B.S.
Exercise Science	B.S.
Health Education	B.S., B.S.Ed.
Kinesiology and Recreation	M.S.
Medical Laboratory Science	B.S.
Physical Education	B.S., B.S.Ed.
Safety	B.S.
College of Education	
School Librarianship	Post-Baccalaureate Graduate Certificate
University-wide Programs	
Interdisciplinary Studies	B.A., B.S.
University Studies	B.A., B.S.
Three-year review (progress)	
Biological Sciences Teacher Education	B.S.

Self-studies Due October 2019, Reviewed 2019-2020
Summaries Published in *Academic Plan 2020-2025*

Eight-year review (programs)	
College of Education	
CSBO Endorsement	Post-Master's Graduate Certificate
Director of Special Education	Post-Master's Graduate Certificate
Early Childhood Education	B.S., B.S.Ed.
Educational Administration	M.S., M.S.Ed.
Educational Administration	Ed.D., Ph.D.
Elementary Education	B.S., B.S.Ed.
General Administration	Post-Master's Graduate Certificate
Middle Level Teacher Education	B.S., B.S.Ed.
Reading	M.S.Ed.
Special Education	B.S., B.S.Ed.
Special Education	M.S., M.S.Ed.
Special Education	Ed.D.
Superintendent Endorsement	Post-Master's Graduate Certificate
Teaching and Learning	M.S.
Teaching and Learning	Ed.D.
College of Business	
Business Teacher Education	B.A., B.S., B.S.Ed.
College of Arts and Sciences	
Chemistry Education	M.C.E.
Chemistry Education	M.S.C.E.
College of Fine Arts	
Music	M.M.Ed.
Music Education	B.M.E.
Four-year review (centers)	
Center for Mathematics, Science, and Technology	
Center for the Study of Educational Policy	
Mary and Jean Borg Center for Reading and Literacy	
Special Education Assistive Technology Center	
WGLT	

Self-studies Due October 2020, Reviewed 2020-2021
Summaries Published in *Academic Plan 2021-2026*

Eight-year review (programs)	
College of Applied Science and Technology	
Agriculture	B.S.
Agriculture	M.S.
Construction Management	B.S.
Engineering Technology	B.S.
Family and Consumer Sciences	B.A., B.S.
Family and Consumer Sciences	M.A., M.S.
Graphic Communications	B.S.
Industrial Technology	B.S.
Technology	M.S.
Technology and Engineering Education	B.S.
College of Arts and Sciences	
Clinical-Counseling Psychology	M.A., M.S.
Philosophy	B.A.
Psychology	B.A., B.S.
Psychology	M.A., M.S.
School Psychology	S.S.P.
School Psychology	Ph.D.
College of Business	
Accountancy	B.S.
Accountancy	M.S.
Accountancy	Integrated B.S./M.P.A.
Business Administration	B.S.
Business Administration	M.B.A.
Business Information Systems	B.S.
Finance	B.S.
Insurance	B.S.
International Business	B.A., B.S.
Management	B.S.
Marketing	B.S.

Self-studies Due October 2021, Reviewed 2021-2022
Summaries Published in *Academic Plan 2022-2027*

Eight-year review (programs)	
College of Applied Science and Technology	
Computer Science	B.S.
Information Systems	B.S.
Information Systems	M.S.
Network and Telecommunications Management	B.S.
College of Arts and Sciences	
Biochemistry	B.S.
French	B.A.
German	B.A.
Languages, Literatures, and Cultures	M.A.
Molecular and Cellular Biology	B.S.
Spanish	B.A.
Mennonite College of Nursing	
Nursing Practice	D.N.P
Four-year review (centers)	
Adlai Stevenson II Center for Community and Economic Development	
Center for Renewable Energy	
Center for Teaching, Learning, and Technology	

Self-studies Due October 2022, Reviewed 2022-2023
Summaries Published in *Academic Plan 2023-2028*

Eight-year review (programs)	
College of Arts and Sciences	
Anthropology	B.A., B.S.
Anthropology	M.A., M.S.
Applied Economics	M.A., M.S.
Criminal Justice Sciences	B.A., B.S.
Criminal Justice Sciences	M.A., M.S.
Economics	B.A., B.S.
Geography	B.A., B.S.
History	B.A., B.S.
History	M.A., M.S.
Legal Studies	B.S.
Political Science	B.A., B.S.
Political Science	M.A., M.S.
Social Work	B.S.W.
Social Work	M.S.W.
Sociology	B.A., B.S.
Sociology	M.A., M.S.
Four-year review (centers)	
Center for Adoption Studies	
Center for Insurance and Financial Services (Katie School)	

Self-studies Due October 2023, Reviewed 2023-2024
Summaries Published in *Academic Plan 2024-2029*

Eight-year review (programs)	
College of Arts and Sciences	
Biological Sciences Teacher Education	B.S.
Communication	M.A., M.S.
Communication Studies	B.A., B.S.
Journalism	B.A., B.S.
Mass Media	B.A., B.S.
Public Relations	B.A., B.S.
College of Applied Science and Technology	
Recreation and Park Administration	B.S.
College of Fine Arts	
Art	B.A., B.S.
Art	M.A., M.S.
Art	B.F.A.
Art	M.F.A.
Arts Technology	B.A., B.S.
Arts Technology	M.S.
Music	M.M.
Music (Liberal Arts)	B.A., B.S.
Music Performance	B.M.
Theatre	B.A., B.S.
Theatre	M.A., M.S.
Theatre	M.F.A.
College of Education	
College Student Personnel Administration	M.S.
Four-year review (centers)	
Center for Mathematics, Science, and Technology	
Center for the Study of Educational Policy	
Mary and Jean Borg Center for Reading and Literacy	
Special Education Assistive Technology Center	
WGLT	

PROGRAM REVIEW SCHEDULE
BY PROGRAM AND CENTER, 2015-2023
Illinois State University
Year in which self-study reports are due (October 1)

(Programs and schedules are subject to change)

ACADEMIC PROGRAMS

Accountancy, B.S.: 2020
Accountancy, M.S.: 2020
Accountancy, Integrated B.S./M.P.A.: 2020
Agriculture, B.S.: 2020
Agriculture, M.S.: 2020
Anthropology, B.A., B.S.: 2022
Anthropology, M.A., M.S.: 2016 (new program progress report), 2022
Applied Economics, M.S., M.S.: 2022
Art, B.A., B.S.: 2015, 2023
Art, M.A., M.S.: 2015, 2023
Art, B.F.A.: 2015, 2023
Art, M.F.A.: 2015, 2023
Arts Technology, B.A., B.S.: 2015, 2023
Arts Technology, M.S.: 2015, 2023
Athletic Training, B.S.: 2018
Audiology, Doctor of (Aud.D.): 2017
Biochemistry, B.S.: 2016 (new program progress report), 2021
Biological Sciences, B.S.: 2017
Biological Sciences Teacher Education, B.S.: 2018 (new program progress report), 2023
Biological Sciences, M.S.: 2017
Biological Sciences, Ph.D.: 2017
Business Administration, B.S.: 2020
Business Administration, M.B.A.: 2016 (new region progress report), 2020
Business Information Systems, B.S.: 2020
Business Teacher Education, B.A., B.S., B.S.Ed.: 2019
Chemistry, B.S.: 2016
Chemistry, M.S.: 2016
Chemistry Education, M.C.E.: 2019
Chemistry Education, M.S.C.E.: 2019
Clinical-Counseling Psychology, M.A., M.S.: 2020
College Student Personnel Administration, M.S.: 2015, 2023
Communication, M.A., M.S.: 2015, 2023
Communication Sciences and Disorders, B.S.: 2017
Communication Studies, B.A., B.S.: 2015, 2023
Computer Science, B.S.: 2021
Construction Management, B.S.: 2020
Criminal Justice Sciences, B.A., B.S.: 2022
Criminal Justice Sciences, M.A., M.S.: 2022
CSBO Endorsement, Post-Master's Graduate Certificate: 2019
Director of Special Education, Post-Master's Graduate Certificate: 2019
Early Childhood Education, B.S., B.S.Ed.: 2019
Economics, B.A., B.S.: 2022
Educational Administration, M.S., M.S.Ed.: 2019
Educational Administration, Ed.D., Ph.D.: 2016 (new region progress report), 2019

Elementary Education, B.S., B.S.Ed.: 2016 (new region progress report), 2019
Engineering Technology, B.S.: 2016 (new program progress report), 2020
English, B.A.: 2018
English, M.A., M.S.: 2018
English Studies, Ph.D.: 2018
Environmental Health, B.S.: 2017
Exercise Science, B.S.: 2018
Family and Consumer Sciences, B.A., B.S.: 2020
Family and Consumer Sciences, M.A., M.S.: 2020
Family Nurse Practitioner, Post-Master's Certificate: 2017
Finance, B.S.: 2020
French, B.A.: 2021
General Administration, Post-Master's Graduate Certificate: 2019
Geography, B.A., B.S.: 2022
Geology, B.S.: 2016
German, B.A., B.S.: 2021
Graphic Communications, B.S.: 2020
Health Education, B.S., B.S.Ed.: 2018
Health Information Management, B.S.: 2017
History, B.A., B.S.: 2022
History, M.A., M.S.: 2022
Hydrogeology, M.S.: 2016
Industrial Technology, B.S.: 2020
Information Systems, B.S.: 2021
Information Systems, M.S.: 2021
Insurance, B.S.: 2020
Interdisciplinary Studies, B.A., B.S.: 2018
International Business, B.A., B.S.: 2020
Journalism, B.A., B.S.: 2015, 2023
Kinesiology and Recreation, M.S.: 2018
Languages, Literatures, and Cultures, M.A.: 2021
Legal Studies, B.S.: 2017 (new program progress report), 2022
Management, B.S.: 2020
Marketing, B.S.: 2020
Mass Media, B.A., B.S.: 2015, 2023
Mathematics, B.A., B.S.: 2018
Mathematics, M.S.: 2018
Mathematics Education, Ph.D.: 2018
Medical Laboratory Science, B.S.: 2018
Middle Level Teacher Education, B.S., B.S.Ed.: 2019
Molecular and Cellular Biology, B.S.: 2016 (new program progress report), 2021
Music, M.M.Ed.: 2019
Music, M.M.: 2015, 2023
Music (Liberal Arts), B.A., B.S.: 2015, 2023
Music Education, B.M.E.: 2019
Music Performance, B.M.: 2015, 2023
Network and Telecommunications Management, B.S.: 2021
Nursing, B.S.N.: 2017
Nursing, M.S.N.: 2017
Nursing, Ph.D.: 2017
Nursing Practice, Doctor of (D.N.P.): 2016 (new program progress report), 2021
Philosophy, B.A.: 2020
Physical Education, B.S., B.S.Ed.: 2018
Physics, B.S.: 2016

Political Science, B.A., B.S.: 2022
Political Science, M.A., M.S.: 2022
Psychology, B.A., B.S.: 2020
Psychology, M.A., M.S.: 2020
Public Relations, B.A., B.S.: 2015, 2023
Reading, M.S.Ed.: 2019
Recreation and Park Administration, B.S.: 2015
Renewable Energy, B.S.: 2017
Safety, B.S.: 2018
School Librarianship, Post-Baccalaureate Graduate Certificate: 2018
School Psychology, S.S.P.: 2020
School Psychology, Ph.D.: 2020
Social Work, B.S.W.: 2014, 2022
Social Work, M.S.W.: 2014, 2022
Sociology, B.A., B.S.: 2014, 2022
Sociology, M.A., M.S.: 2014, 2022
Spanish, B.A., 2021
Special Education, B.S., B.S.Ed.: 2019
Special Education, M.S., M.S.Ed.: 2019
Special Education, Ed.D.: 2019
Speech-Language Pathology, M.A., M.S.: 2017
Superintendent Endorsement, Post-Master's Graduate Certificate: 2019
Teaching and Learning, M.S.: 2019
Teaching and Learning, Ed.D.: 2019
Teaching Writing High/Middle School, Post-Baccalaureate Graduate Certificate: 2018
Technology, M.S.: 2020
Technology and Engineering Education, B.S.: 2020
Theatre, B.A., B.S.: 2016, 2023
Theatre, M.A., M.S.: 2016, 2023
Theatre, M.F.A.: 2016, 2023
University Studies, B.A., B.S.: 2018

RESEARCH AND SERVICE CENTERS

Adlai Stevenson II Center for Community and Economic Development: 2016, 2021
Center for Adoption Studies: 2017, 2022
Center for Insurance and Financial Services (Katie School): 2017, 2022
Center for Mathematics, Science, and Technology: 2015, 2019, 2023
Center for Renewable Energy: 2016, 2021
Center for Teaching, Learning, and Technology: 2016, 2021
Center for the Study of Educational Policy, 2015, 2019, 2023
Mary and Jean Borg Center for Reading and Literacy: 2015, 2019, 2023
Special Education Assistive Technology Center: 2015, 2019, 2023
WGLT: 2015, 2019, 2023

APPENDIX E: NORTHEASTERN ILLINOIS UNIVERSITY

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

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2009-2013, Completions Data for All 5 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=12, Bachelors=6, Masters=5, Doctoral=1.

Northeastern Illinois University

		2009	2010	2011	2012	2013	Completions 5-yr Average	Status
Bachelors								
40.0801	B.S. in Physics	2	3	3	1	2	2.2	Review
05.0207	B.A in Women's Studies	2	1	4	3	5	3.0	Review
16.0901	B.A. in French	5	3	2	3	2	3.0	Sunset
40.0601	B.S. in Earth Science	4	3	5	3	5	4.0	Review
24.0102	B.A. and B.S. in University Without Walls	7	1	6	8	5	5.4	Review
TOTAL for Bachelors: 5								
Masters								
40.0601	M.S. in Earth Science	0	0	0	0	0	0.0	Review
30.1101	M.A. in Gerontology	3	2	3	1	4	2.6	Review
TOTAL for Masters: 2								

To: Dr. Daniel Cullen
Deputy Director for Academic Affairs
Illinois Board of Higher Education

From: Dr. Richard J. Helldobler, Ph.D.
Provost
Northeastern Illinois University

Date: July 22, 2015

RE: Reporting on Low Productivity Programs at Northeastern Illinois University

Pursuant to 110 ILCS 205/7 this memo is to convey actions taken by Northeastern Illinois University based on list of low performing programs provided to us in late April by the IBHE.

Given contractual obligations in the Collective Bargaining Agreement between NEIU and the University Professionals of Illinois Chapter 4100, it was impossible to take full action before June 30th. However, I am now in a position to report on our progress based on the list provided.

Bachelor's programs: 40.0801 Physics, General, 05.0207 Women's Studies, 40.0601 Geology/Earth Science, 24.0102 General Studies, and Master's program 30.1101 have all been put on a three year remediation plan. We will be tracking enrollment, retention and graduation targets based on these plans and will act accordingly in the coming years of our assessments.

Bachelor's program 16.0901 French Language and Literature has been put into sunset status and eliminated.

Master's program 40.0601 Geology/Earth Science; General Studies will likely be put into sunset status and be eliminated. The Collective Bargaining Agreement requires a recommendation by the Program Elimination Committee of the Faculty Senate. Since the faculty are off contract in the summer it is impossible to call them together over the summer. However, preliminary conversations have taken place with the Department Chair, Program Coordinator, and Dean who concur the program should be put into sunset status. I will call a meeting early in the fall semester for this required action to take place and will notify you of the outcome.

Thank you for your consideration, and my apologies for the late report.

Cc: Sharon K. Hahs, President

APPENDIX F: NORTHERN ILLINOIS UNIVERSITY

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

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2009-2013, Completions Data for All 5 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=12, Bachelors=6, Masters=5, Doctoral=1.

