



Illinois Board of Higher Education

Bruce Rauner, Governor


Tom Cross, Chair • Dr. James L. Applegate, Executive Director

MEMORANDUM

TO: Governor Bruce Rauner
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Secretary of the Senate Timothy Anderson

Speaker of the House Michael J. Madigan
House Minority Leader Jim Durkin
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FROM: Dr. James L. Applegate, Executive Director 

DATE: February 10, 2017

RE: Annual Report of New, Consolidated, Closed, and Low Producing Programs at Illinois Public Universities, Academic Year 2015-2016

Enclosed is the Annual Report on New, Consolidated, Closed, and Low Producing Programs at Illinois Public Universities (AY 2015-2016) 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. For the programs selected for *Priority Review*, institutions conducted thorough reviews during the 2015-2016 academic year and reported their placement into one of the five outcome categories.

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

February 2017

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Dr. James L. Applegate, Executive Director
Illinois Board of Higher Education
1 N. Old State Capitol Plaza
Suite 333
Springfield, Illinois 62701-1377
217.782.2551
TTY 888.261.2881
FAX 217.782.8548
www.ibhe.org

Table of Contents

Annual Report on New, Consolidated, Closed, and Low Producing Programs at Public Universities: July 1, 2015 through June 30, 2016

Summary Tables

- Table 1: Summary Report for New and Closed Programs at All Public Universities
- Table 2: Summary Report for 2014-2015 Low Producing Programs at All Public Universities
- Table 3: Summary Report for 2015-2016 Priority Review Low Producing Programs at All Public Universities
- Table 4.1: Summary Report for New and Closed Programs at Chicago State University
- Table 4.2: Summary Report for 2015-2016 Priority Review Low Producing Programs at Chicago State University
- Table 5.1: Summary Report for New and Closed Programs at Eastern Illinois University
- Table 5.2: Summary Report for 2015-2016 Priority Review Low Producing Programs at Eastern Illinois University
- Table 6.1: Summary Report for New and Closed Programs at Governors State University
- Table 6.2: Summary Report for 2015-2016 Priority Review Low Producing Programs at Governors State University
- Table 7.1: Summary Report for New and Closed Programs at Illinois State University
- Table 7.2: Summary Report for 2015-2016 Priority Review Low Producing Programs at Illinois State University
- Table 8.1: Summary Report for New and Closed Programs at Northeastern Illinois University
- Table 8.2: Summary Report for 2015-2016 Priority Review Low Producing Programs at Northeastern Illinois University
- Table 9.1: Summary Report for New and Closed Programs at Northern Illinois University
- Table 9.2: Summary Report for 2015-2016 Priority Review Low Producing Programs at Northern Illinois University
- Table 10.1: Summary Report for New and Closed Programs at Southern Illinois University Carbondale
- Table 10.2: Summary Report for 2015-2016 Priority Review Low Producing Programs at Southern Illinois University Carbondale

Table 11.1: Summary Report for New and Closed Programs at Southern Illinois University Edwardsville

Table 11.2: Summary Report for 2015-2016 Priority Review Low Producing Programs at Southern Illinois University Edwardsville

Table 12.1: Summary Report for New and Closed Programs at University of Illinois at Chicago

Table 12.2: Summary Report for 2015-2016 Priority Review Low Producing Programs at University of Illinois at Chicago

Table 13.1: Summary Report for New and Closed Programs at University of Illinois at Springfield

Table 13.2: Summary Report for 2015-2016 Priority Review Low Producing Programs at University of Illinois at Springfield

Table 14.1: Summary Report for New and Closed Programs at University of Illinois at Urbana-Champaign

Table 14.2: Summary Report for 2015-2016 Priority Review Low Producing Programs at University of Illinois at Urbana-Champaign

Table 15.1: Summary Report for New and Closed Programs at Western Illinois University

Table 15.2: Summary Report for 2015-2016 Priority Review Low Producing Programs at Western Illinois University

Detailed Appendices

Appendix A: Chicago State University

Appendix B: Eastern Illinois University

Appendix C: Governors State University

Appendix D: Illinois State University

Appendix E: Northeastern Illinois University

Appendix F: Northern Illinois University

Appendix G: Southern Illinois University System

Appendix H: Southern Illinois University Carbondale

Appendix I: Southern Illinois University Edwardsville

Appendix J: University of Illinois System

Appendix K: University of Illinois at Chicago

Appendix L: University of Illinois at Springfield

Appendix M: University of Illinois at Urbana-Champaign

Appendix N: Western Illinois University

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

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. Twenty-three new Bachelor's level programs, 15 new Master's level programs, and two Doctoral level programs were started over the past academic year, while ten Bachelor's and seven Master's level programs were eliminated. More specifically, ten Bachelor's level programs and one Master's level program were identified as "consolidated"—those programs were included with the new programs. Those 11 consolidated programs represented the reorganization of existing academic degree programs to capitalize on growing student interests and enrollments and as a response to recent required educational licensure changes at the Illinois State Board of Education.

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. Once those students complete the program, institutions can formally close or eliminate the program. For this report, both programs classified as "phase down" and "eliminated" were included as closed programs—specific notations were provided next to the name of the programs. Programs listed as closed in last year's report were not included again in this report. Of the 17 closed programs, 11 programs were placed into "phase down" status. *Phase Down* is when a teach-out period is established for the program and no new or transfer students are admitted. Six of the closed programs were fully eliminated. Tables 4.1-15.1 provide an individualized institutional summary of the new and closed Bachelor's level, Master's level, and Doctoral level programs at each public university.

Table 1

SUMMARY FOR ILLINOIS PUBLIC UNIVERSITIES
2015-2016 NEW AND CLOSED PROGRAMS

Level	New	Closed
Bachelor's	23*	10
Master's	15*	7
Doctoral	2	

<p>*Ten Bachelor's level programs listed as <i>New</i> were <i>Consolidated</i>. *One Master's level program listed as <i>New</i> was <i>Consolidated</i>.</p>
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Low Producing Programs

The focus for this year's report includes those programs falling below the completion thresholds that were categorized as *Priority Review* in the 2014-2015 report. The completion thresholds used in the 2014-2015 report were: at least 12 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). For this report, universities followed up on those low producing programs flagged for *Priority Review* in the previous year's report.

Over the past year, the institutions thoroughly examined the flagged programs through a priority review process, and this year reported to IBHE their placement into one of the five outcome categories. The categories include:

1. Sunset status – A teach-out period established and no new or transfer students admitted;
2. Consolidation;
3. Redesign – Further redesign and program changes will be applied to remediate low performance;
4. Justification/No Further Action – There is no further action necessary due to the justification; and
5. Continued Review – The program will continue in program review to best determine the appropriate status over the next academic year.

Tables 4.2-15.2 summarize the *Priority Review* low producing programs at each public university categorized by outcome for 2015-2016. Since cost and enrollments were not compiled for this annual report, Appendices A through N include the specific institutional reports submitted and currently on file with IBHE. The institutional reports provide extensive detail on enrollments, cost, as well as other information on why particular programs were placed in a certain category. All 12 public universities – Chicago State University (CSU), Eastern Illinois University (EIU), Governors State University (GSU), Illinois State University (ISU), Northeastern Illinois University

(NEIU), Northern Illinois University (NIU), Southern Illinois University Carbondale (SIUC), Southern Illinois University Edwardsville (SIUE), the University of Illinois at Chicago (UIC), the University of Illinois at Springfield (UIS), the University of Illinois at Urbana-Champaign (UIUC), and Western Illinois University (WIU) – filed reports with IBHE.

Summary of Priority Review Programs

Table 2 is a summary of those Bachelor’s, Master’s, and Doctoral level programs categorized as low producing at all of the public universities within the State of Illinois for July 1, 2014 to June 30, 2015. For that time period, 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. As a follow up to those programs placed in *Priority Review*, Table 3 provides a summary of those assigned outcomes for the 48 Bachelor’s, 49 Master’s, and eight Doctoral level programs that were selected for *Priority Review* for the previous report.

Table 2

SUMMARY FOR ILLINOIS PUBLIC UNIVERSITIES 2014-2015 LOW PRODUCING PROGRAMS

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

	Bachelor’s	Master’s	Doctoral
<u>Outcomes</u>			
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

Table 3

SUMMARY FOR ILLINOIS PUBLIC UNIVERSITIES
PRIORITY REVIEW FOR LOW PRODUCING PROGRAMS IN 2015-2016

Reported as of July 1, 2015 through June 30, 2016

Priority Review Programs	Bachelor's	Master's	Doctoral
<u>2015-2016 Outcomes</u>			
Sunset/Teach Out	8	6	0
Consolidation	0	2	0
Redesign	11	2	1
Justification	26	36	7
Continued Review	3	3	0
Total	48	49	8

Bachelor's Level Programs

For the 48 Bachelor's level programs, eight were placed into *Sunset*, 11 entered into *Redesign*, 26 were categorized as *Justification/No Further Action*, and three were placed into *Continued Review*. No Bachelor's level programs were placed into *Priority Review* for the previous year's report at Chicago State University, Southern Illinois Carbondale, or Southern Illinois Edwardsville. The eight programs placed into *Sunset* included three programs from the University of Illinois at Urbana-Champaign and five programs from Western Illinois University, see Appendix M and N, respectively for the specific details. At Governors State University, Northern Illinois University, the University of Illinois at Chicago and the University of Illinois at Springfield, each placed one program into *Redesign*, while Northeastern Illinois University placed all four *Priority Review* Bachelor's level programs into *Redesign*. The University of Illinois at Urbana-Champaign placed three programs into *Redesign*.

