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December 28, 2021

TO: John Atkinson, IBHE Chairman
Illinois General Assembly

FROM: Ginger Ostro, IBHE Executive Director

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

In response to the legislation (110 ILCS 205/7), all public universities must annually report the new, closed, and low producing programs. This report shows that 13 new Bachelor's level programs, 20 new Master's level programs, and 8 new Doctoral level program were started over the 2019-2020 academic year; while 10 Bachelor's level, 10 Master's level, and two Doctoral level program were eliminated. About half of the new programs (19 of 41) represented the reorganization, elevation, or consolidation of existing Board-approved academic degree programs.

For last year's report, universities reported those low producing programs that fell below both the agreed upon thresholds for enrollments and degree completions for a three-year average. The completion thresholds used were: at least 11 degrees conferred for an Associate's program; at least eight degrees conferred for Bachelor's programs; at least four degrees conferred for Master's programs; and at least one degree conferred for Doctoral programs. The enrollment thresholds used were: at least 24 majors enrolled for an Associate's program; at least 39 enrolled for a Bachelor's level program; at least nine majors enrolled in a Master's level program; and at least nine majors enrolled in a Doctoral program.

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

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

For this year's report, the institutions placed the 15 Bachelor's, seven Master's, and one Doctoral level programs selected last year for *Priority Review* into one of the five assigned outcome categories. Of those 23 academic programs, one Bachelor's level program was assigned the status *Sunset/Teach Out*; one Bachelor's level program was assigned the status *Consolidated*; two Bachelor's level programs were

assigned the status *Redesign*; three Bachelor's and three Master's level programs were assigned the status *Justification*; and eight Bachelor's, four Master's, and one Doctoral level program were assigned the status *Continued Review*.

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

CC: Legislative Research Unit
Illinois State Library

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



December 2021
Illinois Board of Higher Education

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INTRODUCTION

This year, IBHE developed, a new strategic plan, [A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth](#), to guide Illinois' higher education system over the next decade in accomplishing three overarching goals: to close equity gaps for students who have historically been left behind, to build a stronger financial future for individuals and institutions, and to increase talent and innovation to drive economic growth. This report on academic programs provides insights related to all three goals. Equity gaps stem from a variety of complex and interrelated factors and closing them will require a multi-pronged approach at both the institution and state level. The impact on students from underserved populations and on the potential for promoting an understanding of social inequities that have led to historical marginalization through, for example, African American Studies programs, is just one factor institutions consider when deciding what academic programs to offer. Simultaneously, there are financial considerations involved in these decisions – both in terms of the impact on institutions as well as the earning potential of graduates. Finally, academic program offerings must reflect current and future employment trends for universities to positively contribute to Illinois' economic growth. The regular institutional program review process encompasses these and other possible consequences.

ACADEMIC PROGRAM REVIEW

Illinois' public universities are required to review and evaluate programs as outlined in 23 *Illinois Administrative Code 1050. 50*, and place reviewed programs into three categories of outcomes including: good standing, flagged for review, or voluntary suspension. Programs are reviewed in their eighth year by internal campus stakeholders and, potentially, external reviewers to determine the quality and effectiveness of the programs. The program review process varies in scope depending on the size of the institution, the number of programs reviewed, and the methods used. Generally, the process begins with a self-study lasting approximately two to three months during which departmental faculty identify positive program elements and those in need of improvement (in terms of student outcomes, financial efficiency, program demand, and program potential). Department chairs compile the information and submit an evaluative report to an external reviewer or to the designated academic committee or council at their respective institutions. External reviewers, hired for their expertise in the field, typically conduct a site visit and provide comments and recommendations to the department in a report. Departments have the opportunity to respond to these recommendations, after which a committee under supervision of the Provost's office compiles the information and decides what actions need to be taken. Institutional stakeholders use the information collected through these internal processes to prepare reports for IBHE, two of which are used in the preparation of this report – the Annual Listing of Changes and the Low Producing Programs.

NEW, CONSOLIDATED, AND CLOSED PROGRAMS

In June, each State university submits an Annual Listing of Changes report to IBHE on new, consolidated, and closed programs. Table 1 provides an overview of those Bachelor's, Master's, and Doctoral level programs categorized as new and closed at all the public universities within the State of Illinois for the 2019-2020 academic year. New programs are either established through Board approval or allowable through 23 *Illinois 1050. 20 Administrative Rule*, requiring staff approval via the Reasonable and Moderate Extension (RME)¹ of an existing Board-approved program. Thirteen new Bachelor's level programs, 20 new Master's level programs, and eight new Doctoral level programs were started over the past academic year (See Table 2 for a detailed list of new programs). Out of those newly established programs, six Bachelor's level programs, 11 Master's level programs, and two Doctoral level programs were created through the reorganization, elevation of an existing concentration or sequence, or consolidation of existing Board-approved academic degree programs through the RME process.

¹ 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 more autonomous programs, or options have evolved into separate programs)

The closure of an academic program is a multi-step process which takes into account institutional, external, and accreditation requirements. For program closures, institutions must begin the process by establishing a teach-out period for the current students, which is not only outlined in the *23 Illinois Administrative Code 1050*, but also a requirement of the Illinois public universities' regional accrediting body – the Higher Learning Commission. Depending on the level of the program, the teach-out period can take several years. Once those students complete the program, institutions can formally close or eliminate the program. Programs reported here have reached the point of formal closure. For the 2019-2020 academic year, 22 programs were closed, including 10 Bachelor's, 10 Master's level programs, and two Doctoral level programs (see Table 3 for a detailed list of closed programs). It is worth noting that many times a course of study may still be available, for example, as a concentration under another major when an academic program is closed. This is one strategy institutions use to increase efficiency and lower costs.