Northern Illinois University

		2009	2010	2011	2012	2013	Completions 5-yr Average	Status
Bachelors								
16.0402	B.A. in Russian	1	0	1	1	0	0.6	Sunset
16.0501	B.A. in German	8	3	3	4	4	4.4	Redesign
50.0901	B.A. in Music (Comprehensive Major)	6	5	2	5	5	4.6	Review
TOTAL for Bachelors: 3								
Masters								
13.0901	M.S.Ed. in Foundations of Education	3	4	0	1	0	1.6	Justification
13.0601	M.S. in Educational Research and Evaluation	1	2	2	3	1	1.8	Justification
16.0901	M.A. in Foreign Languages (French)	4	1	2	1	1	1.8	Sunset
42.2806	M.S.Ed. in Educational Psychology	3	4	1	4	2	2.8	Review
TOTAL for Masters: 4								
Doctoral								
50.0799	Doctor of Philosophy in Art Education	1	0	3	0	0	0.8	Review
TOTAL for Doctoral: 1								

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2015 Northern Illinois University's Low-Performing Programs Report
June 30, 2015

Contact: Carolinda Douglass, Vice Provost for Academic Planning and Development
Contact Information: 815-753-0492 or cdoug@niu.edu

Northern Illinois University (NIU) monitors programs on a regular basis to ensure that programs are well-aligned with our mission and that students are offered an array of programs that best meet their needs. This report on low-performing programs includes information from three processes for identifying low-performing programs. First, per the request of the Illinois Board of Higher Education (IBHE) all programs with low average enrollments and/or low average number of degrees conferred over the past five years are listed in Table 1 along with steps NIU is taking (or has already taken) to address low performance in these programs.

Table 1 NIU's Low-Performance Programs Per IBHE Standards for 2015

Program	Average enrollment between 2010-2014	Average number of degrees conferred between 2010 and 2014	Steps Taken to Address Low Performance
Undergraduate	<25	<6	
BA/BS in Community Leadership and Civic Engagement	32.4	3.2	Program instituted in 2012-2013. Program has healthy enrollments and will be monitored for degrees conferred over coming year.
B.A. in Russian	0.8	0.4	The B.A. in Russian has been eliminated.
B.A. in German	14	3.8	Program will implement strategies to attract new students and increase enrollments; strategies include changing the dual track program to a general German Studies major, and offering a German study abroad program. Enrollments will be monitored over coming year.
B.A. in Music	16.4	3.8	Program is undergoing comprehensive Program Review in 2015-2016.
B.S. in Applied Management	18.4	1.2	Program instituted in 2010-2011 to primarily serve working professionals most of whom are part-time students who would, by definition, be slower to degree completion. Although enrollments and degrees conferred are below the standards, there is an increasing trend in both over the review period. Both will be monitored in the coming year.

Program	Average enrollment between 2010-2014	Average number of degrees conferred between 2010 and 2014	Steps Taken to Address Low Performance
B.A. in Art History	20.2	6.2	Program is undergoing comprehensive Program Review in 2015-2016.
BA/BS in Environmental Studies	49.6	1.6	Program instituted in 2012-2013. Program has healthy enrollments and will be monitored for degrees conferred over coming year.
B.A. in Theater Studies	35	5.6	Enrollments are healthy. Program is undergoing comprehensive Program Review in 2015-2016.
Masters	**<10**	**<5**	
M.S. in Family and Consumer Sciences	0.4	0.4	This program is being reviewed in 2015-2016 for possible elimination.
M.S.Ed. in Foundations of Education	1.6	1	Courses in the Foundations of Education degree program are offered as service courses to meet student demand from other programs. This program does not demand additional resources since these courses are already offered as service courses.
M.A. in Foreign Languages (French)	4.6	1.2	This program is slated for elimination in 2015-2016.
M.A. in Economics	5.2	7.4	This program has healthy number of degrees conferred and is being monitored for enrollments. Program is also undergoing comprehensive Program Review in 2015-2016.
Master of Arts in Teaching	6	1.2	There is an active recruitment for students in this program, particularly in the specialization of Elementary Education. There are an estimated 64 students expected to matriculate into the program this coming year.
M.S.Ed. in Educational Research and Evaluation	7.6	1.8	Enrollment in this program has been increasing since 2013 and is being monitored for degrees conferred. Program additionally supports approximately 30 certificate students.

Program	Average enrollment between 2010-2014	Average number of degrees conferred between 2010 and 2014	Steps Taken to Address Low Performance
M.S.Ed. in Elementary Education	7.8	30.2	This program is being monitored for enrollments. It will be considered for elimination in 2015-2016.
Master of Science in Teaching	8.2	10.6	This program has healthy number of degrees conferred and is being monitored for enrollments in coming year.
M.S.Ed. in Educational Psychology	10.8	2.8	Enrollments and degrees conferred are being monitored over the coming year.
Doctorate	**<5**	**<1**	
Ph.D. in Art Education	10.8	0.8	Enrollments are healthy. Program is undergoing comprehensive Program Review in 2015-2016.

Second, NIU routinely reviews programs at the department level and initiates elimination of programs as needed. Table 2 presents a list of deleted programs, minors, concentrations, specializations, emphases, and certificates for the past five years (2009-2013 with catalog dates effective 2004-2014).

Table 2 NIU's Deleted Academic Offerings from 2003-2013

Date	Academic Offering Eliminated
12/12/2013	Undergraduate Certificate of Deaf-Blind Rehabilitation Services
3/21/2013	Emphasis in Environmental Sciences teaching within B.S. in Chemistry
3/21/2013	General Program Emphasis within M.S.Ed. in Kinesiology and Physical Education
3/4/2013	Graduate Certificate in Earth Science Education
12/6/2012	Master of Physical Therapy (M.P.T.)
3/1/2012	Specialization in Directing within the M.F.A. in Theatre
3/1/2012	Emphasis in Training within the B.S. in Kinesiology
3/24/2011	Specialization in Comparative and Developmental Administration within the M.P.A.
2/25/2010	Specialization in Human Services Administration within the M.P.A.
2/25/2010	B.A. in Russian
3/26/2009	Minor in Chinese/Japanese Studies

The third way in which NIU is working to identify and address low-performing programs is through a comprehensive program prioritization review in 2015-2016. In fall 2014, NIU established a coordinating team to undertake its first ever program prioritization process. Since that time, NIU has (1) used shared governance to establish criterion and associated weights for the purpose of reviewing academic and administrative programs, (2) held open nominations and selected task force members to serve in the program prioritization process, (3) identified nearly 250 academic programs and 400 administrative programs for review, and established a data support team to map data to the

criteria for each program. Data will include enrollments; degrees conferred; credit hour productions; productivity in research, scholarship, and artistry; staffing and compensation data; and external indicators of demand and outcomes where applicable. In fall 2015, the campus community will be educated in how to complete narratives on each of NIU's programs and supported in uploading these narratives and additional data into our program prioritization data system. Meanwhile, the task force members will be trained to review and evaluate the program narratives and, in spring of 2016, all programs will be reviewed by the task forces. The outcome of these reviews will include a ranking of all programs into five equal groups (quintiles) with associated recommendations for program expansion, contraction, deletion and associated resource allocation according to the rankings. The President and his key advisors, including the Executive Vice President and Provost and the Vice President for Administration and Finance, will make reallocation decisions for FY2016 and beyond based on the task forces' recommendations. If academic programs are slated for funding elimination, they will be reviewed by the internal curricular processes needed to eliminate them and then reported to the IBHE. Teach-out plans for students within these programs and advising for these students will be made available. More information on NIU's Program Prioritization process is available at http://www.niu.edu/program-prioritization/ .

APPENDIX G: SOUTHERN ILLINOIS UNIVERSITY SYSTEM

June 26, 2015

Dan Cullen, Deputy Director
Academic Affairs and Student Success
Illinois Board of Higher Education
431 East Adams Street, Second Floor
Springfield, IL 62701-1404

Dear Dan:

In response to IBHE's request, I am enclosing four documents.

1. SIU's annual report of program additions and deletions that covers the period from July 1, 2014, through June 30, 2015 which we routinely send to IBHE every July.
2. A compilation of the past ten years of SIU's additions and deletions reports with cover letters indicating when they were sent.
3. A ten-year compilation of program eliminations and consolidations.
4. A digest of the IBHE identified low-productivity programs. Please note that some of your program information is in error.

Should you or your staff have any questions regarding these actions, please feel free to contact me.

Sincerely,

John S. Haller, Jr.
Special Assistant to the President

/pm

Enclosures

cc: Randy J. Dunn
    Julie Furst-Bowe
    James Applegate
    Rhea Bartlett
    Parviz Ansari
    Susan Ford

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

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

SIUC & SIUE PROGRAM ELIMINATIONS/CONSOLIDATIONS
TEN-YEAR REPORT (2005 - 2015)

Year	CAMPUS	Program	College	Unit/Dept./Program	Degree	Elimination	Consolidated
2015	SIUC	Educational Psychology	College of Education & Human Services	Counseling, Quantitative Methods & Special Education	Master of Science	X	
2015	SIUC	Geological Engineering	College of Engineering	Mining & Mineral Resources	Specialization, Bachelor of Science	X	
2015	SIUC	Instructional Systems Design	College of Education & Human Services	Workforce Education & Development	Undergraduate Certificate	X	
2015	SIUC	Art & Design	College of Liberal Arts	Art & Design	Bachelor of Arts	X	
2015	SIUC	Ecology	College of Science	Plant Biology	Specialization, Bachelor of Arts	X	
2015	SIUC	Molecular & Biochemical Physiology	College of Science	Plant Biology	Specialization, Bachelor of Arts	X	
2015	SIUC	Community Health Education	College of Education & Human Services	Health Education & Recreation	Specialization, Bachelor of Science	X	
2015	SIUC	Research Option	College of Liberal Arts	Languages, Cultures & International Trade	Master of Arts	X	
2015	SIUC	Professional Construction Management	College of Applied Sciences & Arts	Technical Resource Management Program	Specialization, Technical Resource Management	X	
2015	SIUE	Nurse Anesthesia	School of Nursing	School of Nursing	Master of Science	X	
2015	SIUE	Nurse Anesthesia	School of Nursing	School of Nursing	Post-Master's Certificate	X	
2015	SIUE	Manufacturing Engineering	School of Engineering	Manufacturing Engineering	Bachelor of Science	X	
2014	SIUC	Consolidated all Majors in Dept. of Languages, Cultures, & International Trade into one Major, Languages, Cultures, & International Studies	College of Liberal Arts	Languages, Cultures, & International Studies	Bachelor of Arts		X
2014	SIUC	International Business & Cultures Center	College of Business	Dean's Office	Research Center	X	
2014	SIUC	Physician Assistant	College of Applied Sciences & Arts	Allied Health	Bachelor of Science	X	
2014	SIUC	Classics	College of Liberal Arts	Languages, Cultures & International Trade	Major, Bachelor of Arts	X	
2014	SIUC	French with Teacher Education Program	College of Liberal Arts	Languages, Cultures & International Trade	Major, Bachelor of Arts	X	
2014	SIUC	French without Teacher Education Program	College of Liberal Arts	Languages, Cultures & International Trade	Major, Bachelor of Arts	X	
2014	SIUC	German Studies with Teacher Education Program	College of Liberal Arts	Languages, Cultures & International Trade	Major, Bachelor of Arts	X	
2014	SIUC	German Studies without Teacher Education Program	College of Liberal Arts	Languages, Cultures & International Trade	Major, Bachelor of Arts	X	
2014	SIUC	Spanish with Teacher Education Program	College of Liberal Arts	Languages, Cultures & International Trade	Major, Bachelor of Arts	X	

Year	CAMPUS	Program	College	Unit/Dept./Program	Degree	Elimination	Consolidated
2014	SIUC	Spanish without Teacher Education Program	College of Liberal Arts	Languages, Cultures & International Trade	Major, Bachelor of Arts	X	
2014	SIUC	Foreign Language & International Trade	College of Liberal Arts	Languages, Cultures & International Trade	Major, Bachelor of Arts	X	
2014	SIUC	International Studies	College of Liberal Arts	Languages, Cultures & International Trade	Major, Bachelor of Arts	X	
2014	SIUC	Chinese	College of Liberal Arts	Languages, Cultures & International Trade	Specialization, Bachelor of Arts	X	
2014	SIUC	Japanese	College of Liberal Arts	Languages, Cultures & International Trade	Specialization, Bachelor of Arts	X	
2014	SIUC	Foreign Language & International Public Service	College of Liberal Arts	Languages, Cultures & International Trade	Specialization, Bachelor of Arts	X	
2014	SIUC	Russian	College of Liberal Arts	Languages, Cultures & International Trade	Minor, Bachelor of Arts	X	
2014	SIUC	Educational Psychology	College of Education & Human Services	Educational Psychology	Doctor of Philosophy	X	
2014	SIUC	Lodging Management	College of Agricultural Science	Animal Science, Food & Nutrition	Specialization, Bachelor of Science	X	
2014	SIUC	Food Service Management	College of Agricultural Science	Animal Science, Food & Nutrition	Specialization, Bachelor of Science	X	
2014	SIUC	Tourism Management	College of Agricultural Science	Animal Science, Food & Nutrition	Specialization, Bachelor of Science	X	
2014	SIUC	Health Education	College of Education & Human Services	Health Education & Recreation	Master of Science	X	
2014	SIUE	Secondary Education	School of Education, Health & Human Behavior	Curriculum & Instruction	Master of Science	X	
2014	SIUE	Kinesiology	School of Education, Health & Human Behavior	Kinesiology & Health Education	Minor, Bachelor of Science	X	
2014	SIUE	Coaching	School of Education, Health & Human Behavior	Kinesiology & Health Education	Minor, Bachelor of Science	X	
2012	SIUE	Adapted (Special) Physical Education	School of Education	Kinesiology & Health Education	Option, Master of Science	X	
2013	SIUE	Plant & Soil Science	College of Agricultural Science	Plant, Soil & Agricultural Systems	Bachelor of Science	X	
2013	SIUC	General	College of Agricultural Science	Plant, Soil & Agricultural Systems	Specialization, Bachelor of Science	X	
2013	SIUC	Business	College of Agricultural Science	Plant, Soil & Agricultural Systems	Specialization, Bachelor of Science	X	
2013	SIUC	Environmental Studies	College of Agricultural Science	Plant, Soil & Agricultural Systems	Specialization, Bachelor of Science	X	
2013	SIUC	Science	College of Agricultural Science	Plant, Soil & Agricultural Systems	Specialization, Bachelor of Science	X	
2013	SIUC	Turf	College of Agricultural Science	Plant, Soil & Agricultural Systems	Specialization, Bachelor of Science	X	
2013	SIUC	School Health	College of Education & Human Services	Health Education & Recreation	Specialization, Bachelor of Science	X	
2013	SIUE	Physics	College of Arts & Sciences	Physics	Bachelor of Arts	X	
2013	SIUE	Nursing Education	School of Nursing	School of Nursing	P.D.A., Master of Science	X	