For this year's report, only four institutions categorized some of their Bachelor's programs as *Justification/No Further Action*. At Illinois State University, one Bachelor's level program was placed as *Justification/No Further Action* and four programs at Western Illinois University were categorized under the same outcome. Illinois State University provided strong justification for the Bachelor of Fine Arts (B.F.A.) in Art since it functions like an honors section for the Bachelor of Arts (B.A.) and Bachelor of Sciences (B.S.) in Art programs and is a highly selective program with one-on-one mentoring. In addition, Western Illinois University conducted thorough reviews of program enrollments, completions, and cost and determined that the B.F.A. in Musical Theatre, Bachelor of Science in Education (B.S.E.d.) in Bilingual/Bicultural Education, B.S. in Public Health, and B.S. in Geography would remain in good standing, but undergo additional review over the next couple of years. The remaining programs in the category—*Justification/No Further Action*—were from the University of Illinois at Chicago and the University of Illinois at Urbana-Champaign.

At the University of Illinois at Chicago, eight Bachelor's level programs flagged as *Priority Review* were categorized as *Justification/No Further Action*, two programs were placed into *Continued Review*, and one program entered into *Redesign*. The University justified its low producing Bachelor's level programs for the following three main reasons:

1. The program shares a significant amount of courses with another related degree program;
2. The program demonstrated growth over the past couple of years or it exceeds the established thresholds; and
3. The incremental cost of maintaining the program is low because of the course overlap or it contributes significantly to the general education requirements at the University.

At the University of Illinois at Urbana-Champaign, 13 Bachelor's level programs flagged as *Priority Review* were categorized as *Justification/No Further Action*, three programs were placed into *Redesign*, and three were placed into *Sunset* (two of those programs should have been previously eliminated). The three main reasons for justifying the 13 Bachelor's programs included the following:

1. The program curricula utilizes existing coursework from the disciplinary unit and other teacher preparation coursework;
2. The incremental cost of maintaining the reviewed program is low since many of the program courses are utilized by non-majors and used for general education coursework; and
3. The unit offers the program due to its access to external and federal grant funding.

Master's Level Programs

For the Master's level programs, six were placed into *Sunset*, two were flagged for *Consolidation*, two entered into *Redesign*, 36 were categorized as *Justification/No Further Action*, and three were placed into *Continued Review*. At Illinois State University, the Master of Science (M.S.) in Instructional Technology and Design and at Southern Illinois University Carbondale, the Master of Laws and Master of Legal Studies were placed into *Sunset*. The final three programs placed into *Sunset* were from the University of Illinois at Urbana-Champaign, see Appendix M for details.

Northern Illinois University and the University of Illinois at Springfield each only had one Master's level program falling under *Priority Review* from the previous report—both categorized those programs as *Consolidation*. In addition, only two of the public institutions placed programs into *Redesign*—Northeastern Illinois University and University of Illinois at Urbana-Champaign.

Only four of the 12 public institutions classified some of their Master's programs as *Justification/No Further Action* after the priority reviews were conducted. At Illinois State University and Southern Illinois Carbondale, each classified two Master's level programs as *Justification/No Further Action*, specific information can be found in Appendix D and H, respectively. The 15 Master's level programs at the University of Illinois at Chicago and 17 at the University of Illinois at Urbana-Champaign categorized as *Justification/No Further Action* were justified for similar reasons as the Bachelor's level programs. Typically, Master's and Doctoral programs have overlap in their curricula, so the incremental cost of maintaining the additional program is low. One further reason for categorizing *Priority Review* programs as *Justification/No Further Action* provided by the University of Illinois at Chicago for the Masters in Fine Arts in Dance, M.S. in Rehabilitation Science, and Doctorate in Philosophy in Landscape Architecture is

those programs were designed intentionally to be small to meet the programmatic goals and known employment opportunities in the respective fields.

Due to the timing of the report, Eastern Illinois University placed the two programs under *Priority Review* from the previous year's report (one Bachelor's level and one Master's level programs) into *Continued Review* because the final decision for those programs currently stands with the Vitalization Committee for the University. Northeastern Illinois University also placed one Master's level program in *Continued Review* since the program is still under review by the union committee.

Doctoral Level Programs

The eight Doctoral level programs flagged for *Priority Review* were placed into two different categories: one entered *Redesign*, and seven were classified as *Justification/No Further Action*. At the University of Illinois at Chicago, two doctoral programs saw increased enrollments over the past two years, providing justification for these programs. Five Doctoral level programs at University of Illinois at Urbana-Champaign were justified because those programs had overlap with the same Master's level programs, where the courses and resources of those programs are also used by non-majors and to support general education coursework. Finally at Northern Illinois University, one Doctoral level program flagged for *Priority Review* was placed into *Redesign*.

The last two years have been difficult for all public institutions of higher education. Institutions had to conduct program reviews while managing significant reduction in force for employees and the overall financial crisis on their campuses. Program prioritization committees were fully engaged in determining, evaluating, and assessing all programs with the involvement of various stakeholder groups, faculty, and unions. The need to maximize efficiency and effectiveness within academic program offerings is a reality, while also maintaining the necessary balance of programs, electives, and general education coursework for students to complete their degree programs. IBHE appreciates the good work that the public institutions are engaged in to rigorously scrutinize their academic programs while faced with scarcity of resources. Further discussions on how best to incorporate cost while adding enrollment thresholds will take place over the next academic year, in preparation for the third annual report.

Table 4.1

SUMMARY FOR CHICAGO STATE UNIVERSITY
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2015 through June 30, 2016

Level	New	Closed
Bachelor's	None	BS in Pre-Physical Therapy (Phase Down) Bachelors in Music Education (Phase Down) BA in Geography (Phase Down) BSEd in Career and Technical Education (Phase Down)
Master's	None	MSEd in The Teaching of Reading (Phase Down)
Doctoral	None	None

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

Table 4.2

SUMMARY FOR CHICAGO STATE UNIVERSITY
PRIORITY REVIEW FOR LOW PRODUCING PROGRAMS IN 2015-2016

Reported as of July 1, 2015 through June 30, 2016

Priority Review Programs 2014-2015	Bachelor's	Master's	Doctoral
<u>2015-2016 Outcomes</u>			
Sunset/Teach Out	0	0	0
Consolidation	0	0	0
Redesign	0	0	0
Justification	0	0	0
Continued Review	0	0	0
Total	0	0	0

Note: For the programs selected for *Priority Review*, institutions conducted thorough reviews during the 2015-2016 academic year and reported their placement into one of the five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification/No Further Action*, or *Continued Review*. For Chicago State University, all of the 2014-2015 programs were placed into *Redesign*. Of those 18 programs, three Bachelor's and one Master's level program were placed into *Sunset*, see Appendix A for details.

Table 5.1

SUMMARY FOR EASTERN ILLINOIS UNIVERSITY
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2015 through June 30, 2016

Level	New	Closed
Bachelor's	*BA in Public Relations	None
Master's	MS in Biochemistry and Biotechnology	None
Doctoral	None	None

*Consolidated through restructuring of existing degree programs.

Table 5.2

SUMMARY FOR EASTERN ILLINOIS UNIVERSITY
PRIORITY REVIEW FOR LOW PRODUCING PROGRAMS IN 2015-2016

Reported as of July 1, 2015 through June 30, 2016

Priority Review Programs 2014-2015	Bachelor's	Master's	Doctoral
<u>2015-2016 Outcomes</u>			
Sunset/Teach Out	0	0	0
Consolidation	0	0	0
Redesign	0	0	0
Justification	0	0	0
Continued Review	1	1	0
Total	1	1	0

Note: For the programs selected for *Priority Review*, institutions conducted thorough reviews during the 2015-2016 academic year and reported their placement into one of the five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification/No Further Action*, or *Continued Review*. The two *Priority Review* programs at Eastern Illinois University were placed into *Continued Review* and sent to the Vitalization Project for its recommendation. Three additional Bachelor's and two Master's programs were included for review, see Appendix B for details.

Table 6.1

SUMMARY FOR GOVERNORS STATE UNIVERSITY
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2015 through June 30, 2016

Level	New	Closed
Bachelor's	BS in Health Informatics	None
Master's	MS in Health Informatics	None
Doctoral	None	None

Table 6.2

SUMMARY FOR GOVERNORS STATE UNIVERSITY
PRIORITY REVIEW FOR LOW PRODUCING PROGRAMS IN 2015-2016

Reported as of July 1, 2015 through June 30, 2016

Priority Review Programs 2014-2015	Bachelor's	Master's	Doctoral
<u>2015-2016 Outcomes</u>			
Sunset/Teach Out	0	0	0
Consolidation	0	0	0
Redesign	1	0	0
Justification	0	0	0
Continued Review	0	0	0
Total	1	0	0

Note: For the programs selected for *Priority Review*, institutions conducted thorough reviews during the 2015-2016 academic year and reported their placement into one of the five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification/No Further Action*, or *Continued Review*.