Table 1. Summary for Illinois Public Universities 2019-20 New and Closed Program

Level	New	Closed
Bachelor's	13*	10
Master's	20*	10
Doctoral	8*	2

*Six Bachelor's level, 11 Master's level, and two Doctoral level programs listed as New were created through reorganization, elevation of a concentration, or consolidation of existing degree programs through the RME process.

Table 2. Listing of New Programs established during the 2019-2020 academic year

Program	Institution
Bachelor's Degree Programs	
BA in Middle Grades Education**	UIS
BA in Women, Gender, and Sexuality Studies	NIU
BS in Biomedical Engineering**	SIUC
BS in Business Analytics	SIUC
BS in Computer Science and Animal Science**	UIUC
BS in Metropolitan Food & Environmental Systems	UIUC
BS in Nursing	SIUC
BS in Nursing** (new prelicensure track)	EIU
BS in Public Health**	UIC
BS in Sustainable Design	UIUC
BS in Women, Gender, and Sexuality Studies	NIU
BSEd in Education**	WIU
BSLAS in Brain and Cognitive Science	UIUC
Master's Degree Programs	
MA in Political and Social Studies**	GSU
Master of Agricultural and Applied Economics	UIUC
Master of Athletic Training	ISU
MAT in Alternative Teacher Licensure	WIU
MPH in Epidemiology**	UIUC
MS in Biology**	GSU
MS in Business Analytics**	GSU

MS in Civic Analytics	UIC
MS in Computer Science	ISU
MS in Counseling and Rehabilitation Education**	SIUC
MS in Cybersecurity and Cyber Systems*	SIUC
MS in Exercise Physiology**	EIU
MS in GIScience and Geoenvironment**	WIU
MS in Health Information Management**	UIC
MS in Health Technology	UIUC
MS in Information Technology	GSU
MS in Pharmaceutical Sciences**	UIC
MS in Sports Administration**	EIU
MS in Strategic Analytics	SIUC
MS in Sustainability**	EIU
Doctoral Degree Programs	
Doctor of Physical Therapy	SIUC
Occupational Therapy Doctorate	SIUC
PhD in Counselor Education and Supervision**	GSU
PhD in Electrical Engineering	NIU
PhD in Industrial and Systems and Engineering	NIU
PhD in Kinesiology and Physical Education	NIU
PhD in Mechanical Engineering	NIU
PhD in Pharmaceutical Sciences**	UIC

**Signifies programs created through the RME process (see explanation above).

Note: BA=Bachelor of Arts, BS=Bachelor of Science, BSEd=Bachelor of Science in Education, BSLAS=Bachelor of Science in Liberal Arts and Sciences, MA=Master of Arts, MAT=Master of Arts in Teaching, MPH=Master of Public Health, MS=Master of Science, and PhD=Doctor of Philosophy

Table 3. Listing of programs closed during the 2019-2020 academic year

Program	Institution
Bachelor's Degree Programs	
BA in Entrepreneurship	GSU
BA in Teaching Latin	UIUC
BFA in Crafts	UIUC
BFA in New Media	UIUC
BFA in Painting	UIUC
BFA in Sculpture	UIUC
BS in Athletic Training	ISU
BS in Athletic Training	SIUC
BS in Economics	GSU
BS in Plant and Soil Science	SIUC

Master's Degree Programs	
Master of Laws	SIUC
Master of Legal Studies	SIUC
MBA/Sustainability Dual Degree	EIU
MS in Architecture in Health Design	UIC
MS in Integrated Systems	NIU
MS in Mathematics and Science Education	SIUC
MS in Supply Chain Management Engineering	SIUC
MS in Surgery	UIC
MS in Teaching of Earth Sciences	UIUC
MSEd in Health Education	SIUC
Doctoral Degree Programs	
PhD in Comparative Biomedical Sciences	UIUC
Transitional Doctorate in Physical Therapy	GSU

Note: BFA=Bachelor of Fine Arts, MBA=Master of Business Administration, MSEd=Master of Science in Education; see Table 2 Note for additional degree abbreviations

LOW PRODUCING PROGRAMS

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

The five status options for program review include:

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

For the 2019 report (compiled by IBHE and submitted to the General Assembly in December 2020), institutions assigned one of these five status options to the degrees that fell below both enrollment and completion thresholds. As shown in Table 4 below, 15 Bachelor's level, seven Master's level, and one Doctoral level program were assigned *Priority Review* status in that report. The focus of the current report (submitted by the institutions in fall 2020 and compiled by IBHE in 2021) was only those programs assigned the status of *Priority Review* in the previous report; and institutions could assign one of the first four statuses described above or, if the program is still under review, they may assign the status *Continued Review*.