Year	CAMPUS	Program	College	Unit/Dept./Program	Degree	Elimination	Consolidated
2013	SIUE	Nursing Management	School of Nursing	School of Nursing	P.D.A., Master of Science	X	
2013	SIUE	Oncology Nursing	School of Nursing	School of Nursing	P.D.A., Master of Science	X	
2013	SIUE	Pain Management Nursing	School of Nursing	School of Nursing	P.D.A., Master of Science	X	
2013	SIUE	Physical Education Teacher Education	School of Education, Health & Human Behavior	Kinesiology & Health Education	Bachelor of Science	X	
2013	SIUE	Interactive Multimedia Technology	School of Education, Health & Human Behavior	Educational Leadership	Option, Master of Science	X	
2012	SIUC	Conflict Resolution	College of Education & Human Services	Counseling Quantitative Methods & Special Education	Certificate, Post Baccalaureate	X	
2012	SIUC	Digital Communication	College of Mass Communication & Media Arts	Cinema & Photography	Specialization, Bachelor of Arts	X	
2012	SIUC	Digital Communication	College of Mass Communication & Media Arts	School of Journalism	Specialization, bachelor of Science	X	
2012	SIUC	Digital Communication	College of Mass Communication & Media Arts	Radio & Television	Specialization, Bachelor of Arts	X	
2012	SIUC	Biochemistry	College of Science	Chemistry & Biochemistry	Specialization, Bachelor of Arts	X	
2012	SIUC	Environmental	College of Science	Chemistry & Biochemistry	Specialization, Bachelor of Arts	X	
2012	SIUC	Forensic	College of Science	Chemistry & Biochemistry	Specialization, Bachelor of Arts	X	
2012	SIUC	Business	College of Science	Chemistry & Biochemistry	Business Specialization, Bachelor of Science	X	
2012	SIUE	School Health, Health Education	School of Education, Health & Human Behavior	Kinesiology & Health Education	Specialization, Bachelor of Science	X	
2011	SIUE	Environmental Chemistry & Environmental Toxicology into the Environmental Chemistry & Toxicology	College of Arts & Sciences	Environmental Sciences	Option, Master of Science Degree in Environmental Sciences		X
2011	SIUC	Instructional Design & Instructional Technology	College of Education & Human Services	Curriculum & Instruction	Concentration, Master of Science in Education		X
2011	SIUC	Athletic Training	College of Education & Human Services	Department of Kinesiology	Bachelor of Science	X	
2011	SIUC	African Studies	College of Liberal Arts	Africana Studies	Minor, Bachelor of Arts	X	
2011	SIUC	Plant Ecology	College of Science	Plant Biology	Certificate, Post-Baccalaureate, Bachelor of Science	X	
2010	SIUE	Biotechnology Management	College of Arts & Sciences	Biological Sciences	Option, Master of Science	X	
2010	SIUE	Biological Sciences	College of Arts & Sciences	Biological Sciences	Option, Master of Arts/Master of Science	X	
2010	SIUE	Geographical Studies	College of Arts & Sciences	Geography	Master of Arts	X	
2010	SIUE	Physics	College of Arts & Sciences	Physics	Master of Science	X	
2010	SIUE	Corporate & Organizational Communication	College of Arts & Sciences	Speech Communication	Post-Baccalaureate Certificate	X	

Year	CAMPUS	Program	College	Unit/Dept./Program	Degree	Elimination	Consolidated
2009	SIUE	Kinesiology	School of Education, Health & Human Behavior	Kinesiology	P.D.A., Master of Science	X	
2009	SIUE	Exercise Physiology	School of Education, Health & Human Behavior	Kinesiology	Post-Baccalaureate Certificate in Bachelor of Science	X	
2009	SIUE	Pedagogy/Administration	School of Education, Health & Human Behavior	Kinesiology	Post-Baccalaureate Certificate in Bachelor of Science	X	
2009	SIUE	Sport & Exercise Behavior	School of Education, Health & Human Behavior	Kinesiology	Post-Baccalaureate Certificate in Bachelor of Science	X	
2009	SIUC	Information Technology	College of Applied Sciences & Arts, College of Business, College of Mass Communication & Media Arts, & College of Science	Information Systems & Applied Tehnologies	Interdisciplinary Minor in Bachelor of Science	X	
2009	SIUC	Couple & Family Counseling	College of Education & Human Services	Counseling Quantitative Methods & Special Education	Certificate, Post Baccalaureate	X	
2009	SIUC	Computer Engineering	College of Engineering	Electrical Engineering	Specialization, Bachelor of Science	X	
2009	SIUC	Speech Communication	College of Liberal Arts	Speech Communication	Master of Science	X	
2009	SIUE	English	College of Arts & Sciences	English Language & Literature	Bachelor of Science	X	
2008	SIUC	Center for Systematic Biology	Graduate School			X	
2008	SIUC	Athletic Training, Exercise Science, Physical Fitness, & Teacher Education	College of Education & Human Services	Kinesiology	Specialization, Bachelor of Science	X	
2008	SIUC	Music Theater	College of Liberal Arts	Music	Specialization, Bachelor of Arts	X	
2008	SIUC	Systematic Biology	College of Science	Dean's Office	Certificate, Bachelor of Science	X	
2008	SIUE	Art Therapy	College of Art & Sciences	Art & Design	Certificate, Post-Baccalaureate	X	
2007	SIUC	Industrial Design	College of Liberal Arts	Art & Design	Specialization, Bachelor of Arts in Design	X	
2007	SIUE	Electronic Business	School of Business	Business Administration	Specialization, Master of Business Administration	X	
2007	SIUC	Food & Nutrition (Phase-out in 2007)	College of Agricultural Science	Animal Science, Food & Nutrition	Bachelor of Science	X	
2007	SIUC	Electrical & Computer Engineering	College of Engineering	Engineering Science	Concentration in Ph.D.	X	
2007	SIUC	Physical Education	College of Education & Human Services	Kinesiology	Bachelor of Science/Master of Science	X	
2007	SIUE	Kinesiology	School of Education, Health & Human Behavior	Kinesiology & Health Education	Bachelor of Science	X	
2006	SIUC	Media Management, Telecommunications, Professional Media Practice, & Interactive Multimedia	Mass Communication & Media Arts	Mass Communication & Media Arts	Concentration, Master of Arts in Media Theory & Research	X	
2006	SIUC	Fibers/Weaving	College of Liberal Arts	Art & Design	Specialization, Bachelor of Fine Arts	X	
2006	SIUC	TESOL & Instructional Technology/Education	College of Liberal Arts	Foreign Languages & Literatures	Concentration, Master of Arts	X	

Year	CAMPUS	Program	College	Unit/Dept./Program	Degree	Elimination	Consolidated
2006	SIUE	Management Information Systems, Finance, Management, & Marketing	School of Business	Business Administration	Minor, Bachelor of Science	X	
2005	SIUC	Dental Technology	College of Applied Sciences & Arts	Dental Technology	A.A.S.	X	
2005	SIUC	Respiratory Therapy Technology	College of Applied Sciences & Arts	Allied Health	A.A.S.	X	
2005	SIUC	Cinema & Photography	College of Mass Communication & Media Arts	Cinema & Photography	Concentration, Master of Arts	X	
2005	SIUC	Captioning	College of Applied Sciences & Arts	Information Systems Technologies	Specialization, Bachelor of Science	X	
2005	SIUC	Mechanical Engineering Technology	College of Engineering	Engineering Technology	Specialization, Bachelor of Science	X	

APPENDIX H: SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

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

Southern Illinois University Carbondale

		2009	2010	2011	2012	2013	Completions 5-yr Average	Status
Associates								
All programs at this degree level meet or exceed the minimum threshold.								
Bachelors								
50.0401	B.A. in Design	1	0	2	0	1	0.8	Sunset
45.0101	B.S. in Social Science	1	0	0	1	3	1.0	Redesign
40.0801	B.S. in Physics	4	2	5	6	3	4.0	Justification
26.0301	B.A. and B.S. in Plant Biology	4	5	3	5	4	4.2	Justification
52.0201	B.S. in Business and Administration	6	5	6	3	9	5.8	Justification
TOTAL for Bachelors: 5								
Masters								
26.1001	M.S. in Pharmacology and Neuroscience	1	1	0	0	0	0.4	Justification
40.0501	M.S. in Chemistry	1	1	2	1	3	1.6	Justification
14.2101	M.S. in Mining Engineering	1	2	2	3	1	1.8	Justification
30.0601	Professional Science Master's in Advanced Energy and Fuels Management	0	0	0	2	7	1.8	Review
26.0101	M.S. in Biological Sciences	0	1	8	0	1	2.0	Justification
22.0201	Master of Laws (L.L.M.)	0	6	1	2	5	2.8	Review
01.0901	M.S. in Animal Science	1	4	5	1	5	3.2	Review
45.1001	M.A. in Political Science	4	1	6	5	1	3.4	Justification
45.1101	M.A. in Sociology	4	4	4	4	4	3.8	Justification
26.0902	M.S. in Molecular, Cellular, and Systemic Physiology	4	4	3	6	3	4.0	Justification
23.1304	M.A. in Speech Communication	4	8	0	5	4	4.2	Justification
50.0501	M.F.A. in Theater	3	5	5	3	5	4.2	Justification
22.0203	Master of Legal Studies (M.L.S.)	7	4	3	2	6	4.4	Review
51.0704	M.S. in Rehabilitation Administration and Services	4	6	5	5	2	4.4	Justification
38.0101	M.A. in Philosophy	1	6	5	5	6	4.6	Justification
13.1001	M.S.Ed. in Special Education	9	6	2	4	3	4.8	Justification
TOTAL for Masters: 16								

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

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2009-2013, Completions Data for All 5 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=12, Bachelors=6, Masters=5, Doctoral=1.

Southern Illinois University Carbondale

						Completions		
		2009	2010	2011	2012	2013	5-yr Average	Status
Doctoral								
01.0000	Ph.D. in Agricultural Sciences	0	0	0	0	1	0.2	Justification
40.0601	Ph.D. in Geosciences	0	1	0	0	0	0.2	Justification
26.0902	Ph.D. in Molecular, Cellular, and Systemic Physiology	1	1	1	0	1	0.8	Justification
TOTAL for Doctoral: 3								

BACHELORS PROGRAMS

Unclassified (CIPS 52.9999)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Bachelors*	0	0	0	0	0	0.0
[* IBHE Threshold = 6 Degrees Conferred/Year]						

No Action.

Since before 2009, this CIPS number has not existed in SIU Carbondale's degree program inventory. There are no students enrolled or completing their degrees in this unclassified degree program. No action is anticipated.

Design (CIPS 50.0401)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Bachelors*	1	0	2	0	1	0.8
[* IBHE Threshold = 6 Bachelors Degrees Conferred/Year]						

No Action.

Effective March 2015, the Bachelor of Arts (BA) in Design is discontinued and is on teach out. The remaining students in the program will be afforded the opportunity to complete the degree. Students interested in design as a field may still enroll in the Bachelors of Fine Arts in Design, which provides students more opportunities to develop their professional skills in studio art and industrial design. It is anticipated that the last students in the BA will finish in the AY 2016-2017.

Social Science Education (CIPS 50.0401)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year

						Average
Bachelors*	1	0	0	1	3	1.0

[* IBHE Threshold = 6 Bachelors Degrees Conferred/Year]

No Action.

The BSEd. In Social Science Education was substantially revised in 2012, allowing more students from the History Education major to explore a wider array of employment opportunities in secondary school teaching in the social sciences. Owing to a host of difficulties – changes in ISBE standards, qualifying cut scores on licensure tests, and the job prospects of school teachers in Illinois – enrollments and graduation numbers in this program have been resistant to growth. Twice the program faculty have sustained a review of their plan for improvement, which is beginning to show results. Enrollments are averaging 20 students and graduation numbers reached the IBHE threshold of 5 in 2014. This program is being monitored closely and will be reviewed comprehensively at its next re-accreditation review with NCATE/CAEP in AY 2018-19.

Music Theater (CIPS 50.0599)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Bachelors*	0	0	0	3	3	1.2

[* IBHE Threshold = 6 Bachelors Degrees Conferred/Year]

No Action.

The Bachelors of Fine Arts in Music Theater began enrollments in 2009, and now has 24 students, just one student shy of the IBHE threshold for enrollments. Because of the professional rigor of the program, however, graduation numbers have been low. It is taking students far more than four years to finish their studies. After a comprehensive program review in 2012, it is clear that the program has a plan for improvement to move more students to earlier completion of the degree. The program is being closely monitored. It is expected that the IBHE performance metric will be achieved in AY 2015-2016.

Physics (CIPS 40.0801)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average

Bachelors*	4	2	5	6	3	4.0
[* IBHE Threshold = 6 Bachelors Degrees Conferred/Year]						

No Action.

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 Physics 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 2015-16.

Plant Biology (CIPS 26.0301)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Bachelors*	4	5	3	5	4	4.2
[* IBHE Threshold = 6 Bachelors Degrees Conferred/Year]						

No Action.

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 2015-16.

Business and Administration (CIPS 40.0801)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average

Bachelors*	6	5	6	3	9	5.8

[* IBHE Threshold = 6 Bachelors Degrees Conferred/Year]

No Action.

The Bachelor of Science in Business and Administration has seen a remarkable turn-around in enrollments, thanks its online format in the last three years. From 2010 to 2014, enrollments have increased from just 4 to 111. In 2014, the last year for which we have IPEDS data, graduates reached 13, more than double the IBHE threshold. There is no question that the program will easily reach the IBHE five-year average threshold in the AY 2015-16.

MASTERS PROGRAMS

Public Affairs in Aviation Administration (CIPS 44.999)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	0	0	0	0	0	0

[* IBHE Threshold = 5 Masters Degrees Conferred/Year]

No Action.

The Masters in Public Affairs in Aviation Administration was eliminated from SIU Carbondale's program inventory prior to 2009. The university is not offering any such degree with this CIPS number. Instead, the university is offering a Masters in Public Administration (MPA) with a concentration in Aviation Administration, which has been assigned the CIPS number 44.0401, the same as SIU Carbondale's MPA program without such a concentration. The number of MPA degrees conferred has averaged 15.1 for the five years (2010-2014), far higher than the minimum required for performing programs. The MPA was successfully reviewed for re-accreditation by the National Association of Schools of Public Affairs and Administration in 2014-2015 and will be reviewed again in 2020-21.

Pharmacology and Neuroscience (CIPS 26.1001)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average

Masters*	1	1	0	0	0	0.4

[* IBHE Threshold = 5 Masters Degrees Conferred/Year]

No Action.

The Masters of Science in Pharmacology and Neuroscience is a complementary program to the PhD in Pharmacology and Neuroscience. 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 Pharmacology department will also look to encourage increased enrollment of Masters students who are interested in professional, non-academic careers. Performance of this program is monitored and will be comprehensively reviewed during the next full program review scheduled for 2019.

Civil Engineering (CIPS 14.0899)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 3-Year Average
Masters*			0	1	3	1.3

[* IBHE Threshold = 5 Masters Degrees Conferred/Year]

No action.

The Masters of Engineering (ME) in Civil and Environmental Engineering, an online non-thesis degree option for Civil Engineering students, is new. It admitted its first students in 2011, just three years ago. As a consequence, the program has two more years to recruit and graduate students before it is expected to meet the performance metrics set by the IBHE. In 2014, the most recent year for which the university has IPEDS data on its degree programs, the ME in Civil and Environmental Engineering had 9 students enrolled and graduated 3 students. The program is therefore on track, by Fall 2016, to achieve the minimum required graduation rate for all Masters degrees. Meanwhile, the ME is slated for its IBHE-mandated three-year review in the AY 2017-1018.

Chemistry (CIPS 40.0501)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)

	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	1	1	2	1	3	1.6

[* IBHE Threshold = 5 Masters Degrees Conferred/Year]

No Action.

The Masters of Science in Chemistry is a complementary program to the PhD in Chemistry. 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 Chemistry will also look to encourage increased enrollment of Masters students who are interested in professional, non-academic careers. Performance of this program is monitored and will be comprehensively reviewed during the next full program review scheduled for 2019.

Mining and Mineral Engineering (CIPS 14.2101)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	1	2	2	3	1	1.8

[* IBHE Threshold = 5 Masters Degrees Conferred/Year]

No action.

The Masters of Science in Mining and Mineral Engineering has consistently under-performed in the graduation of students for the past several years. For this reason, the program has undergone review twice, in 2012 and 2013, to develop and fine-tune the Department of Mineral and Mineral Resource Engineering's plan for improvement. The College of Engineering Dean has committed five graduate assistantships, matching the five others paid for by the faculty's extra-mural research funding. Active steps to recruit students from the Department's undergraduate program and from comparable programs overseas are already making a difference. Given that enrollments have risen steadily since 2010, from 6 to 16 students, the MS in Mining and Mineral Engineering is expected to meet the minimum number of graduates by the end of 2015. Performance of this program, however, is closely monitored, and will be comprehensively reviewed during the next full program review scheduled for AY 2017-2018.