Table 7.1

SUMMARY FOR ILLINOIS STATE UNIVERSITY
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2015 through June 30, 2016

Level	New	Closed
Bachelor's	BA/BS in Fashion Design and Merchandising* BA/BS in Food, Nutrition, and Dietetics* BA/BS in Human Development and Family Science* BA/BS in Interior Design*	None
Master's	None	MS in Instructional Technology and Design (Phase Down)
Doctoral	None	None

*Consolidated through restructuring of existing degree programs.

Note: *Closed* programs typically fall into two categories: *Phase Down* and *Elimination*. The specific status update was provided next to the program's name. The MA/MS in Writing was not listed again as a closed program, as it was included in last year's report.

Table 7.2

SUMMARY FOR ILLINOIS STATE UNIVERSITY
PRIORITY REVIEW FOR LOW PRODUCING PROGRAMS IN 2015-2016

Reported as of July 1, 2015 through June 30, 2016

Priority Review Programs 2014-2015	Bachelor's	Master's	Doctoral
<u>2015-2016 Outcomes</u>			
Sunset/Teach Out	0	1	0
Consolidation	0	0	0
Redesign	0	0	0
Justification	1	2	0
Continued Review	0	0	0
Total	1	3	0

Note: For the programs selected for *Priority Review*, institutions conducted thorough reviews during the 2015-2016 academic year and reported their placement into one of the five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification/No Further Action*, or *Continued Review*. The M.S. in Arts Technology was removed from ISU's report because the enrollments met the thresholds; however, it is reported in Table 7.2, as *Justification/No Further Action*. Two additional Bachelor's and one Master's programs were included for review, see Appendix D for details.

Table 8.1

SUMMARY FOR NORTHEASTERN ILLINOIS UNIVERSITY
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2015 through June 30, 2016

Level	New	Closed
Bachelor's	BA in Secondary Health Education* BS in Community Health*	None
Master's	MA in Community and Teacher Leaders	None
Doctoral	None	None

*Consolidated through restructuring of existing degree programs.

Table 8.2

SUMMARY FOR NORTHEASTERN ILLINOIS UNIVERSITY
PRIORITY REVIEW FOR LOW PRODUCING PROGRAMS IN 2015-2016

Reported as of July 1, 2015 through June 30, 2016

Priority Review Programs 2014-2015	Bachelor's	Master's	Doctoral
<u>2015-2016 Outcomes</u>			
Sunset/Teach Out	0	0	0
Consolidation	0	0	0
Redesign	4	1	0
Justification	0	0	0
Continued Review	0	1	0
Total	4	2	0

Note: For the programs selected for *Priority Review*, institutions conducted thorough reviews during the 2015-2016 academic year and reported their placement into one of the five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification/No Further Action*, or *Continued Review*.

Table 9.1

SUMMARY FOR NORTHERN ILLINOIS UNIVERSITY
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2015 through June 30, 2016

Level	New	Closed
Bachelor's	BSEd in Middle Level Teaching*	None
Master's	None	None
Doctoral	Doctor of Nurse Practice	None

*Consolidated through restructuring of existing degree programs.

Table 9.2

SUMMARY FOR NORTHERN ILLINOIS UNIVERSITY
PRIORITY REVIEW FOR LOW PRODUCING PROGRAMS IN 2015-2016

Reported as of July 1, 2015 through June 30, 2016

Priority Review Programs 2014-2015	Bachelor's	Master's	Doctoral
<u>2015-2016 Outcomes</u>			
Sunset/Teach Out	0	0	0
Consolidation	0	1	0
Redesign	1	0	1
Justification	0	0	0
Continued Review	0	0	0
Total	1	1	1

Note: For the programs selected for *Priority Review*, institutions conducted thorough reviews during the 2015-2016 academic year and reported their placement into one of the five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification/No Further Action*, or *Continued Review*. Five additional Bachelor's and five Master's programs were included for reviews, see Appendix F for details.

Table 10.1

SUMMARY FOR SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2015 through June 30, 2016

Level	New	Closed
Bachelor's	BS in Fermentation Science	BS in Art (Eliminated)
Master's	Master of Health Administration Master of Health Informatics MA in Pharmacology and Neuroscience*	Master of Law (Eliminated) Master of Legal Studies (Eliminated)
Doctoral	None	None

*Consolidated through restructuring of existing degree programs.

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

Table 10.2

SUMMARY FOR SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
PRIORITY REVIEW FOR LOW PRODUCING PROGRAMS IN 2015-2016

Reported as of July 1, 2015 through June 30, 2016

Priority Review Programs 2014-2015	Bachelor's	Master's	Doctoral
<u>2015-2016 Outcomes</u>			
Sunset/Teach Out	0	2	0
Consolidation	0	0	0
Redesign	0	0	0
Justification	0	2	0
Continued Review	0	0	0
Total	0	4	0

Note: For the programs selected for *Priority Review*, institutions conducted thorough reviews during the 2015-2016 academic year and reported their placement into one of the five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification/No Further Action*, or *Continued Review*. For SIUC, one Bachelor's level program placed in *Redesign* from 2014-2015 entered into *Sunset*, see Appendix H for details.

Table 11.1

SUMMARY FOR SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2015 through June 30, 2016

Level	New	Closed
Bachelor's	BA in International Studies BS in Mechatronics and Robotics Engineering BA/BS in Environmental Sciences BS in Middle Level Education*	None
Master's	MS in Pharmaceutical Sciences	MS in Medical Surgical Nursing (Eliminated) MS in Psychiatric Mental Health Nursing (Eliminated) MS in Public Health Nursing (Eliminated)
Doctoral	None	None

*Consolidated through restructuring of existing degree programs.

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

Table 11.2

SUMMARY FOR SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
PRIORITY REVIEW FOR LOW PRODUCING PROGRAMS IN 2015-2016

Reported as of July 1, 2015 through June 30, 2016

Priority Review Programs 2014-2015	Bachelor's	Master's	Doctoral
<u>2015-2016 Outcomes</u>			
Sunset/Teach Out	0	0	0
Consolidation	0	0	0
Redesign	0	0	0
Justification	0	0	0
Continued Review	0	0	0
Total	0	0	0

Note: For the programs selected for *Priority Review*, institutions conducted thorough reviews during the 2015-2016 academic year and reported their placement into one of the five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification/No Further Action*, or *Continued Review*. No programs at SIUE were placed into *Priority Review* for 2014-2015, see Appendix I for details.

Table 12.1

SUMMARY FOR UNIVERSITY OF ILLINOIS AT CHICAGO
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2015 through June 30, 2016

Level	New	Closed
Bachelor's	BA in Integrated Design and Arts BS in Liberal Arts and Sciences, Major in Integrated Health Studies	None
Master's	MS in Marketing MS in Comparative Effectiveness Research	None
Doctoral	PhD in Biomedical and Health Informatics	None

Table 12.2

SUMMARY FOR UNIVERSITY OF ILLINOIS AT CHICAGO
PRIORITY REVIEW FOR LOW PRODUCING PROGRAMS IN 2015-2016

Reported as of July 1, 2015 through June 30, 2016

Priority Review Programs 2014-2015	Bachelor's	Master's	Doctoral
<u>2015-2016 Outcomes</u>			
Sunset/Teach Out	0	0	0
Consolidation	0	0	0
Redesign	1	0	0
Justification	8	15	2
Continued Review	2	1	0
Total	11	16	2

Note: For the programs selected for *Priority Review*, institutions conducted thorough reviews during the 2015-2016 academic year and reported their placement into one of the five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification/No Further Action*, or *Continued Review*.

Table 13.1

SUMMARY FOR UNIVERSITY OF ILLINOIS AT SPRINGFIELD
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2015 through June 30, 2016

Level	New	Closed
Bachelor's	BA in Elementary Education BA in Public Policy BA in Public Administration BS in Biochemistry BS in Exercise Science	None
Master's	MS in Data Analytics	None
Doctoral	None	None

Table 13.2

SUMMARY FOR UNIVERSITY OF ILLINOIS AT SPRINGFIELD
PRIORITY REVIEW FOR LOW PRODUCING PROGRAMS IN 2015-2016

Reported as of July 1, 2015 through June 30, 2016

Priority Review Programs 2014-2015	Bachelor's	Master's	Doctoral
<u>2015-2016 Outcomes</u>			
Sunset/Teach Out	0	0	0
Consolidation	0	1	0
Redesign	1	0	0
Justification	0	0	0
Continued Review	0	0	0
Total	1	1	0

Note: For the programs selected for *Priority Review*, institutions conducted thorough reviews during the 2015-2016 academic year and reported their placement into one of the five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification/No Further Action*, or *Continued Review*.

Table 14.1

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

Reported as of July 1, 2015 through June 30, 2016

Level	New	Closed
Bachelor's	BA in Liberal Arts and Sciences in Asian American Studies BS in Middle Grades Education*	None
Master's	MS in Engineering in Electrical and Computer Engineering MS in Strategic Brand Communication MS in Information Management	None
Doctoral	None	None

*Consolidated through restructuring of existing degree programs.

Table 14.2

SUMMARY FOR UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
PRIORITY REVIEW FOR LOW PRODUCING PROGRAMS IN 2015-2016

Reported as of July 1, 2015 through June 30, 2016

Priority Review Programs 2014-2015	Bachelor's	Master's	Doctoral
<u>2015-2016 Outcomes</u>			
Sunset/Teach Out	3	3	0
Consolidation	0	0	0
Redesign	3	1	0
Justification	13	17	5
Continued Review	0	0	0
Total	19	21	5

Note: For the programs selected for *Priority Review*, institutions conducted thorough reviews during the 2015-2016 academic year and reported their placement into one of the five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification/No Further Action*, or *Continued Review*. Several of the *Sunset* programs were noted as already eliminated and recorded in an effort to clean up IBHE's records, see Appendix M for details.