Table 4. Summary for Illinois Public Universities Low Producing Programs in 2018-19
Reported as of July 1, 2018, through June 30, 2019

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

SUMMARY OF LOW PRODUCING PROGRAMS

Appendices A through H include the specific institutional reports submitted and currently on file with IBHE. The institutional reports provide detailed information on why programs were assigned a particular follow-up review status. Seven of the 12 public universities – Chicago State University (CSU), Eastern Illinois University (EIU), Northern Illinois University (NIU), Southern Illinois University Carbondale (SIUC), Southern Illinois University Edwardsville (SIUE), the University of Illinois Urbana-Champaign (UIUC), and Western Illinois University (WIU) – provided updates to programs flagged as priority review in the previous year and are included in the appendices. The other five public universities had no such flagged programs. Table 5 provides a summary of those follow-up review statuses for July 1, 2019, to June 30, 2020, detailed by Bachelor's (15), Master's (7), and Doctoral (1) level programs; and Table 6 provides the detailed information for programs in each status outcome category.

Table 5. Summary for Follow-Up Review Statuses Assigned by Illinois Public Universities
for Low Producing Programs in 2019-20
Reported as of July 1, 2018, through June 30, 2019

Outcomes	Bachelor's	Master's	Doctoral
Sunset/Teach Out	1	0	0
Consolidation	1	0	0
Redesign	2	0	0
Justification	3	3	0
Continued Review	8	4	1
Total	15	7	1

Table 6. Detailed listing of low-producing programs categorized by assigned outcome statuses for 2019-2020

Program	Institution
Sunset/Teach Out	
BS in Apparel and Textile Merchandising	WIU
Consolidation	
BA in History	CSU
Redesign	
BA in Teaching of French	UIUC
BS in Applied Management	NIU

Justification	
BA in Music	CSU
BA in Teaching of German	UIUC
BS in Engineering COOP	EIU
MA in Linguistics	SIUC
MS in Molecular, Cellular and Systemic Physiology	SIUC
PSM in Geographic Information Systems	EIU
Continued Review	
BA in Art History	NIU
BA in Clinical Laboratory Sciences	EIU
BA in Foreign Languages and Cultures	WIU
BA in Philosophy	SIUC
BA/BS in Plant Biology	SIUC
BS in Clinical Laboratory Science	WIU
BS in Geology	WIU
BS in Public Health	SIUC
MA in History	CSU
MA in Media Theory and Research	SIUC
MS in Biomedical Engineering	SIUC
PSM in Environmental Science Management	SIUE
PhD in Geoscience	SIUC

Note: PSM=Professional Science Master's;
see Note in Tables 2 and 3 for additional degree abbreviations

CONCLUSION

The focus of the current report was the 2019-2020 academic year (AY). During this period, 41 new programs were started at Illinois' public universities, including 19 that were created through the elevation or reorganization of existing programs. Based on the five-year analysis conducted last year, this number is consistent with recent years with 42 and 44 new programs created in AY2018 and 2019. There were 22 closed programs during the reporting period which is also consistent with the recent trends.

Low-producing programs are defined by a set of terms and metrics described above, and the public universities provide an update in even years on programs flagged as Priority Review in odd years. For AY2020, universities provided status updates on 23 such programs. Of these, one program each was categorized as Sunset/Teach Out and Consolidation, two programs were categorized as Redesign, six programs as Justification, and thirteen as Continued Review. For next year's report, institutions will review all academic programs and use the same terms and metrics to flag and categorize those on which they have not previously reported.

This is the sixth annual report prepared and submitted in accordance with 110 ILCS 205/7:

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

The Board of Higher Education (IBHE) is authorized to review periodically all existing programs of instruction, research and public service at the State universities and colleges and to advise the appropriate board of control if the contribution of each program is not educationally and economically justified. Each State university shall report annually to the Board on programs of instruction, research, or public service that have been terminated,

dissolved, reduced, or consolidated by the university. Each State university shall also report to the Board all programs of instruction, research, and public service that exhibit a trend of low performance in enrollments, degree completions, and high expense per degree. The Board shall compile an annual report that shall contain information on new programs created, existing programs that have been closed or consolidated, and programs that exhibit low performance or productivity. The report must be submitted to the General Assembly. The Board shall have the authority to define relevant terms and timelines by rule with respect to this reporting.



**CHICAGO STATE UNIVERSITY
ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT
NOVEMBER 2020**

Prepared by Leslie Roundtree, Interim Provost and Vice President of Academic and Student Affairs

B.A. in Music

The B. A. in Music was flagged for priority review in the November 2019 Academic Program Efficiency and Effectiveness Report to IBHE. The program was reviewed by the Chicago State University Program Review Committee in November 2018.

Significance of the Program

The B.A. in Music offers an option in Music, an option in Music Education K-12, and two concentrations: Gospel Music, Music Production. Depending on the option/concentration chosen, the curriculum provides students the background and skills necessary for employment as a performing musician, music teacher (individual private lessons), an Illinois licensed K-12 music educator (general music, choral/vocal music, instrumental/band music), a church-affiliated gospel musician and/or music director, and/or creative employment in music recording, composition, production, and affiliated music business fields.

The department has a 100% job placement rate for B.A. in Music Education graduates. Recent B.A. in Music graduates maintain careers performing locally and nationally on the Jazz and popular music scene and have performed with artists ranging from Stevie Wonder and Miley Cyrus to Barry Manilow and Aretha Franklin, as well as appearing on the Fox TV show Empire, filmed in Chicago. The department is accredited by the National Association of Schools of Music since 2002.