Advanced Energy and Fuels Management (PSM) (CIPS 30.0601)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 3-Year Average
Masters*			0	2	7	3.0
[* IBHE Threshold = 5 Masters Degrees Conferred/Year]						

Flagged for Priority Review.

The Professional Science Masters (PSM) in Advanced Energy and Fuels Management (AEFM) admitted its first students five years ago, in 2010. As with all PSMs, nearly all the students enrolled are paying full tuition and fees. All the same, the program was generously funded by an external grant, which paid for a full-time director who recruited students, coordinated academic advisement and the scheduling of coursework, and found placements for the internships required of all students. Given the program's unique focus on students who are interested in professional, non-academic careers, the PSM almost immediately recruited its annual cohort of 12 students. For the past three years (2012-2014), the program has graduated an average of 4.3 students, very close to the IBHE target. The PSM in AEFM was slated for its IBHE-mandated three-year review in 2014, but with the resignation of the director and the lapse in external funding, the program faculty requested, and the IBHE granted, two consecutive postponements. Its performance remains closely monitored and will be comprehensively reviewed in AY 2015-2016.

Biological Sciences (CIPS 26.0101)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	0	1	8	0	1	2.0
[* IBHE Threshold = 5 Masters Degrees Conferred/Year]						

No Action.

The Masters of Science (MS) in Biological Sciences was long a terminal degree program for students interested in an advanced degree for careers in the health fields. But its enrollments dwindled rapidly as students increasingly moved directly from their undergraduate degrees into schools of medicine. As a consequence, the program faculty sought out a natural market for the degree program with a concentration in MEDPREP, which prepares underrepresented populations for careers in medicine and dentistry. Most often the graduates of this program enroll in the SIU School of Medicine and the SIU School

of Dental Medicine.   This revised MS thus provides ample opportunities for students who ordinarily would not consider Masters degree. In the past two years, enrollments have jumped from 0 in 2012 to 7 in 2015. Performance of this program is monitored and will be comprehensively reviewed during its first program review scheduled for AY 2016-2017.

Legal Letters (CIPS 22.0201)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	0	6	1	2	5	2.8

[* IBHE Threshold = 5 Masters Degrees Conferred/Year]

Flagged for Priority Review.

The Masters of Legal Letters (LLM), either with or without the concentration in Health Law and Policy, is a complementary program to the Juris Doctor degree in the SIU School of Law. JDs interested in teaching often continue their studies towards an LLM, the terminal degree program in legal studies. From its inception, because of the individualized attention accorded students in the program, the LLM was never meant to enroll more than a handful. Nevertheless, the program underwent two reviews for under-enrollments and low graduation numbers, which led to the development and fine-tuning of a plan for improvement. Accordingly, the School of Law has encouraged increased enrollment of Masters students who are interested in professional, non-academic careers as well as teaching. The results of these efforts to grow the LLM, whose enrollments reached 10 in 2014, will be comprehensively reviewed during the next full program review scheduled for AY 2020-2021.

Animal Science (CIPS 01.0901)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	1	4	5	1	5	3.2

[* IBHE Threshold = 5 Masters Degrees Conferred/Year]

Flagged for Priority Review.

The Masters of Science in Animal Science has long maintained enrollments of about 12 students. The faculty preferred working with a select group of committed individuals who

showed promise of moving to the PhD in Agricultural Sciences offered by the university's College of Agricultural Sciences. As a consequence, the faculty were never particularly concerned with the number of students who actually finished or who had career interests in industry instead of university research and teaching. Now that the IBHE is focused on the graduation metric, however, the program faculty will study how best to support all its students to degree completion. An effective plan for improvement will be included in the program's self-study for its comprehensive eight-year, IBHE-mandated review in AY 2020-2021. It is expected that the program will selectively grow enrollments and support a larger cohort to graduation.

Political Science (CIPS 45.1001)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	4	1	6	5	1	3.4

[* IBHE Threshold = 5 Masters Degrees Conferred/Year]

No Action.

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.

Sociology (CIPS 45.1101)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	4	4	3	4	4	3.8

[* IBHE Threshold = 5 Masters Degrees Conferred/Year]

No Action.

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 student to better meet the individual student's needs. The Department of Sociology 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.

Molecular Physiology (CIPS 26.0902)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	4	4	3	6	3	4.0
[* IBHE Threshold = 5 Masters Degrees Conferred/Year]						

No Action.

The Masters of Science in Molecular Physiology 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 Physiology 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 will be comprehensively reviewed in the next regular IBHE-mandated review in AY 2018-2019.

Communication Studies (CIPS 23.1304)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)

	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	4	8	0	5	4	4.2

[* IBHE Threshold = 5 Masters Degrees Conferred/Year]

No Action.

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.

Theater (CIPS 50.0501)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	3	5	5	3	5	4.2

[* IBHE Threshold = 5 Masters Degrees Conferred/Year]

No Action.

The Masters of Fine Arts in Theater is a complementary program to the PhD in Communications with a concentration in Performance Studies, which is jointly offered by the faculty in both departments. 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 Theater 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 2014.

Legal Studies (CIPS 22.0203)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	7	4	3	2	6	4.4
[* IBHE Threshold = 5 Masters Degrees Conferred/Year]						

Flagged for Priority Review.

The Masters of Legal Studies (MLS) is a complementary program to the Juris Doctor degree in the SIU School of Law. Individuals interested in the law but who do not seek a JD often turn to the MLS. From its inception, because of the individualized attention accorded students in the program, the MLS was never meant to enroll more than a handful. Nevertheless, the program underwent two reviews for under-enrollments and low graduation numbers, which led to the development and fine-tuning of a plan for improvement. Accordingly, the School of Law has encouraged increased enrollment of Masters students who are interested in broader array of careers besides the law. The results of these efforts to grow the MLS, whose enrollments averaged 10.3 for the past three years (2012-2014), will be comprehensively reviewed during the next full program review scheduled for AY 2015-2016.

Rehabilitation Administration and Services (CIPS 51.0704)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	4	6	5	5	2	4.4
[* IBHE Threshold = 5 Masters Degrees Conferred/Year]						

No Action.

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 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.

Health Teacher Education (CIPS 26.0902)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	10	7	3	2	1	4.6
[* IBHE Threshold = 5 Masters Degrees Conferred/Year]						

No Action.

As of 2012, due to a national shift in the employment prospects for professionals in this field, the Masters of Education (MSEd) in Health Teacher Education has been eliminated and its remaining students are being given the opportunity to complete their degrees. The program faculty members believe that the last students will finish in AY 2015-2016.

Philosophy (CIPS 38.0101)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	1	6	5	5	6	4.6
[* IBHE Threshold = 5 Masters Degrees Conferred/Year]						

No Action.

The Masters of Arts in Philosophy 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 Philosophy 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 will be comprehensively reviewed in the next regular IBHE-mandated review in AY 2020-2021.

Special Education (CIPS 26.0902)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	9	6	2	4	3	4.8
[* IBHE Threshold = 5 Masters Degrees Conferred/Year]						

No Action.

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 facing 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.

DOCTORAL PROGRAMS

Agricultural Sciences (CIPS 26.0902)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Doctoral**	0	0	0	0	1	0.2
[** IBHE Threshold = 1 Doctoral Degree Conferred/Year.]						

No Action.

The PhD in Agricultural Sciences was started in 2008 and was reviewed during its third year, 20011-2012. Its low graduation numbers are a reflection of the time it takes for students to complete a research-intensive doctoral program. In 2014, it had 31 students enrolled, many of whom will finish their degrees in the next three years. The College of Agricultural Sciences faculty believe that the program is off to a strong start with particular

attention to supporting students to a more timely completion of their degrees. Performance continues to be monitored, and will be comprehensively reviewed in the program's next comprehensive review in AY 2019-2020.

Geology/Geosciences (CIPS 40.0601)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Doctoral**	0	1	0	0	0	0.2

[** IBHE Threshold = 1 Doctoral Degree Conferred/Year.]

No Action.

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 more 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.

Molecular Physiology (CIPS 26.0902)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Doctoral**	1	1	1	0	1	0.8

[** IBHE Threshold = 1 Doctoral Degree Conferred/Year.]

No Action.

In 2011, the university began efforts to expand the PhD degree in Molecular Physiology. Since that time, annual enrollment in the PhD program has increased from 8 students (AY2012) to 12 students (AY2014). PhD degrees conferred in Molecular Physiology lag but reflect the increased enrollment, rising to 3 graduating students in AY2014. Performance continues to be monitored and will be comprehensively reviewed in the next full program review in 2019.

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Annual Report of Program Additions and Eliminations
July 1, 2014 – June 30, 2015

CIP CODE	DEGREE PROGRAM	OPTION, TRACK, SPECIALIZATION OR CONCENTRATION	Bacc:	Minor	Spec	Cert	Master's:	Cert	Conc	Doctoral:	Conc	CAMPUS/ IBHE/ HLC-NCA DATE APPROVED
I.	**NEW ACADEMIC PROGRAMS APPROVED**											
51.2399	Behavior Analysis and Therapy		X									10/07/2014 - IBHE
51.0907	Radiologic Sciences						X					10/07/2014 - IBHE
30.9999	Supply-Chain Management and Engineering		X				X					02/03/2015 - IBHE
II.	**REASONABLE AND MODERATE EXTENSIONS**											
	Additions											
01.0103	Agribusiness Economics	Accelerated MS					X					10/14/2014 - IBHE
16.0101	Languages, Literatures, and Cultures	Accelerated MA					X					04/27/2015 - President
13.1101	Counselor Education						X					07/03/2014 - IBHE
	Modifications											
43.0202	Fire Service Management relocated from the School of Information Systems and Applied Technologies to the School of Architecture		X				X					08/13/2014 - President
13.1328	History Education - CIP Change from 54.0101	Teacher Education	X									01/12/2015 - IBHE
13.1317	Social Science - CIP Change from 45.0101	Teacher Education	X									01/12/2015 - IBHE
13.1311	Math - CIP Change from 27.0101	Teacher Education	X									01/12/2015 - IBHE
13.1305	English - CIP Change from 23.0101	Teacher Education	X									01/12/2015 - IBHE
15.0612	Industrial Technology to Industrial Management and Applied Engineering		X									01/06/2015 - President
13.1307	Health Education to Public Health		X									03/25/2015 - President
11.0103	Information Systems Technologies - CIP Change from 11.0401		X									05/28/2015 - IBHE
	Modifications, cont.											
16.0101	Foreign Languages and Literatures to Languages, Literatures, and Cultures						X					04/27/2015 - President

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II. REASONABLE AND MODERATE EXTENSIONS, cont.

CIP CODE	DEGREE PROGRAM	OPTION, TRACK, SPECIALIZATION OR CONCENTRATION	Bacc: Minor	Spec	Cert	Master's: Cert	Conc	Doctoral: Conc	CAMPUS/ IBHE/ or HLC-NCA DATE APPROVED
Specializations/Options Added									
27.0101	Mathematics	Actuarial Mathematics	X						08/13/2014 - IBHE
50.0702	Art	Design					X		03/25/2015 - President
16.0102	Applied Linguistics	Non-Thesis Option				X			01/06/2015 - President
04.0902	Architecture	Constuction Operations Management		X					06/04/2015 - President
Specializations/Options Eliminated									
14.2101	Mining Engineering	Geological Engineering		X					01/22/2015 - President
13.1307	Public Health	Community Health Education		X					03/25/2015 - President
13.1320	Workforce Education and Development	Instructional Systems Design Specialist			X				01/22/2015 - President
26.0301	Plant Biology - BA only	Ecology - BA		X					03/25/2015 - President
26.0302	Plant Biology - BA only	Molecular and Biochemical		X					03/25/2015 - President
16.0101	Foreign Languages and Literatures	Thesis option					X		04/27/2015 - President
30.9999	Technical Resource Management	Professional Construction Management		X					06/04/2015 - President
Specializations/Options Modifications									
26.0301	Plant Biology	Systematics and Biodiversity to Conservation Biology		X					03/25/2015 - President
15.0612	Industrial Management and Applied Engineering	Manufacturing to Quality Management		X					01/06/2015 - President
13.1306	French	Teacher Education CIP Change from 16.0901	X						01/12/2015 - IBHE
13.1306	German	Teacher Education CIP Change from 16.0501	X						01/12/2015 - IBHE
13.1306	Spanish	Teacher Education CIP Change from 16.0905	X						01/12/2015 - IBHE
13.1322	Biological Sciences	Biological Education - CIP Change from 26.0101	X						01/12/2015 - IBHE
13.1301	Agricultural Systems and Education	Agricultural Education - CIP Change from 01.0000	X						01/12/2015 - IBHE

CIP CODE	DEGREE PROGRAM / OPTION, TRACK, SPECIALIZATION OR CONCENTRATION	Bacc: Minor Spec Cert	Master's: Cert Conc	Doctoral: Conc	CAMPUS/IBHE/ or HLC-NCA DATE APPROVED

II. REASONABLE AND MODERATE EXTENSIONS, cont.

Academic Units Name Change

| 24.0101 | University Studies relocated from University College to College of Liberal Arts | X | | | 01/26/2015 - President |

Academic Units Merged
None

Academic Units Created

| 51.2207 | Department of Population Health Science | | | | 06/05/2015 - IBHE |

Professional Development Sequences Added
None

Minors Added

| 01.0000 | Agricultural Systems and Education | X | | | 03/25/2015 - President |

Minors Eliminated
None

Minors Modified
None

III. ACADEMIC PROGRAMS ELIMINATED

| 42.2806 | Educational Psychology | | | | 07/03/2014 - IBHE |
| 50.0401 | Design - BA only | X | X | | 03/25/2015 - IBHE |

IV. ACADEMIC PROGRAMS SUSPENDED
None

V. OFF-CAMPUS PROGRAMS APPROVED
None

VI. OFF-CAMPUS PROGRAMS ELIMINATED
None

VII. RESEARCH AND PUBLIC SERVICE UNITS

| 90.2615 | Neuroscience Institute | | | | 04/07/2015 - IBHE |

Food and Process Engineering Technology

VII. RESEARCH AND PUBLIC SERVICE UNITS cont.

CIP CODE	DEGREE PROGRAM	OPTION, TRACK, SPECIALIZATION OR CONCENTRATION	CAMPUS/ IBHE/ or HLC-NCA DATE APPROVED
90.4006	Coal Extraction and Utilization Research Center to Advanced Coal and Energy Research Center	**Bacc:** Minor Spec Cert **Master's:** Cert Conc **Doctoral:** Conc	10/16/2014 - President
	Science, Technology, Engineering, and Mathematics (STEM) Education Research Center		07/01/2014 - IBHE

APPENDIX I: SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

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

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2009-2013, Completions Data for All 5 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=12, Bachelors=6, Masters=5, Doctoral=1.

Southern Illinois University Edwardsville

		2009	2010	2011	2012	2013	Completions 5-yr Average	Status
Bachelors								
13.1316	B.S. in Earth and Space Science Education	3	2	2	3	1	2.2	Redesign
40.0801	B.A. and B.S. in Physics	3	2	4	9	5	4.6	Redesign
14.3601	B.S. in Manufacturing Engineering	10	9	3	2	1	5.0	Sunset

TOTAL for Bachelors: 3

		2009	2010	2011	2012	2013	Completions 5-yr Average	Status
Masters								
51.3810	M.S. in Nursing (Psychiatric Mental Health)	0	0	0	0	0	0.0	Sunset
51.3812	M.S. in Nursing (Medical-Surgical)	0	0	0	0	0	0.0	Sunset
51.3811	M.S. in Nursing (Public Health)	2	0	2	0	0	0.8	Sunset
26.1201	Professional Science Master's (P.S.M.) in Biotechnology Management	1	4	2	1	4	2.4	Sunset
13.9999	M.S. Ed. in Learning, Culture and Society	3	8	1	4	3	3.8	Justification
45.1101	M.A. in Sociology	7	2	4	7	2	4.4	Redesign

TOTAL for Masters: 6

Doctoral

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

Science Teacher Education/General Science Teacher Education (Earth & Space Science Education) (CIPS 13.1316)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Bachelors*	3	2	2	3	1	2.2
[* IBHE Threshold = 6 Bachelors Degrees Conferred/Year]						

Recommendation: Further Redesign and Program Changes to Remediate

Rationale: Enrollment is small, but the program fills an important need in Science Teacher Education by training students as "General Science" teachers. SIUE faculty members are in the process of revamping the curriculum to meet the state's new EdTPA standards. These changes should encourage enrollment. Further, the program is cost neutral in that the courses in the program and the faculty teaching those courses also serve other programs and students.