Table 15.1

SUMMARY FOR WESTERN ILLINOIS UNIVERSITY
NEW AND CLOSED PROGRAMS

Reported as of July 1, 2015 through June 30, 2016

Level	New	Closed
Bachelor's	None	BA in Music (Phase Down) BA in African American Studies (Phase Down) BA in Philosophy (Phase Down) BA in Religious Studies (Phase Down) BA in Women's Studies (Phase Down)
Master's	MA in Community and Economic Development MA in Applied Stats and Decision Analytics	None
Doctoral	None	None

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

Table 15.2

SUMMARY FOR WESTERN ILLINOIS UNIVERSITY
PRIORITY REVIEW FOR LOW PRODUCING PROGRAMS IN 2015-2016

Reported as of July 1, 2015 through June 30, 2016

Priority Review Programs 2014-2015	Bachelor's	Master's	Doctoral
<u>2015-2016 Outcomes</u>			
Sunset/Teach Out	5	0	0
Consolidation	0	0	0
Redesign	0	0	0
Justification	4	0	0
Continued Review	0	0	0
Total	9	0	0

Note: For the programs selected for *Priority Review*, institutions conducted thorough reviews during the 2015-2016 academic year and reported their placement into one of the five outcome categories: *Sunset*, *Consolidation*, *Redesign*, *Justification/No Further Action*, or *Continued Review*.

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	2009	2010	2011	2012	2013	Completions, 5-yr Average	2015 Status	2016 Update	Program Review Cycle
							Redesign	Change of status from Active to Phase Down: 2 students remain in the program. Both are on track to graduate in December 2017. However a NSF grant funded in collaboration with MVCC to create a pipeline for the new B.S. in Geographic Information Science, and to minor in SIS (Security & Intelligence Studies) at CSU. The new B.S. in Geographic Information Science is developed to replace the B.A. in Geography The project funded by the NSF started on Oct 1, 2016, and we have had a number of meetings with the MVCC faculty to start working on the transfer programs and articulations. We are planning to complete the drafts of the transfer programs and articulation agreements for discussion at a meeting scheduled for 1st March 2017.	Spring 2018
45.0701	B.A. in Geography	0	2	3	0	1	1.2		
							Redesign	Program has been redesigned and approved through internal curriculum process	Fall 2018
50.0901	B.A. in Music	0	2	3	1	2	1.6		
							Redesign	Discussion & developmental stage of creating a Bachelor of Arts (BA) degree in Physics. Discussion & developmental stage of merging the Engineering Program w/ the Engineering Physics option.	Spring 2020
40.0801	B.S. in Physics	1	1	2	4	1	1.8		
							Redesign	Elimination/change of status from Active to Phase Down: 15 students remain in the program. Of these, 10 are on track to graduate during AY 2016-2017, 3 are on track to graduate during 2017-2018, and 2 are on track to graduate during 2018-2019.	N/A
13.1309	B.S.Ed. In Career & Technical Education	0	1	2	4	6	2.6		
							Redesign	Elimination/change of status from Active to Phase Down: 11 students remain in the program. Of these, five are scheduled to graduate in AY 2016-2017, four are scheduled to graduate in AY 2017-2018, and two are scheduled to graduate in AY 2018-2019.	N/A
13.1312	Bachelor of Music Education	4	2	5	2	1	2.8		

45.0601	B.S. in Economics	1	2	1	5	5	2.8	Sunset	Sunset: The program is in the process of a teach out	N/A
05.0201	B.A. in African-American Studies	3	3	5	3	1	3.0	Redesign	At departmental level of redesign. Completed Redesign of program handbook.	Fall 2021
51.2308	Bachelor of Science in Pre-Physical Therapy	4	2	4	7	5	4.4	Redesign	Elimination/change of status from Active to Phase Down: 37 students remain in the program. Of these, 10 students are on track for graduation in AY 2016-2017, 12 are on track for graduation in AY 2017-2018, 11 are on track for graduation in AY 2018-2019, and 4 are on track for graduation in AY 2019-2020.	N/A
11.0701	B.S. in Computer Science	11	2	3	2	6	4.8	Redesign	Completed internal program review & beginning curriculum update/development stage	Spring 2019
16.0905	B.A. in Spanish	5	4	5	7	4	5.0	Redesign	Developed new courses in the program that were offered for the first time Fall 2016. New courses offerings are Spanish for medical personnel, Spanish for business, and Spanish for psychology.	Spring 2022
51.0000	B.S. in Health Sciences	3	3	9	3	7	5.0	Redesign	At departmental level of redesign. Working on new curriculum with tracks in Fitness and Gerontology.	Spring 2019
13.0201	B.S.Ed. in Bilingual Elementary Education	13	1	10	2	1	5.4	Redesign	Redesign submitted & approved by ISBE. 1st cohort of students admitted Fall 2016.	Spring 2021

TOTAL for Bachelors: 12

Masters

13.1315	M.S.Ed. in The Teaching of Reading	8	4	1	2	1	3.2	Redesign	Elimination/change of status from Active to Phase Down: 3 students remain in the program. All three are on track to graduate in December 2016.	N/A
45.0701	M.A. in Geography	1	2	6	5	3	3.4	Redesign	This program, is a collaborator in the \$1.9 million IC CAE DIA grant, and is a very important role in the development of CSU's Graduate Certificate in SIS (Security and Intelligence Studies). The first cohort of minors in SIS started taking courses in Fall 2016.	Spring 2018
13.0201	M.S.Ed. in Bilingual Education	4	1	7	2	4	3.6	Redesign	Redesign submitted & approved by ISBE. 1st cohort of students admitted Fall 2016	Spring 2021

									Redesign	Department has eliminated two options – Chemical Biology and Environmental Biology. While the formal process of removing these is in the process, we are not accepting any students in these areas. The department in the process of offering a M.A. in Biology without any particular option to make it easier for students to choose electives to complete their master’s program.	
26.0101	M.S. in Biological Sciences	3	2	7	2	6		4.0			Spring 2019
									Redesign	Developmental stage & going through internal curriculum process. Will be submitted to ISBE in Spring 2017.	
13.1210	M.A.T. in Early Childhood Education	7	5	7	1	1		4.2			Spring 2021
									Redesign	Discussion & developmental stage of online and hybrid courses. Discussion & developmental stage of creating a joint BA/MA program in History.	
54.0101	M.A. in History	1	6	6	6	4		4.6			Fall 2018

TOTAL for Masters: 6

Doctoral

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

Low-Producing Programs Report **UPDATE**
Chicago State University
Submitted to IBHE

1. Geography: (undergrad and grad) The program, is a collaborator in the \$1.9 million Intelligence Community Center for Academic Excellence DIA grant and played a role in the development of an Undergraduate Minor and a Graduate Certificate in Security and Intelligence Studies (SIS). The first cohort of minors in SIS was Fall 2016. The Graduate Certificate in SIS has been approved by IBHE and it is in the approval process at HLC. A number of existing and new program courses comprise the curricula for the two SIS programs.

In addition, the program is a partner in SFS: Capacity: A Streamlined Cyber-Security & Intelligence (CS&I) Pathway: A collaborative Model between Two Centers of Academic Excellence (IC CAE & CAE2Y), submitted to National Science Foundation (NSF) in collaboration with Moraine Valley Community College (MVCC) which has been funded in the amount of \$499,562.00. The purpose of the grant project is to create a pipeline for a seamless transfer of MVCC students to major in a number of programs, e.g. the new B.S. in Geographic Information Science, and minor in SIS. The new B.S. in Geographic Information Science is developed to replace the B.A. in Geography which was sunset in Spring 2016. The project is in the planning stage with MVCC faculty and a complete draft of the transfer programs and articulation agreements are scheduled for March 2017.

2. Music and Music Education: Spring 2016 the program added two new concentrations and one new option under the BA in Music degree (e.g. BA in Music with a Concentration in Gospel Music; BA in Music with a Concentration in Commercial Music and Technology; BA in Music with an Option in Music Education K-12). These concentrations have been approved through the university curriculum process. Expected admission to the new program is Spring & Fall 2017. The Bachelors in Music Education program has been eliminated and is now an option in the BA in Music.
3. Physics: The program is in the developmental stage of redesign. The program is merging the Engineering Program with the Engineering Physics option. In addition the program is in the discussion and developmental stage of creating a Bachelor of Arts (BA) degree in Physics.
4. Technology Teacher Education/Industrial Arts Teacher Education: This program has been sunset and in the process of a teach-out. Fifteen students remain in the program. Of these, 10 are on track to graduate during AY 2016-2017, 3 are on track to graduate during 2017-2018, and 2 are on track to graduate during 2018-2019.
5. Economics: This program has sunset. Course offerings continue for general education and other majors, however degree program is discontinued.
6. African American Studies: The program redesign is still at the program level. We will continue to monitor the redesign process closely.