Major Changes in the Program

In Fall 2016, the program consolidated all music degrees into the Bachelor of Arts in Music. Effective Fall 2017, the program implemented a concentration in Music Production with an initial cohort of 2 students. By Fall 2019, this had grown to 9 students, with two completers in August 2020, and a third in December 2020. The concentration in Gospel Music is currently under review by the National Association of Schools of Music, with approval anticipated in early 2021 for implementation in Fall 2021.

In Fall 2019, the department implemented a marching band at the university. This scholarship-supported recruitment effort increased music enrollment to 40 majors in fall 2019 and also increased enrollment in other departments at the university, with 50% of marching band participants choosing programs other than music for a major.

Enrollment

Enrollment Trends

2015	2016	2017	2018	2019	2020
25	14	18	23	40	34

Retention – See Attachment A for Retention data.

Completion – See Attachment B for Completion data.

Discipline Cost Studies – Attachment C includes Comparative Discipline Cost Studies.

Current Status: Justification – Good standing with review in 3 years

The consolidation of the B. A. in Music, the development of new concentrations and the development of a marching band have increased the enrollment in Department of Music. The program has a recruitment strategy that emphasizes the strengths of the department and new faculty hires support the redesign and consolidation. The program anticipates that changes will reduce cost as well as continue to improve enrollment and completions. The Program Review, originally scheduled for Fall 2021, will be delayed until 2023 to further evaluate results of the changes noted.

B.A. in History

The B. A. in History was flagged for priority review in the November 2019 Academic Program Efficiency and Effectiveness Report to IBHE. The program was reviewed by the Chicago State University Program Review Committee in October 2018.

Significance of the Program

The B.A. in History is accredited by the National Council for the Social Studies (NCSS). The teaching option will remain as is and continue to offer an undergraduate program leading to a Bachelor of Arts in History with Illinois state secondary education teaching certification (HSST). Graduates of the program obtain employment in education, mass media, social services, retail, and non-profit organizations. Many graduates of the Secondary Education Teaching Option fulfill their student teaching obligation and often secure employment in either in the Chicago Public School System or other diverse districts.

Major Changes in the Program

In an effort to strengthen the History program at CSU, the decision has been made to consolidate it with the current African American Studies program. This decision was made for three key reasons: 1. both programs have faced enrollment challenges for a number of years, 2. there is a significant amount of overlap between the two disciplines and they can serve to mutually strengthen one another and, 3. three of the four core teaching faculty in the History program have teaching and research agendas that are already centered in the areas of African and African Americans Studies. The consolidated programs will carry a new name that will capture and reflect the mutual focus on History and African American Studies. Although in the early stages, the plan is to create two related but different tracks for the liberal arts option. The secondary education option will also be redesigned accordingly. The program has continued to allow students more flexibility in course selection. Prerequisites were changed in the 4000-level (upper division) courses to facilitate registration and increase success in course completion. The Secondary Education option was reduced from 141 to 124 credit hours.

Enrollment

Enrollment Trends					
2015	2016	2017	2018	2019	2020
27	24	16	13	15	12

Retention – See Attachment D History Retention

Completion – See Attachment E History Completion

Discipline Cost Studies – Attachment F includes Comparative Discipline Cost Studies.

Current Status: Consolidation

The B. A. in History is scheduled for full Program Review in Fall 2021. The program will use the next year to determine the potential consolidation of degree programs that emphasizes African American Studies and history.

M.A. in History

The M. A. in History was flagged for priority review in the November 2019 Academic Program Efficiency and Effectiveness Report to IBHE. The program was reviewed by the Chicago State University Program Review Committee in October 2018.

Significance of the Program

Historically, the History MA program, the oldest Master of Arts program at CSU, founded in the late 1960s, has been relatively small in numbers, yet it has prepared graduate students for careers in teaching, museums, historic preservation agencies, libraries, and government. CSU is the only public Predominantly Black Institution in the Chicago tri state area (comprising Wisconsin, Illinois, and Indiana) that currently offers an MA in History. Significant numbers of M.A. History graduates have received or are expecting to receive a doctoral degree from a major research university.

Major Changes in the Program

Beginning with the Fall 2019 semester, the program changed the admission requirements and eliminated the minor field requirement. Contact points with the students have been increased to improve retention. To increase graduate program enrollment, students in the B.A. program are now engaged in opportunities with the graduate students. Therefore, the consolidation of two undergraduate programs will also create the opportunity for these core faculty members to create an array of Master’s-level African American Studies courses to complement the existing history graduate courses, which will ultimately lead to an MA program in African American Studies in the future. Students who pursue a more history-focused MA will benefit from the addition of a wider range of graduate level courses from which to choose.

Enrollment

Enrollment Trends

2015	2016	2017	2018	2019	2020
10	6	6	5	6	5

Completion – See Attachment F.

Discipline Cost Studies – Attachment G includes Comparative Discipline Cost Studies.

Current Status: Continuing Review – The M. A. in History is scheduled for Program Review in Fall 2021.

Office of Academic Affairs

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13 December 2021

Dear Sophia,

Thank you for contacting us about the GIS graduate program.

The GIS grad program averaged 10.3333 students enrolled over the three-year period (9 = Fall 18; 11 = Fall 19; 11 = Fall 20), which puts the program just over the minimum (<10) required to report the program.