Physics, General (CIPS 40.0801)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Bachelors*	5	2	4	9	5	4.6

[* IBHE Threshold = 6 Bachelors Degrees Conferred/Year]

Recommendation: Further Redesign and Program Changes to Remediate

The major is promotes the health of the Physics Department and its ability to fulfill its mission of delivering service courses. Without a major, the core competency of the department could be jeopardized. The Physics Department is central to the Mission of the University and essential for the success of many other programs. More than 97% of about 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.

The Physics Department is active in increasing the number of majors and the graduation numbers. In the past years the program has doubled the number of majors. Recently, the program has been approved to develop 2+2 programs with community colleges in the area. The program is also active in sending information about the physics program to high school students that are interested in physics in the state of Illinois. SIUE will also examine dual degree possibilities with Physics.

Manufacturing Engineering (CIPS 14.3601)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Bachelors*	10	9	3	2	1	5
[* IBHE Threshold = 6 Bachelors Degrees Conferred/Year]						

Recommendation: No Further Action (Eliminated)

Rationale: SIUE submitted a RME to eliminate this program in FY 15. The request was approved by the SIU President and will appear in our annual listing of changes.

Psychiatric/Mental Health Nurse/Nursing (CIPS 51.3810)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	0	0	0	0	0	0

[* IBHE Threshold = 5 Masters Degrees Conferred/Year]

Perioperative/Operating Room and Surgical Nurse/Nursing (Medical Surgical Nursing) (CIPS 51.3812)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	0	0	0	0	0	0

[* IBHE Threshold = 5 Masters Degrees Conferred/Year]

Public Health/Community Health Nurse/Nursing (CIPS 51.3811)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	2	0	2	0	0	0.8

[* IBHE Threshold = 5 Masters Degrees Conferred/Year]

Recommendations for the three programs above: Sunset Status

Rationale: These programs are no longer enrolling new students. The School of Nursing is completing the requisite applications to formally eliminate these programs.

Physics, General (CIPS 40.0801)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters[*]	2	4	2	2	0	2

[* IBHE Threshold = 5 Masters Degrees Conferred/Year]

Recommendation: No Further Action Required (Eliminated)

Rationale: This program was eliminated from SIUE's inventory after being flagged for priority review in 2007, which noted concerns over recruitment, enrollment, graduation, and connections with the community and industry. The remaining graduates (listed in the table above) reflect SIUE's commitment to "teach out" the program.

Industrial Engineering (CIPS 14.3501)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	0	1	4	0	6	2.2

[* IBHE Threshold = 5 Masters Degrees Conferred/Year]

Recommendation: No Further Action

Rationale: This program is relatively new. The Program admitted its first students in 2008. The program had 6 graduates complete in 2013 and another 10 in 2014 (not included in the table above). This recent number suggests a positive turn for the program. The Dean and Provost are confident in the direction of this program. It has averaged enrollment of approximately 25 students, perhaps up to 30 (maximum capacity) this year. The program completed interim review in 2014-2015. The findings from this process indicated the need to address enrollment and improve the midpoint assessment. The program will be responsible for attending to the recommendations that emerged through that process.

Biotechnology (CIPS 26.1201)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	1	4	2	1	4	2.4
[* IBHE Threshold = 5 Masters Degrees Conferred/Year]						

Recommendation: Sunset Status

Rationale: For the two most recent program review cycles (dates), the PSM in Biotechnology Management has received ratings of "Flagged for Priority Review" and "Suspend Enrollment", most recently.   In the most recent review, the Graduate Programs Committee of the Graduate Council recommended that the University carefully examine the commitments, resources, and structural supports that would be necessary to revitalize and sustain this program. After several meetings with various constituencies, it would be challenging to revitalize and enhance this program with current resource constraints. As such, based on the recommendation of the participating faculty and the home department and the Dean of the Graduate School, the Office of the Provost recommends "sunset status" for this program.

Education, Other (Learning, Culture and Society) (CIPS 13.9999)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	3	8	1	4	3	3.8
[* IBHE Threshold = 5 Masters Degrees Conferred/Year]						

Recommendation: No Further Action

Rationale: Learning, Culture and Society is an interdisciplinary program that draws on existing courses in a variety of different programs. The degree program requires no additional resources beyond the effort required for advising students, mentoring final projects, and allowing additional seats in courses. Nevertheless, this program provides a unique and meaningful interdisciplinary alternative to students seeking a master's degree at SIUE. The program completed interim program review in 2015 and the Graduate Council encouraged the program to continue to increase enrollment and maintain alignment with NCATE standards. The Graduate Council noted the program was making good progress toward meeting program review recommendations.

Sociology (CIPS 45.1101)	Degrees Conferred/Year (IPEDS – FY/AY Degrees Conferred)					
	2009	2010	2011	2012	2013	Completions 5-Year Average
Masters*	7	2	4	7	2	4.4

[* IBHE Threshold = 5 Masters Degrees Conferred/Year]

Recommendation: Further Redesign and Program Changes to Remediate

Rationale: The program underwent full program review in 2015, and the Graduate Council flagged the program for priority review and noted that the degree completion rate "needs intervention". The program has made changes to their exit requirements this year in an effort to reduce barriers to completion. Additionally, the Sociology graduate program was reviewed this year. The program review findings and Graduate Council recommendations included significant attention and effort be given to facilitating completion. Although not included in the table above, the program graduated 6 students who in 2014.

Prior to program review (Spring 2014) and of their own initiative, the program decided to pursue the matter of degree completion more and uncover some of the reasons for the continued robust enrollment but shifting graduate rates. A survey of current graduate students asked what barriers they faced towards completion. The survey yielded two major findings. First, they found that students are completing the required course work but get stuck in the exit completion stage. The survey revealed that many students find jobs prior to completing the Masters or Internships and, because of their jobs; they do not have time to collect and analyze data for a thesis or internship. As a result of this finding, the program faculty developed a third exit requirement option for such students, the Comprehensive Exam option. With this option, students take two additional electives and complete their degree with comprehensive exams. The comprehensive exam option will begin August 2015. Second, the survey found that students would like more formal mentoring from the department. As such, the program director has started an informal mentoring program with students that utilizes multiple communication strategies. There are many other efforts underway to promote connectivity and to cultivate a climate of success. More formal mentoring programs and a new professional development seminar are also under consideration.

Finally, a change in graduation rates is on the horizon as between six and ten students are projected to graduate this year. Even the most conservative estimate of six graduates boosts our graduation numbers for this academic year above the minimum requirement of five. While approximately half of those projected graduates will graduate from the program within about a semester's time after completing their coursework, the other half is made up of students who completed their coursework more than one to two years ago. This represents a positive turning point for our graduate program.

I. NEW ACADEMIC PROGRAMS APPROVED

CIP CODE	DEGREE PROGRAM	OPTION, TRACK, SPECIALIZATION OR CONCENTRATION	**Bacc:** Minor Spec Cert	**Master's:** Conc Spec Cert	**Doctoral:** Spec Option	CAMPUS/ IBHE/ or HLC-NCA DATE APPROVED
30.0000	College of Arts and Sciences: BA/BS in Integrative Studies (interdisciplinary)		X			10/7/14-IBHE
	School of Education, Health, and Human Behavior: Department of Kinesiology and Health Education,					
51.3102	BS in Nutrition		X			8/5/14-IBHE
13.1203	Department of Curriculum and Instruction,		X			2/13/15-ISBE
30.0000	Graduate School: MA/MS in Integrative Studies (multidisciplinary)			X		6/2/15-IBHE

II. REASONABLE AND MODERATE EXTENSIONS

Additions
None

Modifications

CIP CODE	DEGREE PROGRAM	OPTION, TRACK, SPECIALIZATION OR CONCENTRATION	**Bacc:** Minor Spec Cert	**Master's:** Conc Spec Cert	**Doctoral:** Spec Option	CAMPUS/ IBHE/ or HLC-NCA DATE APPROVED
09.0101	College of Arts and Sciences, Department of Speech Communication: Rename BA/BS in Speech Communication to BA/BS in Applied Communication Studies and change CIP code from 23.1304 to 09.0101.		X			7/18/14-IBHE
09.0101	Rename MA in Speech Communication to MA in Applied Communication Studies and CIP code from 23.1304 to			X		7/18/14-IBHE
51.0707	Graduate School: MS in Healthcare Informatics, Offer Out-of-Region (Region 5-Central and Region 9-Southern)			X		6/30/14-IBHE–not on last year's report

CIP CODE	DEGREE PROGRAM	OPTION, TRACK, SPECIALIZATION OR CONCENTRATION	Bacc: Minor	Bacc Spec	Bacc Cert	Master's: Conc	Master's Spec	Master's Cert	Doctoral: Spec	Doctoral Option	CAMPUS/IBHE/or HLC-NCA DATE APPROVED
Specializations/Options Added											
	College of Arts and Sciences, Department of Physics:										
40.0801	BS in Physics	Astronomy Specialization		X							7/2/14-President
40.0801	BS in Physics	Biomedical Physics Specialization		X							7/2/14-President
40.0801	BS in Physics	Photonics and Laser Physics Specialization		X							7/2/14-President
	School of Business:										
52.0301	Department of Accounting, MSA (Accountancy)	Business Analytics Specialization					X				2/9/15-President
52.0201	Department of Business Administration, MBA (Business Administration)	Business Analytics Specialization					X				2/9/15-President
52.1201	Department of Computer Management and Information Systems, MS in CMIS	Business Analytics Specialization					X				2/9/15-President
45.0601	Department of Economics and Finance, MS in Economics and Finance	Business Analytics Specialization					X				2/9/15-President
52.1402	Department of Management and Marketing, MMR (Marketing Research)	Business Analytics Specialization									
13.0401	School of Education, Health, and Human Behavior: Department of Educational Leadership, Ed.D. in Educational Leadership	General School Leadership Option								X	2/9/15-President
14.3501	School of Engineering: Department of Mechanical & Industrial Engineering, BS in Industrial Engineering	Manufacturing Engineering Specialization		X							2/20/15-President
51.3818	School of Nursing: Doctor of Nursing Practice	Family Nurse Practitioner Option								X	12/12/14-President
Specializations/Options Merged											
None											
Specializations/Options Eliminated											
None											
Specializations/Options Modified											
	College of Arts and Sciences: Department of English Language & Literature, MA in English										
23.0101		Rename specialization in American and English Literature to Literature					X				12/12/14-President

CIP CODE	DEGREE PROGRAM	OPTION, TRACK, SPECIALIZATION OR CONCENTRATION	Bacc: Minor	Spec	Cert	Master's: Conc	Spec	Cert	Doctoral: Spec	Option	CAMPUS/IBHE/ or HLC-NCA DATE APPROVED
31.0501	School of Education, Health, and Human Behavior: Department of Kinesiology & Health Education, MS in Kinesiology	Rename specialization in Sport and Exercise Behavior to Exercise and Sport Psychology		X			X				2/20/15-President
310505	Department of Kinesiology & Health Education, MSEd in Kinesiology	Rename specialization in Physical Education and Sport Pedagogy to Physical Education and Coaching Pedagogy		X			X				12/12/14-President
42.001	Department of Psychology, MA in Psychology	Rename specialization in Clinical Adult Psychology to Clinical Psychology				X	X				12/3/14-President
Academic Units Name Change	College of Arts and Sciences: Rename Department of Speech Communication to Department of Applied Communication Studies										7/18/14-IBHE
Academic Units Merged None											
Academic Units Created None											
Professional Development Sequences Added None											
Minors Added 51.3102	School of Education, Health, and Human Behavior: Department of Kinesiology & Health Education, BS in Nutrition, Add Minor in Nutrition		X								5/19/15-President
Minors Modified 09.0101	College of Arts and Sciences: Department of Applied Communication Studies, Rename Minor in Speech Communication to Minor in Applied Communication Studies		X								6/4/15-President
Minors Eliminated None											

III. ACADEMIC PROGRAMS ELIMINATED

None

CIP CODE	DEGREE PROGRAM	OPTION, TRACK, SPECIALIZATION OR CONCENTRATION	Bacc: Minor	Spec	Cert	Master's: Conc	Spec	Cert	Doctoral: Spec	Option	CAMPUS/ IBHE/ or HLC-NCA DATE APPROVED
14.3601	School of Engineering: Department of Mechanical & Industrial Engineering, BS in Manufacturing Engineering		X								2/20/15-President
51.3804	School of Nursing: MS in Nurse Anesthesia					X					12/12/14-President
51.3804	Post Master's Certificate in Nurse Anesthesia					X			X		12/12/14-President

IV. ACADEMIC PROGRAMS SUSPENDED
   None

V. OFF-CAMPUS PROGRAMS APPROVED
   None

VI. OFF-CAMPUS PROGRAMS ELIMINATED
   None

VII. RESEARCH AND PUBLIC SERVICE UNITS
   None

VIII. ADMINISTRATIVE UNITS
   Rename Instructional Services to
   Learning Support Services   5/12/15-President

4

APPENDIX J: UNIVERSITY OF ILLINOIS SYSTEM

Low Performing Programs Report
University of Illinois
June 2015

First Report on Low Performing Programs

This report is submitted in compliance of Public Act 97-0610, amended in 2011, to include the annual reporting of programs terminated, dissolved, reduced, or consolidated for reasons of low performance. "Low performance" in this Act is determined on the basis of enrollments, degrees earned, and cost. As set forth in the amendment and through communication by the Illinois Board of Higher Education with the public universities in Spring 2015, this first report is intended to document the processes the University of Illinois, along with the other public universities, agree to undertake to evaluate programs for low-performance -- processes in the formative stage of development. As a result of those discussions, the universities responded to a list produced by the IBHE of low degree production programs and produced a list of all the degree programs terminated over the past ten years, attached. The 2015 Low-Performing Units Report deals with only one of the three criteria of low-performance, that of low degree production. The other two criteria, low enrollment and high cost, are discussed below, and the data will be included in subsequent submissions of this report.

This report includes the three campuses of the University of Illinois – the University of Illinois at Urbana-Champaign, the University of Illinois at Chicago, and the University of Illinois at Springfield.

Concept of Thresholds

The conceptual framework the public universities agreed to employ to evaluate low performance involved setting thresholds at which a program is flagged for subsequent review. "Low" is a concept that is subjective and variable depending on the situation, but nonetheless production below these thresholds invites scrutiny to determine that the university's resources are deployed appropriately. For example, a major might meet the low-performance threshold because it is no longer a field of choice and so should be closed. In another situation a program may have made few admissions, thus degree production, while faculty positions were vacant but those positions were filled and enrollments have since rebounded. On the other hand, admissions to a major may be intentionally held to a strategic limit to match the specific available field placements. In short, the reasons a major may show low popularity are wide-ranging—a major may need to be closed or a major may need tight enrollment management. Meeting a threshold for review, then, indicates no more than that: "review" does not necessarily signal a program should be closed.

As in the second example cited above, year-to-year fluctuations in programs are to be expected and accommodated in this evaluation system. In order to alleviate undue resources being spent on review of programs that merely undergo cycles of low production, the degrees earned threshold is based on a five-year average. Staff at the public universities anticipate that other measures of low-performance will also be based on running, multiple-year averages.