7. Pre-Physical Therapy: This program is in the process of a teach-out. Thirty-seven students remain in the program. Of these, 10 students are on track for graduation in AY 2016-2017, 12 are on track for graduation in AY 2017-2018, 11 are on track for graduation in AY 2018-2019, and 4 are on track for graduation in AY 2019-2020.
8. Computer Science: Completed program review and in the discussion and developmental stages of curriculum redesign for BS to MS option.
9. Spanish Language and Literature: The program has developed several new courses offered in Fall 2016. New course offerings are Spanish for Medical Personnel, Spanish for Business, and Spanish for Psychology.
10. Health Services/Allied Health/Health Sciences General: The program is in the developmental stage of redesign. The program is creating new curriculum with tracks in Fitness and Gerontology.
11. Bilingual Education (undergrad and grad): Both the undergraduate and graduate programs have completed a redesign that has been submitted and approved by ISBE. The first cohort of students was admitted Fall 2016.
12. Reading: This program is in the process of a teach-out. Three students remain in the program. All three are on track to graduate in December 2016.
13. Biological Sciences: The department is in the process of eliminating two options in this program (Chemical Biology and Environmental Biology). The department has suspended admission for the Fall 2016 semester. The department is in the discussion stage of creating a M.A. in Biology.
14. Early Childhood: The program is in the developmental stage of curriculum redesign and will go through the internal university curriculum approval process. The program will submit approved redesign to ISBE in Spring 2017.
15. History: The program is in the developmental stage of moving/updating some of the existing courses in the program to online and hybrid models. The program is in the discussion stage of creating a joint BA/MA program in History.

Submitted by:

Dr. Angela Henderson
Provost and Senior Vice President

Program Activity for AY 2015-2016
Chicago State University
Submitted to IBHE

The following programmatic changes at Chicago State University were approved during the 2015-2016 academic year.

NEW PROGRAMS:

Addition of a new organized set of courses within a major

Early Childhood, MS Ed: Addition of an Infant/Toddler Studies option
Elementary Education, BS Ed: Addition of Grades 1-6 option
Curriculum and Instruction, MS Ed.: Addition of Urban Education concentration

Creation of a certificate program in a field in which there is a previously approved degree program

Computer Science, MS: Addition of a post-baccalaureate certificate
Previously Approved Degree: MS in Computer Science
Title: Databases and Data Analytics
Level: Post-baccalaureate
CIP: 11.0701
Region: Chicago
Number of Hours: 18

Creation of a new minor

English, Foreign Languages & Literatures Department: Minor in Chinese
Geography Department: Minor in Geographic Information Systems
Information Studies Department: Minor in Security and Intelligence Studies

Creation of a joint degree program from two previously approved programs

Mathematics BS, MS: Accelerated BS to MS degree in Mathematics

CLOSED:

Elimination of existing degree programs/change of status from Active to Phase Down

Pre-Physical Therapy, BS
Bachelors in Music Education
Geography, BA
The Teaching of Reading, MEd
Career and Technical Education, BSEd
Spirituality in Psychology Minor

Submitted by:
Dr. Angela Henderson
Provost and Senior Vice President

APPENDIX B: EASTERN ILLINOIS UNIVERSITY

Eastern Illinois University
2016 Update on Underperforming Programs
November 30, 2016

Preamble

This is an update to the report on Underperforming Programs dated June 30, 2015 and addresses matters pertaining to the programs identified in that previous report which have occurred in the time since it was prepared. The data tables appended to this previous report have been updated with information for two additional academic years. In some cases, the new information changes the circumstances of the program and this is referenced as appropriate.

It is important to note that during the time since the previous report was prepared, Eastern has experienced a presidential transition which occurred at approximately the time the previous report was submitted. In part because of the unprecedented fiscal situation in the state, our new President, Dr. Glassman, initiated a comprehensive process entitled the Vitalization Project to examine our programmatic offerings with an eye toward identifying market opportunities and scaling back or eliminating programs that may have limited revenue generating capacity in the future. The results of this comprehensive analysis will not be available to the campus until at least late December 2016. Preliminary draft recommendations suggest that some of the programs included in this update will see changes in addition to what is reported currently, and this has been suggested as appropriate in what follows.

Programs which have been eliminated, reduced or consolidated:

The IBHE Annual Update submitted June 30, 2016 included information on such changes and is reproduced from that document.

Elimination/Suspension of an Existing Degree Program

- B.A. in Communication Studies: Communication, Society & Popular Culture Option was eliminated and replaced by the previously listed Communication & Cultural Diversity Minor effective Fall 2016.
- B.A. in Communication Studies: Public Relations Option was eliminated and replaced by the new B.A. in Public Relations (listed below) effective Fall 2016.
- Safety and Driver Education Minor was eliminated effective Fall 2016.
- Education Specialists in Guidance and Counseling was eliminated effective Fall 2015.

Creation of a New Program Due to Reorganization of Existing Program(s)

- B.A. in Public Relations (CIP 09.0902) which replaced the B.A. in Communication Studies: Public Relations Option and the B.A. in Journalism: Public Relations track effective Fall 2016.

Low-performance Majors

Degree Programs with low enrollments and/or few degrees awarded

The enrollment levels used to identify programs deemed “low enrollment” in the June 30, 2015 report were 25 declared majors for undergraduate programs and 10 declared majors for the Masters-level programs. For those identified as awarding too few degrees, the levels were six degrees for undergraduate programs and five for Masters-level programs.

Undergraduate Programs

Africana Studies BS – This program was identified because of both low enrollment and few degrees awarded and the updated information indicates that it continues to be so identified. As stated previously, it traditionally has enrolled a small number of students, but given the ever-growing diversity of our student body, it remains an important component of EIU’s program inventory. The Vitalization Project is not likely to have a negative recommendation for this program for the reason just stated.

Philosophy BA – This program was identified because of low enrollment, and enrollment levels have not improved with the addition of data for the two most recent years. The Vitalization Project is likely to recommend some change in this program. It will remain true 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 was a new program with neither sufficient enrollments or degrees awarded and would not be included in this report according to our current procedures. As it now stands, however, no new students are being admitted into this program currently and those already pursuing it are being “taught out.” The University believes there is a market for this program, but it is not adequately staffed and the fiscal situation does not allow for this situation to be remedied currently.

Middle Level Education BS – As noted in the previous report, this program was in teach-out mode but was re-activated to accommodate the ISBE driven changes to teacher education programs. The first graduates to receive the degree will be in 2018-19. Enrollments are growing quickly.

Chemistry BA – This program was identified because of low enrollments, and this situation has not changed. However, as previously noted, the curriculum is a subset of the BS degree program in Chemistry. As such, 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 to be eliminated. Because of the fewer number of required credits, the BA offers students opportunities to make creative connections with other programs. A change in leadership in the department has delayed more aggressive promotion of the program, but such a recommendation is likely from the Vitalization Project.

Engineering Coop BS – This program was flagged for both low enrollments and

Special Education MEd – This program did not meet the metric for degrees awarded and continues in this situation. The department and college have been unable to address this deficiency and the Vitalization Project is likely to make recommendations regarding its future.

Master Teacher MEd – This program did not meet the degrees awarded expectation, but as noted in the 2015 Report it was in a “teach out” process. That process is nearly concluded.

Sustainable Energy MS – This program was a new program at the time of the 2015 Report. It has now reached the enrollment and degrees awarded metrics to no longer appear on this list.

Geographic Information Science MS -- This program also was a new program. At this point, it has still not achieved the enrollment target, but it has achieved the degrees awarded target. It is expected to continue to grow.

Chemistry MS – In the 2015 Report, the justification for this low-producing program extended to its collaborations with other programs, and this continues. Without this program several other programs would be negatively affected. It is likely that the Vitalization Project will have recommendations related to this program, but elimination probably will not be one of them.

High Cost Programs

Also attached to this report, is an updated spreadsheet showing which programs (both undergraduate and graduate) are relatively high cost in comparison to statewide averages. As stated in the 2015 Report, only three of them appeared on the previously identified list of underperforming programs based on enrollments and degrees awarded: Nursing BS, Math & Computer Science BS, and Philosophy BA.

While there have been some changes in the figures, much of the general trends are unchanged. The factors driving the results are the relatively low enrollment levels and/or the relatively high faculty salary costs. While EIU has been in a serious staff reduction mode in the intervening years driven by the fiscal stress affecting all of higher education in our state, Eastern’s enrollment declines have negated most of the beneficial effects which otherwise would have been anticipated. Making more dramatic reductions in the costs of these programs is, in many cases, seriously restricted by the realities of faculty tenure.