The GIS grad program also averaged 5.6666 completions (2 = 18/19; 6 = 19/20; 9 = 20/21), which, again, puts the program just over the minimum (<5).

This would mean that the GIS program falls under the “justification” category.

Thank you again—and please let us know if you require anything else!

Best,

A handwritten signature in black ink, appearing to read "Suzie Park".

Suzie Park, Ph.D.

[Special Assistant to the Provost on Student Learning](#)

[Professor of English](#)

[President, Phi Beta Kappa Alumni Association of East Central Illinois](#)

[Senator-at-Large, Phi Beta Kappa National Senate](#)

sapark@eiu.edu



Date: October 29, 2020

To: Sophia Gehlhausen, Academic Affairs
IBHE

Gretchen Lohman, Academic Affairs
IBHE

From: Jay D. Gatrell, Academic Affairs

CC: Jason Hood, AVP

RE: Academic Program Efficiency and Effectiveness Report (APEER)

The following programs were “flagged” last year based on the IBHE review criteria and institutional priorities. In the case of the CO-OP program, EIU now submits a strong institutional justification for the 3+2 framework.

Undergraduate Programs

Engineering CO-OP, B.S. The new Electrical Engineering program began in Fall 2020 and the CO-OP program has been available to students across east-central Illinois since the 1990s. As this program is a 3+2 collaboration with Illinois and Southern Illinois, the degree completions and “transfer backs” have been limited. It is anticipated that with the launch of the E.E. program that interest in the CO-OP program will grow. Further, the new program ensures that delivery of the CO-OP using existing STEM courses does not require additional resources or costs. For that reason, the CO-OP program is efficient and elegant. Consequently, at this time, EIU offers a justification and intends on reviewing program status in 2023-2024 when the E.E. program is fully enrolled at year 4. As such, the status has now changed to **JUSTIFICATION** from the perspective of the institution.

Clinical Laboratory Science, BS. The program continues to have strong workforce demand and supports local hospitals. The program is a unique professional program that is a 3+1 with the final year being off site at a partner hospital. As the College of Liberal Arts & Sciences has a new dean this fall, we will continue to monitor this program. **PRIORITY—CONTINUED REVIEW.**

Programs must miss the following thresholds for **BOTH** enrollments and completions to be flagged. Programs flagged in the previous report should not be included unless placed into Priority/Continued Review.

Associate's Level: Enrollment: <25 majors Completion: <12 degrees conferred		Bachelor's Level: Enrollment: <40 majors Completion: <9 degrees conferred				Master's Level: Enrollment: <10 majors Completion: <5 degrees conferred				Doctoral Level: Enrollment: <10 majors Completion: <2 degrees conferred		
Northern Illinois University		Enrollments				Completions				Cost	Status*	Explanation for Status Chosen (please expand as necessary)
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2017	Fall 2018	Fall 2019	3-Yr Avg	FY 2017	FY 2018	FY 2019	3-Yr Avg			
<i>Bachelor's Level Programs</i>												
16.0501	BA German	8	7	8	7.7	4	3	1	2.7	206	Sunset	
16.0901	BA French	11	15	15	13.7	8	4	5	5.7	206	Sunset	
50.0703	BA Art History	13	15	12	13.3	1	1	4	2	432	Continued Review	Review begun, will continue with input from accrediting body, NASAD. Accreditor's visit delayed due to Covid 19. Visit rescheduled for Spring 2021.
30.9999	BS Applied Management	5	5	3	4.3	5	4	1	3.3	219	Redesign	Priority review completed 2019-2020 and redesign has begun.
<i>Master's Level Programs</i>												
13.1202	MSEd Elementary Education	4	0	0	1.3	1	0	0	0.3	N/A	Sunset	Cost is N/A as no students are currently in program.
13.0901	MSEd Foundations of Education	1	0	0	0.3	2	1	0	1	N/A	Sunset	Cost is N/A as no students are currently in program.
13.1399	MS Teaching	0	1	1	0.7	1	3	1	1.7	438	Sunset	
45.0601	MA Economics	6	4	4	4.7	3	5	8	5.3	292	Justification/No Further Action Needed	Students do not generally take this as a stand-alone program but earn the M.A. while progressing to the Ph.D. in Economics.
16.0901	MS Foreign Language (French)	0	0	0	0	0	0	0	0	N/A	Sunset	Cost is N/A as no students are currently in program.
<i>Doctoral Level Programs</i>												
40.0601	PhD Geology	6	5	8	6.3	1	1	1	1	453	Redesign	Faculty are planning a merger of the Ph.D. in Geology and the Ph.D. in Geography to create a newly redesigned program in Earth Sciences. The program will be reviewed in three years.



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

November 30, 2020

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

FROM: Dr. Gireesh Gupchup 
Vice President for Academic Innovation, Planning and Partnerships

SUBJECT: Low-Producing Reports

Attached you will find the low-producing reports for FY2019 from SIUC and SIUE. Each campus submitted their reports using IBHE's template and updated metrics.

If you have any questions, please let us know.