Integrating Low Performance in Evaluation Systems

Regardless of the reason a program may trigger review, the Administrative Rules call for a routine and systematic review. To avoid duplicative systems, the University of Illinois expects to build the degree-production metric into IBHE's eight-year program review cycle. Annual reports will be produced to comply with these Administrative Rules and plans are to include that data as a factor in the program review metrics.

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Data on two of the criteria named to identify low-performing programs, low enrollment and high cost, are not included in this report because the definitions of those categories, i.e. the thresholds to trigger review, and the processes of gathering the data are still being formulated. However, independent of this Public Act, the University of Illinois is developing a management system that will provide many different metrics on which strong programs are judged. This Academic Unit Review system (AUR) has been over a year in the making, involving deep consultation across the three campuses and University Administration and a complete ground–level development of a data system to capture and report the AUR metrics. When the AUR is in place, the University envisions that the metrics and data collection system developed for the AUR will form the basis for the University's review of low enrollment and high cost programs for the Public Act. The AUR is a promising system that allows very different programs to be compared and contrasted over a range of types of costs and production categories.

While only the three campuses of the University and one University-wide data system have been involved in developing the AUR, staff have been challenged to ensure the definitions are comparable to other institutions and the algorithms are similar. The difficulty in ensuring that like methods and definitions are used across the entire public university system in Illinois is even more complex than the three-campus system developed by the University. Thus, the public universities must work together to ensure that the variety of programs in Illinois higher education is accommodated in the measures developed to trigger review of low enrollment and high cost. Some of those complexities are illustrated below -- topics the public university staff have discussed.

Threshold: Low Enrollment

Low enrollment data are not yet included in this report, though the measure is reflected partially at least in the degrees granted threshold. The metric of low enrollment will invite discussion of programs that may not be highly subscribed in terms of degree majors, but which provide foundational courses for other programs and thus benefit from substantial course enrollment. Disciplines in some of the general education fields are obvious examples that might produce few majors of their own yet be important in the education of students in many other majors. Presumably the threshold the universities will set for low enrollment will capture both students enrolled as majors and students taking course work so that low enrollment is not simply another measure of low degree production. Assuming that nuance, a program that falls into the review threshold for both enrollment and degrees earned might receive particularly intense scrutiny because it produces neither graduates as a stand-alone field of study nor the coursework integral to foundational learning.

Threshold: High Cost

The last criterion, high cost, is difficult to define and to set the threshold(s) for review, particularly in the absence of comparative data. The University's system for AUR attempts to include cost comparisons within the University on the basis of departmental expenses and revenues, with the campus averages serving as comparisons. This system holds promise for providing a first level of review of programs that are expensive to produce. However, wider comparisons are not yet available in the AUR and so the measure is limited. No matter how efficient the University is, by definition, at least half the programs are higher than the University average. The AUR process offers a useful starting point but not a definitive indicator that a program is "too high" in its cost.

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In years past, the State of Illinois Unit Cost Study was used to compare costs across the public universities and so could have been helpful in a report of low performing programs. However, the Cost Study is no longer used systematically and so the definitions and the algorithms used to produce the data are likely to have changed from one university to another. Further, the Cost Study data were most helpful in contrasting costs in Illinois across similar sized units and in general fields rather than some of the specialized fields found at the University of Illinois.

Last, a program may be expensive, but the cost is warranted; it is offered so that the institution is competitive in providing the necessary background for students. A program may be high cost because it is new and has not yet built enrollments to be efficient. Or a program may be costly because the field requires expensive training through labs, subscriptions, activities, or applications. Universities sometimes choose to offer high cost programs because those programs are critical in producing graduates who will be valued and successful in the workplace.

In determining how it would scrutinize costs in its AUR, the University of Illinois established the department as the unit of review, as opposed to the Public Act that treats the program as the unit of cost. The argument for the AUR approach is that faculty costs are the primary expense of delivering programs and the department is the unit by which faculty are organized and managed. Attributing costs to a program or degree is difficult and without useful meaning because a major consists of courses taught by faculty from different departments and those faculty are assigned to teach courses and to advise students spanning undergraduate and graduate levels as well as different majors. Further, when costs are tracked by degree program, they do not capture the effort of a department that produces courses – not majors – as its primary teaching responsibility. This department-level approach, which holds utility for the campuses, is different than the approach called for in the Administrative Rules, a difference that will need to be resolved.

The University of Illinois plans to incorporate the expense considerations it is exploring in its AUR in future reports on low-performing units.

Threshold: Low Degree Production

As explained above, the leadership of the public universities decided to focus on only a single criterion, low degree production, in the first report on low performing programs. For this report, "low" is defined as less than six baccalaureate degrees earned per year on average over the past five years, less than five master's degrees, and less than one doctoral or professional degree. The time period set by the IBHE for the 2015 Report is degrees earned during the period of academic years 2009-10 through 2013-2014.

Each program that met this threshold for review according to IBHE's data, was flagged in a category of review. The categories and working definitions are listed below. Five categories were agreed upon by the public universities, with an additional one, "Technical," included by the University of Illinois. The University required the sixth flag to mark programs on the list that show as approved programs in the IBHE Program Inventory, but are not generally available as degree programs.

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1. Sunset status – no additional students being admitted and teach-out period established

2. Consolidation – program has been consolidated with other program(s)

3. Program has been changed or redesigned to remediate low performance

4. Justification – no further action is planned; program is degree-granting but rationale exists for expected low degree counts, e.g., high research productivity, degree exists for doctoral students who complete certain coursework without receiving doctoral degree

5. Investigation/review – program under review to determine appropriate status (program should not remain in this status in successive reports)

6. Technical listing – for example, the program is non-degree and/or used to track enrollments only

Since this report represents the first in this process, most of the University's programs that met the threshold are marked as "5," and under that category, the program will be reviewed. The campuses will evaluate these programs throughout the year, following University of Illinois Board of Trustee policy, which might include review under the faculty governance process.

One aspect uncovered late in the process of creating this first report is that students earning multiple majors are captured only once in these data, counted under the major with the highest tuition. Consequently majors with tuition at the base rate, most often in the liberal arts and sciences, are undercounted and may inadvertently be flagged in this report as "low degree production." Subsequent iterations of this report will accommodate this anomaly.

Attached tables

1. One list of programs per campus that meet the review threshold for low degree production

2. One list per campus of all eliminated programs over the past ten years.

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University of Illinois at Urbana-Champaign Eliminated Undergraduate & Graduate Degree Programs AY2003 – 2014

Effective Term	Program	Comments
AY2003-2004	BS in Consumer & Textile Marketing BS Curriculum Preparatory to the Teaching of Computer Science	
2004	MA in Teaching of German BA in Finance	
2005	none	
2006	none	
2007	none	
2008	BALAS in Bioengineering	note Bioengineering is now degree offered through Engineering
2009	MA in Statistics	MS in Statistics is the degree of choice
	EdD in Educational Psychology	
	MA in Human Resource Education	
	MA in Educational Organization and Leadership	
	EdD, CAS, MS in Educational Policy Studies	
	MA in Special Education	
2010	MS and CAS in Music Education	
	MS in the Teaching of Kinesiology	
	MA in the Teaching of English	
	MA in the Teaching of French	
	MA in the Teaching of Physical Sciences	
	MA in the Teaching of Russian	
	MA in the Teaching of Spanish	
	MA in the Teaching of Speech Communication	
2011	BS in Aviation Human Factors	
2012	MS in General Engineering	new degree in Systems and Entrepreneurial Engineering established

2013	MS/PhD in Environmental Science and Civil Engineering	result of limited demand
	EdD in Music Education	result of limited demand
	EdD in Special Education	result of limited demand and Doctoral Student Assessment
	EdD in Human Resource Education	result of limited demand
2014	BS in Agricultural and Environmental Communications and Education	
	MS in Human Factors	result of Aviation program closure

UIC Eliminated Undergraduate & Graduate Degree Programs AY2003 – 2015

Note: IBHE-approved certificates are noted below because they appear on the university's IBHE inventory and diplomas are awarded. Campus certificates are not included in the IBHE inventory and diplomas are not awarded, therefore they are not cited below.

Effective Term	Program	Comments
AY2003-2004	BA in Liberal Arts and Sciences, Major in Geography BS in Geography BS in the Teaching of Geography	
AY2004-2005	None	
AY2005-2006	BA in French Business Studies BS in Medical Laboratory Sciences MA in Art Therapy Master of Education (MEd) in Educational Leadership and Administration MS in Medical Laboratory Sciences	
AY2006-2007	Doctor of Arts (DA) in Biological Sciences PhD in Geotechnical Engineering and Geosciences	
AY2007-2008	BA in Liberal Arts and Sciences, Major in Art History	*At time of elimination, university had BA in LAS, Major in Art History (College of Liberal Arts and Sciences) and BA in Art History (College of Architecture and the Arts). The elimination did not impact the BA in Art History which continues to be offered.*
AY2008-2009	Bachelor of Social Work (BSW)	
AY2009-2010	BS in the Teaching of Biological Sciences	

AY2010-2011	None	
AY2011-2012	None	
AY2012-2013	MS in Mathematics and Information Science for Industry	
AY2013-2014	BS in Dentistry Advanced Certificate in Histology [IBHE-Approved] Advanced Certificate in Oral Diagnosis and Oral Medicine [IBHE-Approved] Advanced Certificate in Oral Pathology [IBHE-Approved] Advanced Certificate in Radiology (Dental) [IBHE-Approved]	

UIS Eliminated Certificates and Degrees 2003-2015

Effective Term	Program	Type
Fall 2003	Public Management Practices	IBHE Certificate
Spring 2004	CFC: Child, Family & Community Services	Bachelor's Degree
Spring 2004	CFC: Child, Family & Community Services	Master's Degree
Suspension - Effective Fall 2016	Certificate Public Administration with an International Perspective	Campus Certificate (12 hours)

APPENDIX K: UNIVERSITY OF ILLINOIS AT CHICAGO

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

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2009-2013, Completions Data for All 5 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=12, Bachelors=6, Masters=5, Doctoral=1.

U of I at Chicago

		2009	2010	2011	2012	2013	Completions 5-yr Average	Status
Bachelors								
24.0101	B.A. in Individual Plan of Study	1	0	0	1	0	0.4	Review
13.1326	B.A. in the Teaching of German	0	2	1	0	0	0.6	Review
13.1329	B.S. in the Teaching of Physics	1	0	1	1	0	0.6	Review
14.1201	B.S. in Engineering Physics	0	1	0	0	2	0.6	Review
15.1501	B.S. in Engineering Management	0	1	2	0	0	0.6	Review
16.1200	B.A. in Classical Languages and Literatures	0	3	0	1	0	0.8	Review
16.0407	B.A. in Polish	0	0	0	1	4	1.0	Review
16.0402	B.A. in Russian	2	1	1	1	4	1.8	Review
13.1323	B.S. in the Teaching of Chemistry	1	3	2	4	0	2.0	Sunset
27.0501	B.S. in Liberal Arts and Sciences in Statistics	3	3	2	2	1	2.2	Redesign
13.1325	B.S. in the Teaching of French	3	6	0	1	2	2.4	Review
30.2202	B.A. in Classical Studies	4	0	5	5	2	3.2	Review
05.0201	B.A. in African American Studies	5	1	4	9	6	5.0	Review
TOTAL for Bachelors: 13								
Masters								
26.0407	M.S. in Anatomy and Cell Biology	0	0	1	0	0	0.2	Justification
26.1001	M.S. in Pharmacology	1	0	0	0	0	0.2	Justification
51.2005	M.S. in Pharmacognosy	1	0	0	0	1	0.4	Justification
26.0910	M.S. in Pathology	0	0	1	1	1	0.6	Justification
16.0400	M.A. in Slavic Studies	4	0	0	0	0	0.8	Review
26.0508	M.S. in Microbiology and Immunology	2	1	0	1	0	0.8	Justification
45.0701	M.A. in Environmental and Urban Geography	1	4	0	0	0	1.0	Review
26.1103	M.S. in Bioinformatics	0	0	1	4	2	1.4	Review
51.2004	M.S. in Medicinal Chemistry	1	0	1	3	2	1.4	Review
14.1801	M.S. in Materials Engineering	4	0	4	0	0	1.6	Review
26.0901	M.S. in Physiology and Biophysics	1	1	2	1	3	1.6	Justification

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

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2009-2013, Completions Data for All 5 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=12, Bachelors=6, Masters=5, Doctoral=1.

U of I at Chicago

		2009	2010	2011	2012	2013	Completions 5-yr Average	Status
Masters								
26.1002	M.S. in Biopharmaceutical Sciences	2	0	4	1	3	2.0	Justification
51.1401	M.S. in Surgery	0	1	2	3	4	2.0	Review
05.0125	M.A. in Germanic Studies	1	2	5	2	1	2.2	Review
26.0210	M.S. in Biochemistry and Molecular Biology	5	2	2	1	1	2.2	Justification
51.2002	M.S. in Pharmacy	2	1	5	2	2	2.4	Justification
51.2314	M.S. in Rehabilitation Sciences	4	0	1	1	6	2.4	Review
38.0101	M.A. in Philosophy	5	0	3	2	4	2.8	Justification
50.0404	M.Des. in Industrial Design	5	3	1	2	3	2.8	Review
50.0605	M.F.A. in Photography	2	3	3	4	2	2.8	Review
26.0101	M.S. in Biological Sciences	2	3	3	2	7	3.4	Review
40.0601	M.S. in Earth and Environmental Sciences	4	5	0	2	6	3.4	Review
50.0602	M.F.A. in Moving Image	4	3	2	5	3	3.4	Review
14.0701	M.S. in Chemical Engineering	5	3	2	7	5	4.4	Review
50.0499	M.F.A. in New Media Arts	3	8	6	3	3	4.6	Review
52.1501	M.A. in Real Estate	8	5	4	3	3	4.6	Review
TOTAL for Masters: 26								
Doctoral								
26.0910	Ph.D. in Pathology	0	0	0	0	2	0.4	Review
51.9999	Ph.D. in Kinesiology, Nutrition, and Rehabilitation	0	0	1	0	3	0.8	Review
TOTAL for Doctoral: 2								