EIU Low Enrollment Programs

College	Level	CIP Code	Degree Program	2010	2011	2012	2013	2014	2015	2016	Average of last 3 years
CAH	UG	5.0201	Africana Studies BA/BS	5	2	3	7	11	7	4	7.3
CAH	UG	38.0101	Philosophy BA	27	25	19	12	9	12	9	10.0
CEPS	UG	13.1201	Adult & Community Education BS	0	0	0	0	6	16	6	9.3
CEPS	UG	13.1203	Middle Level Education	0	0	1	0	2	19	31	17.3
COS	UG	40.0501	Chemistry BA	0	5	4	7	8	6	8	7.3
COS	UG	14.9999	Engineering Coop BS	6	7	16	42	43	38	31	37.3
COS	UG	30.0801	Math & Computer Science BS	22	20	23	26	28	36	27	30.3

BAS	GR	30.0601	Sustainable Energy MS	0	0	0	6	13	17	13	14.3
COS	GR	45.0702	Geographic Info Sci MS	0	0	0	6	13	7	8	9.3

Low enrollment = undergraduate <25; graduate <10

EIU Low Degree Production Programs

College	Level	CIP Code	Degree Program	2009	2010	2011	2012	2013	2014	2015	Average of last 5 years
CAH	UG	5.0201	Africana Studies BA/BS	2	2	2	2	1	2	3	2.0
CEPS	UG	13.1203	Middle Level Education	0	0	0	0	0	0	0	0.0
COS	UG	14.9999	Engineering Coop BS	6	1	0	5	1	1	2	1.3
COS	UG	30.0801	Math & Computer Science BS	3	4	5	5	3	5	4	4.0
COS	UG	51.1005	Clinical Laboratory Sciences BS	5	3	4	2	5	4	4	4.3
COS	UG	51.3801	Nursing (RN to BSN)	3	3	2	6	12	15	12	13.0
CAH	GR	50.0901	Music MA	6	8	5	2	2	6	9	5.7
CEPS	GR	13.1001	Special Education MSED	3	6	2	2	2	1	3	2.0
CEPS	GR	13.1299	Master Teacher MSED	0	0	0	15	0	18	0	6.0
COS	GR	40.0501	Chemistry MS	1	4	3	4	9	5	6	6.7

Low degree production = undergraduate <6; graduate <5

EIU High Cost Degree Programs

Cost Per Credit Hour

	Discipline	Degree Program	Lower Division	% of St. Average	Upper Division	% of St. Average	Graduate I	% of St. Average
EIU State Average	14	Foreign Languages BA	499.98 277.74	180%	488.21 334.12	146%		
EIU State Average	15	Nursing BS	341.87 395.71	86%	619.14 440.56	141%		
EIU State Average	21	English BA, MA	427.96 289.78	148%	590 401.34	147%	933.14 683.38	137%
EIU State Average	25	Mathematics BA, MA	315.19 229.45	137%	401.55 319.47	126%	701.15 502.56	140%
EIU State Average	26	Math & Computer Sciences	672.73 194.64	346%	427.88 218.03	196%		
EIU State Average	28	Philosophy BA	437.98 292.04	150%	495.14 371.01	133%		
EIU State Average	29	Chemistry BS, MS	424.99 255.05	167%	605.69 388.7	156%	1098.32 679.68	162%
EIU State Average	31	Physics BA	538.55 358.76	150%	654.26 437.73	149%		
EIU State Average	37	Economics BA, MA	381.87 241.78	158%	429.86 364.72	118%	914.37 726.19	126%
EIU State Average	39	History BA, MA	430.99 339.23	127%	627.68 436.78	144%	896.13 734.21	122%

APPENDIX C: GOVERNORS STATE UNIVERSITY



To: Gretchen Lohman
From: Colleen Sexton
cc: Deborah Bordelon
Date: October 13, 2016
Re: Low Performing Report

Based on feedback from IBHE on the 2014-2015 GSU Annual Program Report the following programs were identified as Low Performing based on IBHE Thresholds for Average Number of Graduates over a 5 year period.

The programs identified and the status at that time included:

- B.F.A in Art – Review
- B.S. in Chemistry - Justification
- M.S. in Environmental Biology - Redesign
- M.A. in Early Childhood Education - Redesign

Since this report the following has occurred for each program:

- B.F.A in Art – Review
Please look at two documents submitted with this report:-1) the spreadsheet titled Sexton GSU-2015 Low Performing Report and 2) the GSU PAM Report for the BFA in Art Program (pages 1 and 2) of the pdf titled “GSU low performing PAM Report Fall 2015”. The data provided by IBHE for graduates of the B.F.A. in Art is contrary to what GSU reported in IPEDS. Our five-year average graduation rate is 8.6, above the threshold set of 6 for the Bachelor level.
 - Regardless of the discrepancy in number of graduates, the BFA in Art underwent a major revision based on the feedback of their accrediting body. Included in our documentation are pdfs of the catalog pages for fall 2016 and fall 2015. By comparing one to the other one can see how the courses and the program of study have been totally revised to best reflect the current standards of the discipline.
- B.S. in Chemistry – Justification
Please look at two documents submitted with this report:-1) the spreadsheet titled Sexton GSU-2015 Low Performing Report and 2) the GSU PAM Report for the BS in Chemistry Program (pages 3 and 4) of the pdf titled “GSU low performing PAM Report Fall 2015”. The data provided by IBHE for graduates of the B.S in Chemistry is

contrary to what GSU reported in IPEDS. Our five-year average graduation rate is 5.4, still below the threshold set of 6 for the Bachelor level.

- As was noted in the 2014-2015 GSU Program Report submitted to IBHE, the program is redesigning courses and changing marketing strategies to increase enrollment. As is evident on the PAM report the number of students in the program is healthy, but the graduation rate does not reflect that. Since 2014 a new Chair has taken over the program. He has worked on persistence concerns within the program, and as is evident in the PAM report, the number of grads in 14/15 has risen to 7. Preliminary data for 15/16 shows 6 graduates in this program. Included in our documentation are pdfs of the catalog pages for fall 2016 and fall 2015. By comparing the two you can see how the courses and the program of study are being revised to best address the ACS standards. Typically students in Chemistry have a longer time to degree completion due to lab hours and course pre-requisite needs.
- M.S. in Environmental Biology – Redesign
The numbers reported in the spreadsheet for this program are accurate. Pages 5 and 6 of the attached pdf PAM report verify that. As was noted in the 2014-2015 report the program has undergone a redesign. In that redesign the program also changed its name to Environmental Biology, Management and Policy. The redesign reflects the current career paths of students pursuing this type of degree. The redesign can be seen when comparing the fall 2015 and fall 2016 catalog copies that are attached here. This program is being monitored for enrollment and graduation rates.
- M.A. in Early Childhood Education – Redesign
The numbers reported in the spreadsheet for this program are accurate. Pages 7 and 8 of the attached pdf PAM report verify that. This program was not revised as was originally reported. It has been targeted for elimination by the university. It is currently being **phased out**. A transition plan is being developed. Admission to the program is frozen. Once all current students have completed the program based on the “teach-out” plan GSU will notify IBHE to eliminate the program.

PROFILES OF ACADEMIC MAJORS - FALL 2015

COLLEGE: CAS
DIVISION: CVPA
MAJOR: ART
DEGREE: BFA

FALL HEADCOUNTS		FALL SEMESTERS										AVERAGES		
		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	6-YEAR	3-YEAR
1 Total Student Headcounts	N	24	19	10	16	12	15	21	23	24	28	31	24	28
2 Female Student Headcounts	N	15	12	7	13	9	8	9	13	13	18	19	13	17
	%	62.5%	63.2%	70.0%	81.3%	75.0%	53.3%	42.9%	56.5%	54.2%	64.3%	61.3%	55.4%	59.9%
3 Minority Student Headcounts	N	2	2	3	5	3	5	6	8	9	14	14	9	12
	%	8.3%	10.5%	30.0%	31.3%	25.0%	33.3%	28.6%	34.8%	37.5%	50.0%	45.2%	38.2%	44.2%
Black/African American	N	2	2	2	2	2	2	2	3	3	5	4	3	4
Hispanic / Latino	N	0	0	1	3	1	3	3	4	4	6	8	5	6
American Indian/Alaskan Native	N	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
Asian/Pacific Islander (No Longer Used)	N	0	0	0									N/A	N/A
Asian ²	N				0	0	0	1	1	1	1	0	N/A	N/A
Native Hawaiian / Other Pacific Islander ²	N				0	0	0	0	0	0	0	0	N/A	N/A
Two or More Races / Multiracial ²	N				0	0	0	0	1	1	2	2	N/A	2
International ²	N								0	0	0	0	N/A	N/A
Unknown ²	N								2	2	4	6	N/A	4
White ²	N								12	13	10	11	N/A	11
4 Full-time Headcounts ³	N	9	6	3	7	6	9	9	13	9	11	13	11	11
	%	37.5%	31.6%	30.0%	43.8%	50.0%	60.0%	42.9%	56.5%	37.5%	39.3%	41.9%	46.4%	39.6%
5 Part-time Headcounts ³	N	15	13	7	9	6	6	12	10	15	17	18	13	17
	%	62.5%	68.4%	70.0%	56.3%	50.0%	40.0%	57.1%	43.5%	62.5%	60.7%	58.1%	53.6%	60.4%
6 Fall Student Credit Hours	N	201	154	70	141	129	144	196	208	199	244	307	216	250
7 Student FTE (IBHE) ³	N	13	10	5	9	9	10	13	14	13	16	20	14	17
8 Average Credit Hour Load	N	8.4	8.1	7.0	8.8	10.8	9.6	9.3	9.0	8.3	8.7	9.9	9.1	9.0
9 Average Age	N	32.1	35.0	30.6	31.4	25.3	30.8	26.3	28.6	28.6	28.4	28.3	28.5	28.4

PROFILES OF ACADEMIC MAJORS - FALL 2015

COLLEGE: CAS
DIVISION: CVPA
MAJOR: ART
DEGREE: BFA

APPLICATIONS - ADMISSIONS - ENROLLMENTS		ACADEMIC YEARS (FALL to SUMMER)										AVERAGES	
		AY 05/06	AY 06/07	AY 07/08	AY 08/09	AY 09/10	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	6-YEAR	3-YEAR
1 Applications	N	22	27	19	23	34	17	19	15	23	24	22	21
2 Admitted Students	N	19	22	15	19	29	14	11	8	17	16	16	14
Percent of Applications (Selectivity)	%	86.4%	81.5%	78.9%	82.6%	85.3%	82.4%	57.9%	53.3%	73.9%	66.7%	69.9%	64.6%
3 Enrolled Students	N	11	14	13	15	18	13	5	7	8	13	11	9
Percent of Applications (Application Yield)	%	50.0%	51.9%	68.4%	65.2%	52.9%	76.5%	26.3%	46.7%	34.8%	54.2%	48.6%	45.2%
Percent of Admitted Students (Admitted Yield)	%	57.9%	63.6%	86.7%	78.9%	62.1%	92.9%	45.5%	87.5%	47.1%	81.3%	69.4%	71.9%

Includes new admits and returning readmits. Applications include incomplete applications.