Attachments

c: Sophia Gehlhausen
Gretchen Lohman


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

Carbondale • Edwardsville • Springfield • Alton • East St. Louis • Grayslake

October 20, 2020

MEMORANDUM

TO: Daniel F. Mahony
President

THROUGH: Austin A. Lane 
Chancellor

FROM: Meera Komarraju
Provost and Vice Chancellor for Academic Affairs



SUBJECT: Low-Producing Programs Report

The Low-Producing Programs Report is being submitted to the SIU Systems Office. This report provides an update on the programs flagged last year based on IBHE metrics.

Attachments

cc: Lizette Chevalier, Associate Provost for Academic Programs

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Low-Producing Programs Report

October 2020

Prepared by:

Office of the Associate Provost for Academic Programs

Illinois Public Universities' Academic Program Efficiency and Effectiveness Report

Programs must miss the following thresholds for BOTH enrollments and completions to be flagged. Programs flagged in the previous report should not be included unless placed into Priority/Continued Review.												
Associate's Level:		Bachelor's Level:			Master's Level:				Doctoral Level:			
Enrollment: <25 majors		Enrollment: <40 majors			Enrollment: <10 majors				Enrollment: <10 majors			
Completion: <12 degrees conferred		Completion: <9 degrees conferred			Completion: <5 degrees conferred				Completion: <2 degrees conferred			
Name of Institution		Enrollments				Completions				Cost	Status*	Explanation for Status Chosen (please expand as necessary)
CIP Code	Degree Designation and Title (e.g. BS in Biology)	Fall 2017	Fall 2018	Fall 2019	3-Yr Avg	FY 2017	FY 2018	FY 2019	3-Yr Avg			
<i>Bachelor's Level Programs</i>												
50201	AFRICANA STUDIES BA	10	10	3	7.7	2	1	3	2.0	0.84	4b	See attached
380101	PHILOSOPHY BA	11	10	8	9.7	10	1	3	4.7	0.88	5	See attached
260301	PLANT BIOLOGY BA	27	23	24	24.7	13	9	1	7.7	0.85	5	See attached
260301	PLANT BIOLOGY BS	3	3	1	2.3	0	0	1	0.3	0.85	5	See attached
131307	PUBLIC HEALTH BS	21	17	10	16.0	4	6	7	5.7	0.95	5	See attached
<i>Master's Level Programs</i>												
140501	BIOMEDICAL ENGR MS	3	3	3	3.0	1	1	1	1.0	1.11	5	See attached
160102	LINGUISTICS MA	7	14	16	12.3	0	3	4	2.3	1	4a	Review in 2020-21 (normal cycle)
90102	MEDIA THEORY AND RESEARCH MA	4	4	5	4.3	5	1	1	2.3	1.98	5	See attached
260902	MOLECULAR CELLULAR AND SYSTEMIC PHYSIOLOGY MS	0	2	3	1.7	2	0	0	0.7	0.98	4a	Review in 2025-27
<i>Doctoral Level Programs</i>												
131101	EDUCATION CONC. COUNSELOR ED PHD	5	6	5	5.3	0	1	0	0.3	0.72	1	Enrollment suspended
450102	EDUCATION CONC. QUANTITATIVE METHOD	4	3	1	2.7	0	1	0	0.3	0.72	1	Enrollment suspended
131001	EDUCATION CONC. SPECIAL ED PHD	2	3	2	2.3	1	0	1	0.7	0.72	1	Enrollment suspended
400601	GEOLOGY/GEOSCIENCE PhD	9	8	8	8.3	0	1	2	1	1.78	5	See attached

*Status Options: 1. Sunset; 2. Consolidation 3. Redesign; 4a. Justification-Good Standing/Review in __ Years; 4b. Strong Institutional Justification and No Further Action; 5. Priority/Continued Review
 Last updated 8/3/20 for 2020 report

COST STUDY INFORMATION

The comparison of cost study data below utilized the All-State Norm Model. The data below reflects the totals for fiscal year 2017 (data for 2018 is incomplete).

Department	Lower Division	Upper Division	Grad-I	Grad-II	Total Instruction	Organized Research	Extension Public-Serv	Total All Activity
(Public Health)	1.28	1.16	1.34	0.55	1.08	0.03	0.27	0.95
(Africana Studies)	1.15	0.80	0.37	0.03	0.86	0.00	1.36	0.84
(Philosophy)	0.61	0.78	2.32	0.55	0.75	0.00	6.23	0.88
(Plant Biology)	1.23	0.83	0.73	0.58	0.84	0.94	0.17	0.85
Mass Communication and Media Dept. (Media Theory and Research)	1.57	1.40	1.21	1.36	1.40	6.79	8.73	1.98
(Linguistics)	0.71	0.99	1.17	0.69	1.01	0.00	0.00	1.00
College of Engineering (Biomedical Engineering)	1.65	1.00	1.53	0.73	1.08	1.10	2.52	1.11
College of Science (Molecular, Cellular, and Systemic Physiology)	1.08	0.72	1.03	0.66	0.82	2.31	1.56	0.98
QMSE Dept. (Counselor Education)	4.39	1.26	1.29	1.11	1.36	0.00	0.00	0.72
QMSE Dept. (Quantitative Methods)	4.39	1.26	1.29	1.11	1.36	0.00	0.00	0.72
QMSE Dept. (Special Education)	4.39	1.26	1.29	1.11	1.36	0.00	0.00	0.72
(Geology and Geoscience)	2.12	1.38	1.36	0.64	1.38	5.78	0.00	1.78