U of I at Chicago	DEGREE NAME	2009	2010	2011	2012	2013	Completions, 5-yr Average	STATUS	NOTES
Bachelors									
13.9999 Education, Other.	Not applicable	0	0	0	0	0	0.0	6	
14.9999 Engineering, other.	Not applicable	0	0	0	0	0	0.0	6	
52.9999 Business, Management, Marketing, and Related Support Services, Other.	Not applicable	0	0	0	0	0	0.0	6	
24.0101 Liberal Arts and Sciences/Liberal Studies.	BA:Individual Pln of Stdy -UIC	1	0	0	0	0	0.4	5	Program exists as opportunity for students to work with faculty committee to design their own major.
13.1326 German Language Teacher Education.	BA:Teaching of German -UIC	0	2	0	0	0	0.6	5	Admissions have been suspended effective Fall 2015
13.1329 Physics Teacher Education.	BS:Teaching of Physics -UIC	1	0	1	1	0	0.6	5	
14.1201 Engineering Physics/Applied Physics.	BS:Engineering Physics -UIC	0	1	0	0	2	0.6	5	
15.1501 Engineering/Industrial Management.	BS:Engineering Mgmt -UIC	0	1	2	0	0	0.6	5	
16.1200 Classics and Classical Languages, Literatures, and Linguistics, General.	BA:Classical Langes & Lit -UIC	0	3	0	1	0	0.8	5	Admissions have been suspended effective Fall 2010.
16.0407 Polish Language and Literature.	BA:Polish -UIC	0	0	0	1	4	1.0	5	
16.0402 Russian Language and Literature.	BA:Russian -UIC	2	1	1	1	4	1.8	5	
13.1323 Chemistry Teacher Education.	BS:Teaching of Chemistry -UIC	1	3	2	4	0	2.0	1	Sunset status
27.0501 Statistics, General.	BS:Stats & Operations Res -UIC	3	3	2	2	1	2.2	3	Redesignated as BS in Statistics effective Fall 2014.
13.1325 French Language Teacher Education.	BA:Teaching of French -UIC	3	6	0	1	2	2.4	5	
30.2202 Classical, Ancient Mediterranean and Near Eastern Studies and Archaeology.	BA: Classical Studies -UIC	4	0	5	5	2	3.2	5	
05.0201 African-American/Black Studies.	BA:African Amrcn Studies -UIC	5	1	4	9	6	5.0	5	
TOTAL for Bachelors: 16									
Masters	DEGREE NAME								
26.0407 Cell Biology and Anatomy.	MS:Anatomy and Cell Biol -UIC	0	0	1	0	0	0.2	4	Students are generally not admitted to the MS as a terminal degree. MS is awarded primarily if students opt not to complete the PhD, assuming they have meet the requirements for the MS.
26.1001 Pharmacology.	MS: Pharmacology	1	0	0	0	0	0.2	4	Students are not admitted to the MS as a terminal degree. MS is awarded if students opt not to complete the PhD, assuming they have meet the degree requirements for the MS. Effective Fall 2015, the MS and PhD in Pharmacology will be renamed the MS and PhD in Cellular and Molecular Pharmacology. New program codes are pending.
51.2005 Natural Products Chemistry and Pharmacognosy.	MS:Pharmacognosy -UIC	1	0	0	0	1	0.4	4	Students are generally not admitted to the MS as a terminal degree. MS is awarded primarily if students opt not to complete the PhD, assuming they have meet the requirements for the MS.
26.0910 Pathology/Experimental Pathology.	MS: Pathology -UIC	0	0	1	1	1	0.6	4	Students are generally not admitted to the MS as a terminal degree. MS is awarded primarily if students opt not to complete the PhD, assuming they have meet the requirements for the MS. Note: PhD in Pathology is on the review list.
16.0400 Slavic languages, Literatures, and Linguistics, General.	MA: Slavic Studies	4	0	0	0	0	0.8	5	
26.0508 Microbiology and Immunology.	MS:Microbiology and Immun -UIC	2	1	0	1	0	0.8	4	Students are generally not admitted to the MS as a terminal degree. MS is awarded primarily if students opt not to complete the PhD, assuming they have meet the degree requirements for the MS.
45.0701 Geography.	MA:Envrnmnt&Urban Graphy -UIC	1	4	0	0	0	1	5	
26.1103 Bioinformatics.	MS:Bioinformatics -UIC	0	0	1	4	2	1.4	5	
51.2004 Medicinal and Pharmaceutical Chemistry.	MS:Medicinal Chemistry -UIC	1	0	1	3	2	1.4	5	
14.1801 Materials Engineering.	MS:Materials Engineering -UIC	4	0	4	4	1	1.5	5	
26.0901 Physiology, General.	MS:Physlgy and Biophysics -UIC	1	1	2	1	3	1.5	4	Students are generally not admitted to the MS as a terminal degree. MS is awarded primarily if students opt not to complete the PhD, assuming they have meet the degree requirements for the MS.

Masters Continued

	DEGREE NAME								
26.1002 Molecular Pharmacology.	MS:Biopharmaceutical Sci-UIC	2	0	4	1	3	2.0	4	Students are not admitted to the MS as a terminal degree. MS is awarded if students opt not to complete the PhD, assuming they have meet the degree requirements for the MS.
51.1401 Medical Scientist.	MS: Clin & Trans Sci-UIC	0	1	2	3	4	2.0	5	
05.0125 German Studies.	MA:Germanic Studies -UIC	1	2	5	2	1	2.2	5	
26.0210 Biochemistry and Molecular Biology.	MS:Biochem & Molec Biol-UIC	5	2	2	1	1	2.2	4	Students are not admitted to the MS as a terminal degree. MS is awarded if students opt not to complete the PhD, assuming they have meet the degree requirements for the MS.
51.1002 Pharmacy Administration and Pharmacy Policy and Regulatory Affairs.	MS:Pharmacy - UIC	2	1	5	2	2	2.4	4	Students are not admitted to the MS as a terminal degree. MS is awarded if students opt not to complete the PhD, assuming they have meet the degree requirements for the MS
51.2314 Rehabilitation Science.	MS: Rehabilitation Sci-UIC	4	0	1	1	6	2.4	5	
38.0101 Philosophy.	MA:Philosophy -UIC	5	0	3	2	4	2.8	4	Students are not admitted to the MA as a terminal degree. MA is awarded only if students opt not to complete the PhD, assuming they have meet the degree requirements for the MA.
50.0404 Industrial and Product Design.	MFA:Industrial Design -UIC MDES:Industrial Design -UIC	5	3	1	2	3	2.8	5	
50.0605 Photography.	MFA:Photography-UIC	2	3	3	4	2	2.8	5	
26.0101 Biology/Biological Sciences, General.	MS:Biological Sciences -UIC	2	3	3	2	7	3.4	5	
40.0601 Geology/Earth Science, General.	MS:Earth & Envirnmnt Sci-UIC	4	5	0	2	6	3.4	5	
50.0602 Cinematography and Film/Video Production.	MFA: Moving Image -UIC	4	3	2	5	3	3.4	5	
14.0701 Chemical Engineering.	MS:Chemical Engineering -UIC	5	3	2	7	5	4.4	5	Using data from 2010-2014, 8 students completed the degree in 2014, which made the 5-year average 5.0
50.0499 Design and Applied Arts, Other.	MFA: New Media Arts -UIC	3	8	6	3	3	4.6	5	MFA in New Media Arts was effective Fall 2010 after the revising/renaming of the MFA in Electronic Visualization.
52.1501 Real Estate.	MA:Real Estate -UIC	8	5	4	3	3	4.6	5	Admissions were suspended effective Fall 2014.

TOTAL for Masters: 26

Doctoral

	DEGREE NAME								
26.0910 Pathology/Experimental Pathology.	PHD: Pathology -UIC	0	0	0	0	2	0.4	5	
51.9999 Health Professions and Related Clinical Sciences, Other.	PHD: Kine, Nutr, & Rehab -UIC	0	0	1	0	3	0.8	5	9 students completed the degree in 2014, which made the 5-year average 2.6 for the 2010-2014 period.

TOTAL for Doctoral: 2

APPENDIX L: UNIVERSITY OF ILLINOIS AT SPRINGFIELD

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

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2009-2013, Completions Data for All 5 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=12, Bachelors=6, Masters=5, Doctoral=1.

U of I at Springfield

							Completions	
		2009	2010	2011	2012	2013	5-yr Average	Status
Bachelors								
45.0601	B.A. in Economics	2	6	5	8	4	5.0	Review
TOTAL for Bachelors: 1								
Masters								
03.0104	M.S. in Environmental Sciences	2	1	3	4	4	2.8	Review
TOTAL for Masters: 1								
Doctoral								

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

U of I at Springfield	2009	2010	2011	2012	2013	5-yr Average	Status
Bachelors							
45.0601 Economics, General.	2	6	5	8	4	5	Investigation/review – program under review to determine appropriate status (program should not remain in this status in successive reports)
TOTAL for Bachelors: 1							
Masters							
03.0104 Environmental Science.	2	1	3	4	4	2.8	Investigation/review – program under review to determine appropriate status (program should not remain in this status in successive reports)
TOTAL for Masters: 1							
Doctoral							

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

APPENDIX M: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2009-2013, Completions Data for All 5 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=12, Bachelors=6, Masters=5, Doctoral=1.

U of I at Urbana/Champaign	2009	2010	2011	2012	2013	Completions 5-yr Average	Status
Bachelors							
13.1306 B.A. in the Teaching of Russian	0	0	0	0	0	0.0	Review
13.1333 B.A. in the Teaching of Latin	0	0	0	0	0	0.0	Review
16.0904 B.A.L.A.S. in Portuguese	0	0	0	0	0	0.0	Review
26.0203 B.S. in Biophysics	0	0	0	0	0	0.0	Review
51.1104 Bachelor of Veterinary Medicine	0	0	0	0	0	0.0	Review
13.1326 B.A. in the Teaching of German	2	0	2	1	0	1.0	Review
16.0400 B.A.L.A.S. in Slavik Studies	0	1	3	0	1	1.0	Review
05.0107 B.A.L.A.S. in Latin American Studies	0	1	3	0	3	1.4	Review
05.0201 B.A.L.A.S. in African American Studies	0	2	3	2	1	1.6	Review
16.0902 B.A.L.A.S. in Italian	1	1	0	1	5	1.6	Review
05.0110 B.A.L.A.S. in Russian, Eastern European, and Eurasian Studies	4	0	3	2	1	2.0	Review
13.1325 B.A. in the Teaching of French	2	2	3	1	3	2.2	Review
50.0904 B.Mus. in Music Composition	3	0	2	4	2	2.2	Review
27.0599 B.S.L.A.S. in Statistics and Computer Science	1	1	4	4	3	2.6	Review
05.0299 B.A.L.A.S. in Gender and Women's Studies	0	3	6	10	0	3.8	Review
50.0709 B.F.A. in Sculpture	11	2	1	2	3	3.8	Review
50.0908 B.Mus. in Vocal	6	4	5	4	4	4.6	Review
16.0104 B.A.L.A.S. in Comparative Literature	6	6	4	5	3	4.8	Review
26.0101 B.S. in Biology	10	5	5	3	3	5.2	Review
TOTAL for Bachelors: 19							
Masters							
13.1318 M.A. in the Teaching of Social Studies	0	0	0	0	0	0.0	Review
13.1333 M.A. in the Teaching of Latin	0	0	0	0	0	0.0	Review
16.0904 M.A. in Portuguese	0	0	0	0	0	0.0	Review
22.9999 Master of Studies in Law (M.S.L.)	0	0	0	0	0	0.0	Review
44.0401 M.A. in Public Administration	0	0	0	0	0	0.0	Review
13.1329 M.S. in the Teaching of Physics	0	0	0	1	0	0.2	Review

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

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2009-2013, Completions Data for All 5 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=12, Bachelors=6, Masters=5, Doctoral=1.

U of I at Urbana/Champaign

Masters

		2009	2010	2011	2012	2013	Completions 5-yr Average	Status
13.1337	M.S. in the Teaching of Earth Science	0	1	0	0	0	0.2	Review
13.1210	Ed.M. in Early Childhood Education	0	0	2	0	0	0.4	Review
16.0902	M.A. in Italian	1	2	1	0	1	1.0	Review
13.1323	M.S. in the Teaching of Chemistry	2	0	3	0	1	1.2	Review
26.0203	M.S. in Biophysics and Computational Biology	0	0	2	2	2	1.2	Justification
26.1310	M.S. in Ecology, Evolution and Conservation Biology	1	0	2	2	1	1.2	Justification
16.0400	M.A. in Slavic Languages and Literature	1	2	2	2	1	1.6	Review
45.1101	M.A. in Sociology	1	2	2	3	1	1.8	Justification
13.1311	M.S. in the Teaching of Mathematics	4	1	2	3	1	2.2	Review
05.0107	M.A. in Latin American Studies	2	2	7	3	1	3.0	Review
16.0104	M.A. in Comparative Literature	8	5	1	2	1	3.4	Review
51.2314	M.S. in Rehabilitation	4	2	1	6	4	3.4	Review
42.2804	M.S. in Human Factors	3	5	5	3	0	3.2	Sunset
40.0201	M.S. in Astronomy	3	3	5	7	1	3.8	Justification
50.0301	M.F.A. in Dance	3	3	7	3	4	4.0	Review
05.0110	M.A. in Russian, East European, and Eurasian Studies	3	5	7	3	3	4.2	Review
16.1200	M.A. in Classics	3	6	1	7	4	4.2	Review
26.0202	M.S. in Biochemistry	6	2	4	4	5	4.2	Justification
26.0301	M.S. in Plant Biology	6	2	0	8	5	4.2	Justification
45.0201	M.A. in Anthropology	4	4	8	3	2	4.2	Justification
14.2701	M.S. in Systems and Entrepreneurial Engineering	4	7	7	4	0	4.4	Review
16.0501	M.A. in German	7	2	6	3	4	4.4	Review
26.0702	M.S. in Entomology	5	4	7	3	3	4.4	Justification
16.0901	M.A. in French	5	6	7	2	3	4.6	Review
38.0101	M.A. in Philosophy	10	0	4	7	2	4.6	Justification

TOTAL for Masters: 31

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

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2009-2013, Completions Data for All 5 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=12, Bachelors=6, Masters=5, Doctoral=1.

U of I at Urbana/Champaign

		2009	2010	2011	2012	2013	Completions 5-yr Average	Status
Doctoral								
16.0400	Ph.D. in Slavic Languages and Literature	1	0	0	0	0	0.2	Review
16.0902	Ph.D. in Italian	0	0	1	0	0	0.2	Review
16.0904	Ph.D. in Portuguese	1	0	0	0	1	0.4	Review
16.1200	Ph.D. in Classical Philology	1	0	1	0	0	0.4	Review
04.0601	Ph.D. in Landscape Architecture	1	1	0	2	0	0.8	Review

TOTAL for Doctoral: 5

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2009*-2013, Completions Data for All 5 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=12, Bachelors=6, Masters=5, Doctoral=1. Completions.

U of I at Urbana-Champaign

Bachelors

College				2009	2010	2011	2012	2013	5 yr Average	Status	Notes
BUS	52.9999	Business, Management, Marketing, and Related Support Services, Other.	Unclassified - Business	0	0	0	0	0	0.0	6	Enrollment only, non-degree granting
EDU	13.9999	Education, Other.	Unclassified - Education	1	0	0	0	0	0.2	6	Enrollment only, non-degree granting
FAA	50.0904	Music Theory and Composition.	BMUS:Music Composition	3	0	2	4	2	2.2	5	
FAA	50.0709	Sculpture.	BFA:Sculpture	11	2	1	2	3	3.8	5	
FAA	50.0908	Voice and Opera.	BMUS:Vocal	6	4	5	4	4	4.6	5	
LAS	13.1306	Foreign Language Teacher Education.	BA:Teaching of Russian	0	0	0	0	0	0.0	5	
LAS	13.1333	Latin Teacher Education.	BA:Teaching of Latin	0	0	0	0	0	0.0	5	
LAS	16.0904	Portuguese language and literature.	BALAS:Portuguese	0	0	0	0	0	0.0	5	
LAS	26.0203	Biophysics.	BSLAS:Biophysics	0	0	0	0	0	0.0	5	
LAS	26.1301	Ecology.	BSLAS:Ecology Ethology and Evolution	0	1	0	0	0	0.2	5	Eliminated 7/2007
LAS	13.1326	German Language Teacher Education.	BA:Teaching of German	2	0	2	1	0	1.0	5	
LAS	16.0400	Slavic Languages, Literatures, and Linguistics, General.	BALAS:Slavic Studies	0	1	3	0	1	1.0	5	
LAS	05.0107	Latin American Studies.	BALAS:Latin American Studies	0	1	3	0	3	1.4	5	
LAS	05.0201	African-American/Black Studies.	BALAS:African Amer. Studies	0	2	3	2	1	1.6	5	
LAS	16.0902	Italian Language and Literature.	BALAS:Italian	1	1	0	1	5	1.6	5	
LAS	05.0110	Russian Studies.	BALAS:Russian, East European, and Eurasian Studies	4	0	3	2	1	2.0	5	
LAS	16.0104	Comparative literature.	BALAS:Comparative Literature	6	6	4	5	3	4.8	5	
LAS	26.0101	Biology/Biological Sciences, General.	BS:Teaching of Biology	10	5	5	3	3	5.2	5	
LAS	26.0901	Physiology, General.	BSLAS:Molecular & Integrative Physiology	1	0	0	0	0	0.2	5	Eliminated 1/2007
LAS	13.1325	French Language Teacher Education.	BA:Teaching of French	2	2	3	1	3	2.2	5	
LAS	27.0599	Statistics, Other.	BSLAS:Statistics and Computer Science	1	1	4	4	3	2.6	5	
LAS	05.0299	Ethnic, Cultural Minority, Gender, and Group Studies, Other.	BALAS:Gender and Women's Studies	0	3	6	10	0	3.8	5	
VetMed	51.1104	Pre-Veterinary Studies.	BS:Veterinary Medicine	0	0	0	0	0	0.0	5	