DEGREES AWARDED		ACADEMIC YEARS (FALL to SUMMER)										AVERAGES	
		AY 05/06	AY 06/07	AY 07/08	AY 08/09	AY 09/10	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	6-YEAR	3-YEAR
1 Number of Degrees Awarded	N	11	7	9	9	9	10	7	8	9	3	8	7
2 Degrees Awarded to Women	N	8	5	8	4	8	8	2	7	6	3	6	5
	%	72.7%	71.4%	88.9%	44.4%	88.9%	80.0%	28.6%	87.5%	66.7%	100.0%	75.3%	84.7%
3 Degrees Awarded to Racial/Ethnic Minorities	N	1	2	1	4	1	2	2	0	1	2	1	1
	%	9.1%	28.6%	11.1%	44.4%	11.1%	20.0%	28.6%	0.0%	11.1%	66.7%	22.9%	25.9%
Black/African American	N	1	0	1	0	1	2	2	0	0	1	N/A	N/A
Hispanic / Latino	N	0	1	0	4	0	0	0	0	0	1	N/A	N/A
American Indian/Alaskan Native	N	0	0	0	0	0	0	0	0	0	0	N/A	N/A
Asian/Pacific Islander (No Longer Used)	N	0	1	0								N/A	N/A
Asian ²	N				0	0	0	0	0	1	0	N/A	N/A
Native Hawaiian / Other Pacific Islander ²	N				0	0	0	0	0	0	0	N/A	N/A
Two or More Races / Multiracial ²	N				0	0	0	0	0	0	0	N/A	N/A

PROFILES OF ACADEMIC MAJORS - FALL 2015

COLLEGE: CAS
DIVISION: BCS
MAJOR: CHEMISTRY (CHE)
DEGREE: BS

FALL HEADCOUNTS		FALL SEMESTERS											AVERAGES	
		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	6-YEAR	3-YEAR
1 Total Student Headcounts	N	23	22	22	21	17	17	21	19	30	35	34	26	33
2 Female Student Headcounts	N	14	22	11	9	5	7	8	7	10	11	9	9	10
	%	60.9%	100.0%	50.0%	42.9%	29.4%	41.2%	38.1%	36.8%	33.3%	31.4%	26.5%	34.6%	30.4%
3 Minority Student Headcounts	N	11	10	7	8	7	8	9	4	11	14	9	9	11
	%	47.8%	45.5%	31.8%	38.1%	41.2%	47.1%	42.9%	21.1%	36.7%	40.0%	26.5%	35.7%	34.4%
Black/African American	N	7	7	6	6	4	6	6	2	7	9	6	6	7
Hispanic / Latino	N	2	2	0	1	3	2	2	2	2	3	3	2	3
American Indian/Alaskan Native	N	0	0	0	0	0	0	0	0	0	1	0	N/A	N/A
Asian/Pacific Islander (No Longer Used)	N	2	1	1									N/A	N/A
Asian ²	N				1	0	0	1	0	1	0	0	N/A	N/A
Native Hawaiian / Other Pacific Islander ²	N				0	0	0	0	0	0	0	0	N/A	N/A
Two or More Races / Multiracial ²	N				0	0	0	0	1	1	1	0	N/A	N/A
International ²	N								0	1	1	1	N/A	1
Unknown ²	N								3	2	4	4	N/A	3
White ²	N								11	16	16	20	N/A	17
4 Full-time Headcounts ³	N	9	7	7	9	8	6	6	6	10	13	15	9	13
	%	39.1%	31.8%	31.8%	42.9%	47.1%	35.3%	28.6%	31.6%	33.3%	37.1%	44.1%	35.0%	38.2%
5 Part-time Headcounts ³	N	14	15	15	12	9	11	15	13	20	22	19	17	20
	%	60.9%	68.2%	68.2%	57.1%	52.9%	64.7%	71.4%	68.4%	66.7%	62.9%	55.9%	65.0%	61.8%
6 Fall Student Credit Hours	N	215	209	198	209	161	145	189	156	276	330	329	238	312
7 Student FTE (IBHE) ³	N	14	14	13	14	11	10	13	10	18	22	22	16	21
8 Average Credit Hour Load	N	9.3	9.5	9.0	10.0	9.5	8.5	9.0	8.2	9.2	9.4	9.7	9.0	9.4
9 Average Age	N	30.5	27.7	30.2	27.1	25.2	26.7	30.1	26.4	25.0	25.6	28.5	27.1	26.4

PROFILES OF ACADEMIC MAJORS - FALL 2015

COLLEGE: CAS
DIVISION: BCS
MAJOR: CHEMISTRY (CHE)
DEGREE: BS

APPLICATIONS - ADMISSIONS - ENROLLMENTS		ACADEMIC YEARS (FALL to SUMMER)										AVERAGES	
		AY 05/06	AY 06/07	AY 07/08	AY 08/09	AY 09/10	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	6-YEAR	3-YEAR
1 Applications	N	22	15	16	21	21	11	22	32	36	43	28	37
2 Admitted Students	N	18	14	10	15	18	11	9	24	32	28	20	28
Percent of Applications (Selectivity)	%	81.8%	93.3%	62.5%	71.4%	85.7%	100.0%	40.9%	75.0%	88.9%	65.1%	75.9%	76.3%
3 Enrolled Students	N	12	11	9	9	7	8	5	16	20	22	13	19
Percent of Applications (Application Yield)	%	54.5%	73.3%	56.3%	42.9%	33.3%	72.7%	22.7%	50.0%	55.6%	51.2%	47.6%	52.2%
Percent of Admitted Students (Admitted Yield)	%	66.7%	78.6%	90.0%	60.0%	38.9%	72.7%	55.6%	66.7%	62.5%	78.6%	62.5%	69.2%

Includes new admits and returning readmits. Applications include incomplete applications.

DEGREES AWARDED		ACADEMIC YEARS (FALL to SUMMER)										AVERAGES	
		AY 05/06	AY 06/07	AY 07/08	AY 08/09	AY 09/10	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	6-YEAR	3-YEAR
1 Number of Degrees Awarded	N	5	6	7	9	7	2	5	4	3	7	5	5
2 Degrees Awarded to Women	N	4	3	3	6	4	0	4	1	0	3	2	1
	%	80.0%	50.0%	42.9%	66.7%	57.1%	0.0%	80.0%	25.0%	0.0%	42.9%	34.2%	22.6%
3 Degrees Awarded to Racial/Ethnic Minorities	N	2	4	3	1	3	0	2	1	1	2	2	1
	%	40.0%	66.7%	42.9%	11.1%	42.9%	0.0%	40.0%	25.0%	33.3%	28.6%	28.3%	29.0%
Black/African American	N	0	4	0	1	1	0	2	0	0	1	N/A	N/A
Hispanic / Latino	N	0	0	2	0	1	0	0	1	1	1	N/A	1
American Indian/Alaskan Native	N	0	0	0	0	0	0	0	0	0	0	N/A	N/A
Asian/Pacific Islander (No Longer Used)	N	2	0	1	0							N/A	N/A
Asian ²	N					1	0	0	0	0	0	N/A	N/A
Native Hawaiian / Other Pacific Islander ²	N					0	0	0	0	0	0	N/A	N/A
Two or More Races / Multiracial ²	N					0	0	0	0	0	0	N/A	N/A