UNDERGRADUATE PROGRAMS

Low producing criteria
 Enrollment: < 40 majors
 Completion: < 9 degrees conferred

COLLEGE: Liberal Arts
 Major: Africana Studies
 Degree: BA
 School/Dept: Africana Studies
 CIP: 050201

Enrollments				Completions			
Fall 2017	Fall 2018	Fall 2019	3-Yr Avg	FY 2017	FY 2018	FY 2019	3-Yr Avg
10	10	3	7.7	2	1	3	2.0

Action: Strong Institutional Justification and No Further Action

COLLEGE: Health and Human Sciences
 Major: Public Health
 Degree: BS
 School/Dept: School of Human Sciences
 CIP: 131307

Enrollments				Completions			
Fall 2017	Fall 2018	Fall 2019	3-Yr Avg	FY 2017	FY 2018	FY 2019	3-Yr Avg
21	17	10	16.0	4	6	7	5.7

The BS in Public Health was reviewed in 2018-19. The degree name was changed in 2017 from Health Education to better align the program with current trends in employment and academics. In the re-organization of SIUC, this program has moved from the Department of Health and Recreation Professions into the School of Human Sciences. New marketing strategies are in place to increase the visibility and enrollment in the program.

Action: Priority Review

COLLEGE: Liberal Arts
 Major: Philosophy
 Degree: BA
 School/Dept. Philosophy
 CIP: 380101

Enrollments				Completions			
Fall 2017	Fall 2018	Fall 2019	3-Yr Avg	FY 2017	FY 2018	FY 2019	3-Yr Avg
11	10	8	9.7	10	1	3	4.7

The program is scheduled to undergo a review this academic year. The review will address strategies to improve low enrollment.

Action: Priority/Continued Review

COLLEGE: Agricultural, Life, and Physical Sciences
 Major: Plant Biology
 Degree: BA/BS
 School/Dept.: School of Biological Sciences
 CIP: 260301

	Enrollments				Completions			
	Fall 2017	Fall 2018	Fall 2019	3-Yr Avg	FY 2017	FY 2018	FY 2019	3-Yr Avg
BA	27	23	24	24.7	13	9	1	7.7
BS	3	3	1	2.3	0	0	1	0.3

Combining the BA and the BS degrees in Plant Biology still leads to low-producing metrics. The programs underwent a program review in 2019-20. In addition, the program moved from the Department of Plant Biology to the School of Biological Sciences. This school merged previous departments of plant biology, microbiology, and zoology with the biological science programs and joint programs with the School of Medicine. It is anticipated the new school will promote collaboration and synergy. There is preliminary discussion on a proposal to move the low-producing plant biology undergraduate degrees to a specialization in the BS in Biological Sciences. New marketing strategies are in place to increase the visibility and enrollment in the program.

Action: Priority Review

GRADUATE PROGRAMS

Enrollment < 10 majors

Completion: < 5 degrees conferred

COLLEGE: Liberal Arts

Major: Linguistics

Degree: MA

School/Dept: Linguistics

CIP: 160101

Degree	Enrollments			Completions				
	Fall 2017	Fall 2018	Fall 2019	3-Yr Avg	FY 2017	FY 2018	FY 2019	3-Yr Avg
Linguistics, MA	7	14	16	12.3	3	3	4	2.3
Teaching English as a Second Language, MA	26	14	12	18.3	18	15	10	14.3

The MA in Linguistics has increased enrollment. The three-year average is now above the threshold for low-producing. It should also be noted that the program shares resources (faculty, administration, staffing) with the MA in Teaching English as a Second Language. Combined, the numbers are strong.

There is currently a proposal to merge the Department of Language, Culture and International Trade with the Department of Linguistics to form a School of Language and Linguistics. If approved, marketing strategies will aim to increase the visibility and enrollment in the programs, and promote efficiencies in administration.

Action: Good standing. Remain on 8-year cycle for a review. The degree programs are undergoing a program review this year.

COLLEGE: Mass Communications and Media Arts

Major: Media Theory and Research

Degree: MA

School/Dept: College level

CIP: 90102

Enrollments				Completions			
Fall 2017	Fall 2018	Fall 2019	3-Yr Avg	FY 2017	FY 2018	FY 2019	3-Yr Avg
4	4	5	4.3	5	1	1	2.3

The program will undergo a review this academic year. The review will address strategies to improve low enrollment. In addition, a faculty driven proposal is under development to create a new college that would include the current programs in the College of Mass Communications and Media Arts with the School of Art and Design, the School of Architecture, the School of Music, and the Department of Theater. The proposed name of the new college would be the College of Arts and Media. The synergy and collaboration from the reorganization should enhance the visibility and collaboration of the academic programs.

Action: Priority/Continued Review

COLLEGE: Engineering
 Major: Biomedical Engineering
 Degree: MS
 School/Dept: School of Electrical, Computer, and Biomedical Engineering
 CIP: 140501

Enrollments				Completions			
Fall 2017	Fall 2018	Fall 2019	3-Yr Avg	FY 2017	FY 2018	FY 2019	3-Yr Avg
3	3	3	3.0	1	1	1	1.0

The program was reviewed in 2019-20. Since that time and since the last LLP report, the MS in Biomedical Engineering has moved from being offered at the College level to a degree program in the newly formed School of Electrical, Computer, and Biomedical Engineering. In addition, the undergraduate specialization in biomedical engineering that was previously offered under the B.S. in Electrical Engineering has been approved as a stand-alone B.S. degree in Biomedical Engineering. New faculty hires in the area will promote activities in both teaching and research. In addition, the School has submitted an RME to IBHE to move the ME in Biomedical Engineering from temporarily inactive to active. This request has been approved. These strategies, as well as targeted marketing, should improve the enrollment of the program.