TOTAL for Bachelors: 23

Masters

College				2009	2010	2011	2012	2013	5 yr Average	Status	Notes
AHS	51.2314	Rehabilitation Science.	MS:Rehabilitation	4	2	1	6	4	3.4	5	
AVI	42.2804	Industrial and Organizational Psychology.	MS:Human Factors	3	5	5	3	0	3.2	5	Eliminated 2/2015
EDU	13.1210	Early Childhood Education and Teaching.	EDM:Early Childhood Education	0	0	2	0	0	0.4	5	
ENGR	14.0101	Engineering, General.	MS:General Engineering	4	2	0	1	0	1.4	5	Eliminated 12/2012
ENGR	14.2701	Systems Engineering	MS:Systems and Entrepreneurial Engineering	4	7	7	4	0	4.4	5	
FAA	50.0301	Dance, General.	MFA:Dance	3	3	7	3	4	4.0	5	
LAS	13.1318	Social Studies Teacher Education.	MA:Teaching Social Science	0	0	0	0	0	0.0	5	
LAS	13.1333	Latin Teacher Education.	MA:Teaching of Latin	0	0	0	0	0	0.0	5	
LAS	16.0904	Portuguese Language and Literatu re.	MA:Portuguese	0	0	0	0	0	0.0	5	
LAS	44.0401	Public Administration.	MA:Public Administration	0	0	0	0	0	0.0	5	
LAS	13.1329	Physics Teacher Education.	MS:Teaching of Physics	0	0	0	1	0	0.2	5	
LAS	13.1337	Earth Science Teacher Education.	MS:Teaching of Earth Science	0	1	0	0	0	0.2	5	
LAS	16.0902	Italian Language and Literature.	MA:Italian	1	2	1	0	1	1.0	5	

College	CIP Code	Program	Degree						Avg	N	Notes
LAS	13.1323	Chemistry Teacher Education.	MS:Teaching of Chemistry	2	0	3	0	1	1.2	5	
LAS	26.0203	Biophysics.	MS:Biophysics and Computational Biology	0	0	2	2	2	1.2	4	
LAS	26.1310	Ecology and Evolutionary Biology	MS:Ecology, Evolution and Conservation Biology	1	0	2	2	1	1.2	4	
LAS	13.1322	Biology Teacher Education.	MS:Teaching of Biological Sci. & General Sci.	0	1	2	1	3	1.4	5	New Program Fall 2010
LAS	16.0400	Slavic Languages, Literatures, and Linguistics, General.	MA:Slavic Languages and Literatures	1	2	2	3	0	1.6	5	
LAS	45.1101	Sociology.	MA:Sociology	1	2	2	3	1	1.8	4	
LAS	13.1311	Mathematics Teacher Education.	MS:Teaching of Mathematics	4	1	2	3	1	2.2	5	
LAS	05.0107	Latin American Studies.	MA:Latin American Studies	2	2	7	3	1	3.0	5	
LAS	16.0104	Comparative Literature.	MA:Comparative Literature	8	5	1	2	1	3.4	5	
LAS	40.0201	Astronomy.	MS:Astronomy	3	3	5	7	1	3.8	4	
LAS	05.0110	Russian Studies.	MA:Russian, East European, and Eurasian Studies	3	5	7	3	3	4.2	5	
LAS	16.1200	Classics and Classical Languages, Literatures, and Linguistics. General.	MA:Classics	3	6	1	7	4	4.2	5	

TOTAL for Masters: 33

College	CIP Code	Program	Degree						Avg	N	Notes
LAS	26.0202	Biochemistry.	MS:Biochemistry	6	2	4	4	5	4.2	4	
LAS	26.0301	Botany/Plant Biology.	MS:Plant Biology	6	2	0	8	5	4.2	4	
LAS	45.0201	Anthropology.	MA:Anthropology	4	4	8	3	2	4.2	4	
LAS	16.0501	German Language and Literature.	MA:German	7	2	6	3	4	4.4	5	
LAS	26.0702	Entomology.	MS:Entomology	5	4	7	3	3	4.4	4	
LAS	16.0901	French Language and Literature.	MA:French	5	6	7	2	3	4.6	5	
LAS	38.0101	Philosophy.	MA:Philosophy	10	0	4	7	2	4.6	4	
LAW	22.9999	Legal Professions and Studies, Other.	MS in Law	0	0	0	0	0	0.0	5	

Doctoral

College	CIP Code	Program	Degree						Avg	N	Notes
FAA	04.0601	Landscape Architecture.		1	1	0	2	0	0.8	5	
LAS	16.0400	Slavic Languages, Literatures, and Linguistics, General.		1	0	0	0	0	0.2	5	
LAS	16.0902	Italian Language and Literature.		0	0	1	0	0	0.2	5	
LAS	16.0904	Portuguese Language and Literature.		1	0	0	0	1	0.4	5	
LAS	16.1200	Classics and Classical Languages, Literatures, and linguistics, General.		1	0	1	0	0	0.4	5	

TOTAL for Doctoral: 5

APPENDIX N: WESTERN ILLINOIS UNIVERSITY

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

Selection Criteria: Sector = Public Universities, Program Status = Active, Academic Years = 2009-2013, Completions Data for All 5 Years = Yes, Degree Levels = Associates, Bachelors, Masters, or Doctoral. Thresholds are: Associates=12, Bachelors=6, Masters=5, Doctoral=1.

Western Illinois University

		2009	2010	2011	2012	2013	Completions 5-yr Average	Status
Bachelors								
16.0901	B.A. in French	0	0	1	2	0	0.6	Justification
51.1005	B.S. in Clinical Laboratory Science	2	2	2	2	2	2.0	Justification
38.0201	B.A. in Religious Studies	0	1	5	5	2	2.6	Review
05.0201	B.A. in African American Studies	7	3	1	3	3	3.4	Review
50.9999	B.F.A. in Musical Theatre	1	6	4	5	3	3.8	Review
40.0801	B.S. in Physics	4	3	7	2	4	4.0	Justification
13.0201	B.S.Ed. in Bilingual/Bicultural Education	6	6	4	3	2	4.2	Review
50.0901	B.A. in Music	10	3	2	6	0	4.2	Review
13.1307	B.S. in Health Sciences	2	7	6	4	3	4.4	Review
38.0101	B.A. in Philosophy	3	5	3	6	6	4.6	Review
13.1314	B.S. in Physical Education	0	0	0	0	25	5.0	Justification
05.0207	B.A. in Women's Studies	8	7	3	6	4	5.6	Review
45.0701	B.S. in Geography	7	5	3	5	8	5.6	Review
TOTAL for Bachelors: 13								
Masters								
13.1205	M.A.T. (Secondary Education)	6	1	1	0	0	1.6	Sunset
TOTAL for Masters: 1								

Doctoral

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

Western Illinois University
Low Performing Degree Program Review Guidelines

Process

1. Provost reviews data from Institutional Research and Planning and the Registrar regarding program enrollment and degrees conferred.
2. Provost notifies College Deans and Department Chairs of low performing degree status by **July 1.**
3. Program prepares a self-study and executive summary (2-page bulleted list) to be submitted to the Dean by **October 1** and to the Associate Provost by **October 15.**
4. Provost, Associate Provost, Deans, and Department Chairs meet to discuss self-study.
5. Provost releases status of program review to the Dean and Department Chair by **November 15.**

Self-Study

Elements of the self-study should include, but are not limited to the following:

Section I: Description and Analysis of the Program

1. Overview of the academic unit
   a. Mission of the academic unit
   b. Centrality to the mission of the University
   c. Outstanding characteristics of the unit (accreditation, value-added elements beyond student enrollment, program reputation, etc.)
   d. Facilities (overview of space and equipment, maintenance plan if applicable)
   e. Budget and planning process
   f. Other

2. Overview of the degree program being reviewed
   a. Program goals
   b. Student demand (enrollment history, credit hours generated, course enrollment history)
   c. Profile of majors
   d. Degrees conferred
   e. Cost study information
   f. Other

3. Relevant contextual information
   a. Description and evaluation of major changes in the program
   b. Description and evaluation of changes in the discipline or field
   c. Societal need
   d. National trends in recruiting faculty
   e. Other elements appropriate to the field

4. Curriculum of degree program being reviewed
   a. Rationale for curriculum (major/minor, general education, service courses)
   b. Desired student learning outcomes
   c. Coherence and overall design of curriculum and course offerings
   d. Methods of course delivery (face-to-face, online, hybrid)
   e. Measures used for assessment of student learning and assessment results (include department/program assessment plan)
   f. Measures of program effectiveness (student/employer satisfaction, results of national certification tests, placement results, etc.)
   g. Other

5. Faculty of degree program being reviewed
   a. Profile of faculty
   b. Indicators of faculty quality inherent to the discipline/field of study
   c. National reputation of the program faculty
   d. Scholarly/creative and service activities of program faculty
   e. Other

6. Quality measures for the program
   a. Indicators of quality in the discipline/field and justification for these as the best measures of quality
   b. Peer comparisons for each of these measures from established University benchmark institutions or other appropriate institutions based on specific programmatic uniqueness.
   c. Other

Section II: Major Findings

1. Strengths identified from the review process
2. Weaknesses identified from the review process
3. Evidence of students meeting desired learning outcomes

Section III: Recommendations and Action Plan

1. Initiatives and action plans for the program for the next three to five years to meet recommendations
   a. Tangible strategies for program improvement
   b. Strategies for improvement in recruitment/retention
   c. Efficiency measures to lower costs
   d. Other

Possible Outcome Recommendations by Provost

1. No action
2. Further remediation
3. Consolidation
4. Sunset status

<u>Program Elimination</u>

M.A. Secondary Teaching (13.1205)
- No new students or degrees conferred as of 2012
- Eliminate program

<u>Program Review/Revision and Monitoring</u>:

African American Studies (05.0201)
- Underwent major curriculum change as a result of IBHE Program Review (2013-2014)
- Serving underrepresented populations
- Identified as second major
- Added to the Low Productivity Program Review Cycle

Geography (45.0701)
- Undergoing IBHE Program Review (2014-2015)
- Scheduled for a one year post-Program Review in 2016
- Identified as second major
- Added to the Low Productivity Program Review Cycle

Philosophy (38.0101)
- Strong contributions to general education and academic mission of the University
- High SCH production per faculty – 7th in the College of Arts & Sciences
- Added to the Low Productivity Program Review Cycle

Religious Studies (38.0201)
- Identified as second major
- Added to the Low Productivity Program Review Cycle

Women's Studies (05.0207)
- Highest SCH production per faculty member in the College of Arts & Sciences, fall 2014
- Identified as second major
- Added to the Low Productivity Program Review Cycle

Bilingual/Bicultural Education (13.0201)
- Added to the Low Productivity Program Review Cycle

Health Sciences (13.1307)/Public Health (51.2207)
- B.S. in Health Sciences (13.1307) is being phased out and changed to B.S. in Public Health (51.2207) beginning Fall 2014
- Added to the Low Productivity Program Review Cycle

Music (B.A.) (50.0901)
- It doesn't cost anything more for the B.A. in Music as students take many of the same courses as they do for the Bachelor of Music (BM).
- Added to the Low Performing Program Review Cycle

Musical Theatre (50.999)
- Added to the Low Performing Program Review Cycle

Justifications for No Further Action

Physical Education K-12 (13.1314)
- Prior to Fall 2009, Kinesiology majors choose a major option of Physical Education (teacher education) (13.1314), Exercise Science (31.0505), or Athletic Training (51.0913)
- In the fall of 2009, these options each became majors. Students were moved to the appropriate major, based on their previous option
- Suspected data error as program meets enrollment and degrees conferred thresholds

Clinical Laboratory Science (51.1005)
- Students take the same courses for the B.S. in Biology (no additional WIU curriculum required for the Clinical Laboratory Science (CLS) program)
- Graduates of the program are in very high demand, meeting a regional need for clinical laboratory scientists
- Curriculum is the same for Biology and CLS majors the first 3 years, but the final year for CLS majors is unique and held off-site at one of the three affiliate hospitals.
- Although few students pursue this track, graduates of the program are in very high demand, meeting a regional need for clinical lab scientists

French (16.0901)
- Degree has changed to B.A. in Foreign Languages and Cultures (16.0101) (Fall 2014) combining the B.A. programs in French and Spanish and requiring study in two or more languages of all students in the major

Physics (40.0801)
- Steady increase in majors from Fall 2011 (23) to Fall 2014 (38)
- The Engineering Physics Option B (40% of Physics majors are in this option) is basically a 3 + 2 program with engineering programs such as UIUC and University of Iowa.
- Serves as a feeder to the M.S. in Physics (recently ranked #13 in the nation by the American Institute of Physics for the number of M.S. degrees awarded annually)

WIU Undergraduate and Graduate Enrollment and Degrees Conferred by Major, and Cost per Semester Hour, Fall 2010-2014

Bachelor's

	2010				2011				2012				2013				2014			
	Enrollment	Enrollment (2nd Major)	Degrees Conferred	Cost/S.H	Enrollment	Enrollment (2nd Major)	Degrees Conferred	Cost/S.H	Enrollment	Enrollment (2nd Major)	Degrees Conferred	Cost/S.H	Enrollment	Enrollment (2nd Major)	Degrees Conferred	Cost/S.H	Enrollment	Enrollment (2nd Major)	Degrees Conferred	Cost/S.H
African American Studies (05.0201)	8	9	3	148	19	22	1	171	24	21	3	149	17	13	3	192	10	2	3	201
Clinical Laboratory Science (51.1005)	15	-	2	323	21	-	2	200	14	1	2	233	14	-	2	161	11	-	2	346
French (16.0901)/Foreign Languages & Cultures (16.0101)*	7	7	0	190	7	11	1	170	2	9	2	179	5	7	0	194	4	5	1	233
Geography (45.0701)	18	1	5	123	21	2	3	124	18	2	5	116	15	3	8	148	4	3	5	163
Philosophy (38.0101)	19	3	5	147	16	5	3	134	16	6	6	138	10	3	6	180	19	3	0	220
Physics (40.0801)	20	1	3	169	20	-	7	145	32	2	2	141	35	4	4	148	12	3	3	152
Religious Studies (38.0201)	13	1	1	110	11	2	5	149	5	1	5	139	3	-	2	176	38	1	1	220
Women's Studies (05.0207)	13	2	1	148	13	3	3	171	12	4	6	149	9	3	4	192	4	1	1	201
Bilingual/Bicultural Education (13.0201)	27	-	6	192	20	-	4	196	21	-	3	233	15	-	2	301	8	-	4	209
Health Sciences (13.1307)/Public Health (51.2207)**	20	-	7	181	20	-	6	190	19	-	4	186	16	-	3	203	16	-	1	220
Physical Education K-12 (13.1314)***	188	-	27	149	170	-	23	138	118	-	49	146	86	-	25	148	73	-	13	143
Music (B.A.) (50.0901)	39	-	3	289	26	-	2	381	14	-	6	300	4	-	0	317	7	-	2	342
Musical Theatre (50.9999)	29	-	6	192	31	-	4	180	33	-	5	175	35	-	3	248	31	-	4	272

Master's

	2010				2011				2012				2013				2014			
Secondary Education (13.1205)	-	NA	1	254	-	NA	1	382	-	NA	0	0	-	NA	0	0	-	NA	0	0

*Began phase out of French and change to Foreign Languages and Cultures, Fall 2014
**Began phase out of Health Science and change to Public Health, Fall 2014
***Meets Suggested Degree Conferred Thresholds (data error??)

IBHE degrees conferred thresholds are Bachelors=6; Master's=5; Doctoral=1
Enrollment thresholds are Bachelors=25; Master's=10; Doctoral=5