Action: Priority/Continued Review

COLLEGE: School of Medicine
 Major: Molecular, Cellular, and Systemic Physiology
 Degree: MS
 CIP: 260902

Degree	Enrollments	Completions
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	Fall 2017	Fall 2018	Fall 2019	3-Yr Avg	FY 2017	FY 2018	FY 2019	3-Yr Avg
MS	0	2	3	1.7	2	0	0	0.7
PhD	12	11	10	11	0	2	0	0.7

The MS degree program in Molecular, Cellular, and Systemic Physiology is low-producing. However, the PhD program meets the enrollment metrics. The School of Medicine considers the master's level program as an entry into or fall back from the PhD program. Sufficient resources are available to offer both programs.

Action: Normal program review cycle. Next review is scheduled for 2026-27.

DOCTORAL PROGRAMS

Enrollment < 10 majors
 Completion: < 2 degrees conferred

COLLEGE: Agricultural, Life, and Physical Sciences
 Major: GeoScience
 Degree: PhD
 School/Dept: School of Earth Systems and Sustainability
 CIP: 400601

Enrollments				Completions			
Fall 2017	Fall 2018	Fall 2019	3-Yr Avg	FY 2017	FY 2018	FY 2019	3-Yr Avg
9	8	8	8.3	0	1	2	1

The degree program changed from a PhD in Geology to Geosciences in 2011. There is one student remaining in the PhD in Geology program that is included in the enrollment data. The program underwent a program review in 2017. In addition, the Department of Geology merged with the Department of Geography and Environmental Resources to form the School of Earth Systems and Sustainability. New marketing strategies are in place to increase the visibility and enrollment in the program.

Action: Priority/Continued Review

COLLEGE: School of Education
 Major: Education: Counselor Education
 Degree: PhD
 School/Dept:
 CIP: 131101

Enrollments				Completions			
Fall 2017	Fall 2018	Fall 2019	3-Yr Avg	FY 2017	FY 2018	FY 2019	3-Yr Avg
5	6	5	5.3	0	1	0	0.3

Enrollment is suspended.

Action: Sunset

COLLEGE: School of Education
 Major: Education: Special Education
 Degree: PhD
 School/Dept:
 CIP: 131001

Enrollments				Completions			
Fall 2017	Fall 2018	Fall 2019	3-Yr Avg	FY 2017	FY 2018	FY 2019	3-Yr Avg
2	3	2	2.3	1	0	1	0.7

Enrollment is suspended.

Action: Sunset

COLLEGE: School of Education
 Major: Education: Quantitative Methods
 Degree: PhD
 School/Dept:
 CIP: 450102

Enrollments				Completions			
Fall 2017	Fall 2018	Fall 2019	3-Yr Avg	FY 2017	FY 2018	FY 2019	3-Yr Avg
4	3	1	2.7	0	1	0	.3

Enrollment is suspended.

Action: Sunset

Illinois Public Universities' Academic Program Efficiency and Effectiveness Report

Programs must miss the following thresholds for BOTH enrollments and completions to be flagged. Programs flagged in the previous report should not be included unless placed into Priority/Continued Review.													
Associate's Level:			Bachelor's Level:				Master's Level:				Doctoral Level:		
Enrollment: <25 majors			Enrollment: <40 majors				Enrollment: <10 majors				Enrollment: <10 majors		
Completion: <12 degrees conferred			Completion: <9 degrees conferred				Completion: <5 degrees conferred				Completion: <2 degrees conferred		
Western Illinois University			Enrollments				Completions				Status*	Cost	Explanation for Status Chosen (please expand as necessary)
CIP Code	Degree Designation and Title (e.g. BS in Biology)		Fall 2018	Fall 2019	Fall 2020	3-Yr Avg	FY 2018	FY 2019	FY 2020	3-Yr Avg			
<i>Bachelor's Level Programs</i>													
51.1005	Clinical Lab Science		12	13	14	13	2	2	0	1	5	242	Continued Review: Internal review by Provost's Office, in consultation with faculty committee if necessary.
40.0601	Geology		17	11	10	13	2	8	1	4	5	176	Continued Review: Internal review by Provost's Office, in consultation with faculty committee if necessary.
52.1902	Apparel and Textile Merchandising		20	12	5	12	3	5	9	6	1	164	Sunset/Phase Down
16.0101	Foreign Language & Cultures		20	18	16	18	7	9	3	6	5	262	Continued Review: Internal review by Provost's Office, in consultation with faculty committee if necessary.
<i>Master's Level Programs</i>													
<i>Doctoral Level Programs</i>													

*Status Options: 1. Sunset; 2. Consolidation 3. Redesign; 4a. Justification-Good Standing/Review in __ Years; 4b. Strong Institutional Justification and No Further Action; 5. Priority/Continued Review