PROFILES OF ACADEMIC MAJORS - FALL 2015

COLLEGE: CAS
DIVISION: BCS
MAJOR: ENVIRONMENTAL BIOLOGY (ENBI)
DEGREE: MS

FALL HEADCOUNTS		FALL SEMESTERS										AVERAGES		
		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	6-YEAR	3-YEAR
1 Total Student Headcounts	N	34	18	38	24	18	14	22	23	18	13	11	17	14
2 Female Student Headcounts	N	15	14	22	15	12	9	14	13	8	7	8	10	8
	%	44.1%	77.8%	57.9%	62.5%	66.7%	64.3%	63.6%	56.5%	44.4%	53.8%	72.7%	59.2%	57.0%
3 Minority Student Headcounts	N	5	5	7	5	4	2	7	6	5	4	5	5	5
	%	14.7%	27.8%	18.4%	20.8%	22.2%	14.3%	31.8%	26.1%	27.8%	30.8%	45.5%	29.4%	34.7%
Black/African American	N	4	4	6	5	4	1	5	5	3	3	2	3	3
Hispanic / Latino	N	1	1	1	0	0	1	1	1	2	0	1	N/A	N/A
American Indian/Alaskan Native	N	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
Asian/Pacific Islander (No Longer Used)	N	0	0	0									N/A	N/A
Asian ²	N				0	0	0	0	0	0	0	1	N/A	N/A
Native Hawaiian / Other Pacific Islander ²	N				0	0	0	0	0	0	0	0	N/A	N/A
Two or More Races / Multiracial ²	N				0	0	0	1	0	0	1	1	N/A	N/A
International ²									0	0	0	0	N/A	N/A
Unknown ²									1	1	0	0	N/A	N/A
White ²									16	12	9	6	N/A	9
4 Full-time Headcounts ³	N	4	2	1	2	1	2	3	0	1	1	2	2	1
	%	11.8%	11.1%	2.6%	8.3%	5.6%	14.3%	13.6%	0.0%	5.6%	7.7%	18.2%	9.9%	10.5%
5 Part-time Headcounts ³	N	30	16	37	22	17	12	19	23	17	12	9	15	13
	%	88.2%	88.9%	97.4%	91.7%	94.4%	85.7%	86.4%	100.0%	94.4%	92.3%	81.8%	90.1%	89.5%
6 Fall Student Credit Hours	N	186	99	136	108	74	73	129	108	75	55	65	84	65
7 Student FTE (IBHE) ³	N	16	8	11	9	6	6	11	9	6	5	5	7	5
8 Average Credit Hour Load	N	5.5	5.5	3.6	4.5	4.1	5.2	5.9	4.7	4.2	4.2	5.9	5.0	4.8
9 Average Age	N	33.4	33.0	30.2	30.5	31.8	31.4	32.4	34.3	28.3	30.1	28.3	30.8	28.9

PROFILES OF ACADEMIC MAJORS - FALL 2015

COLLEGE: CAS
DIVISION: BCS
MAJOR: ENVIRONMENTAL BIOLOGY (ENBI)
DEGREE: MS

APPLICATIONS - ADMISSIONS - ENROLLMENTS		ACADEMIC YEARS (FALL to SUMMER)										AVERAGES	
		AY 05/06	AY 06/07	AY 07/08	AY 08/09	AY 09/10	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	6-YEAR	3-YEAR
1 Applications	N	13	20	19	22	15	12	25	14	11	13	15	13
2 Admitted Students	N	12	15	14	18	13	9	19	13	7	3	11	8
Percent of Applications (Selectivity)	%	92.3%	75.0%	73.7%	81.8%	86.7%	75.0%	76.0%	92.9%	63.6%	23.1%	69.5%	59.9%
3 Enrolled Students	N	10	10	10	10	5	7	8	10	5	2	6	6
Percent of Applications (Application Yield)	%	76.9%	50.0%	52.6%	45.5%	33.3%	58.3%	32.0%	71.4%	45.5%	15.4%	42.7%	44.1%
Percent of Admitted Students (Admitted Yield)	%	83.3%	66.7%	71.4%	55.6%	38.5%	77.8%	42.1%	76.9%	71.4%	66.7%	62.2%	71.7%

Includes new admits and returning readmits. Applications include incomplete applications.

DEGREES AWARDED		ACADEMIC YEARS (FALL to SUMMER)										AVERAGES	
		AY 05/06	AY 06/07	AY 07/08	AY 08/09	AY 09/10	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	6-YEAR	3-YEAR
1 Number of Degrees Awarded	N	1	2	4	1	2	2	4	2	3	5	3	3
2 Degrees Awarded to Women	N	1	2	2	1	1	2	4	2	3	2	2	2
	%	100.0%	100.0%	50.0%	100.0%	50.0%	100.0%	100.0%	100.0%	100.0%	40.0%	81.7%	80.0%
3 Degrees Awarded to Racial/Ethnic Minorities	N	0	1	0	0	0	1	1	0	0	0	N/A	N/A
	%	0.0%	50.0%	0.0%	0.0%	0.0%	50.0%	25.0%	0.0%	0.0%	0.0%	N/A	N/A
Black/African American	N	0	0	0	0	0	1	1	0	0	0	N/A	N/A
Hispanic / Latino	N	0	1	0	0	0	0	0	0	0	0	N/A	N/A
American Indian/Alaskan Native	N	0	0	0	0	0	0	0	0	0	0	N/A	N/A
Asian/Pacific Islander (No Longer Used)	N	0	0	0								N/A	N/A
Asian ²	N				0	0	0	0	0	0	0	N/A	N/A
Native Hawaiian / Other Pacific Islander ²	N				0	0	0	0	0	0	0	N/A	N/A
Two or More Races / Multiracial ²	N				0	0	0	0	0	0	0	N/A	N/A

PROFILES OF ACADEMIC MAJORS - FALL 2015

COLLEGE: CE
DIVISION: EDUC
MAJOR: EARLY CHILDHOOD EDUCATION (ECED)
DEGREE: MA

FALL HEADCOUNTS		FALL SEMESTERS										AVERAGES		
		2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	6-YEAR	3-YEAR
1 Total Student Headcounts	N	27	23	18	19	26	18	22	21	16	9	10	16	12
2 Female Student Headcounts	N	27	23	18	19	26	18	22	19	14	8	9	15	10
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	90.5%	87.5%	88.9%	90.0%	92.8%	88.8%
3 Minority Student Headcounts	N	11	7	8	10	12	6	9	7	6	7	7	7	7
	%	40.7%	30.4%	44.4%	52.6%	46.2%	33.3%	40.9%	33.3%	37.5%	77.8%	70.0%	48.8%	61.8%
Black/African American	N	9	7	8	9	11	6	9	7	6	6	7	7	6
Hispanic / Latino	N	2	0	0	0	0	0	0	0	0	1	0	N/A	N/A
American Indian/Alaskan Native	N	0	0	0	0	0	0	0	0	0	0	0	N/A	N/A
Asian/Pacific Islander (No Longer Used)	N	0	0	0	1								N/A	N/A
Asian ²	N					1	0	0	0	0	0	0	N/A	N/A
Native Hawaiian / Other Pacific Islander ²	N					0	0	0	0	0	0	0	N/A	N/A
Two or More Races / Multiracial ²	N					0	0	0	0	0	0	0	N/A	N/A
International ²	N								0	0	0	0	N/A	N/A
Unknown ²	N								1	1	1	1	N/A	1
White ²	N								13	9	1	2	N/A	4
4 Full-time Headcounts ³	N	7	4	4	5	3	6	2	6	3	2	4	4	3
	%	25.9%	17.4%	22.2%	26.3%	11.5%	33.3%	9.1%	28.6%	18.8%	22.2%	40.0%	25.3%	27.0%
5 Part-time Headcounts ³	N	20	19	14	14	23	12	20	15	13	7	6	12	9
	%	74.1%	82.6%	77.8%	73.7%	88.5%	66.7%	90.9%	71.4%	81.3%	77.8%	60.0%	74.7%	73.0%
6 Fall Student Credit Hours	N	188	157	114	127	154	130	129	144	95	67	83	108	82
7 Student FTE (IBHE) ³	N	16	13	10	11	13	11	11	12	8	6	7	9	7
8 Average Credit Hour Load	N	7.0	6.8	6.3	6.7	5.9	7.2	5.9	6.9	5.9	7.4	8.3	6.9	7.2
9 Average Age	N	37.1	35.1	31.4	32.2	32.5	37.0	32.8	34.6	37.1	33.9	34.8	35.0	35.3

PROFILES OF ACADEMIC MAJORS - FALL 2015

COLLEGE: CE
DIVISION: EDUC
MAJOR: EARLY CHILDHOOD EDUCATION (ECED)
DEGREE: MA

APPLICATIONS - ADMISSIONS - ENROLLMENTS		ACADEMIC YEAR (FALL to SUMMER)										AVERAGES	
		AY 05/06	AY 06/07	AY 07/08	AY 08/09	AY 09/10	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	6-YEAR	3-YEAR
1 Applications	N	23	22	17	10	26	16	35	13	12	17	20	14
2 Admitted Students	N	21	17	13	8	20	13	13	10	7	12	13	10
Percent of Applications (Selectivity)	%	91.3%	77.3%	76.5%	80.0%	76.9%	81.3%	37.1%	76.9%	58.3%	70.6%	66.9%	68.6%
3 Enrolled Students	N	11	14	7	4	12	10	6	8	3	10	8	7
Percent of Applications (Application Yield)	%	47.8%	63.6%	41.2%	40.0%	46.2%	62.5%	17.1%	61.5%	25.0%	58.8%	45.2%	48.5%
Percent of Admitted Students (Admitted Yield)	%	52.4%	82.4%	53.8%	50.0%	60.0%	76.9%	46.2%	80.0%	42.9%	83.3%	64.9%	68.7%

Includes new admits and returning readmits. Applications include incomplete applications.

DEGREES AWARDED		ACADEMIC YEAR (FALL to SUMMER)										AVERAGES	
		AY 05/06	AY 06/07	AY 07/08	AY 08/09	AY 09/10	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15	6-YEAR	3-YEAR
1 Number of Degrees Awarded	N	6	7	1	4	5	7	3	5	4	0	N/A	N/A
2 Degrees Awarded to Women	N	6	7	1	4	5	7	3	5	4	0	N/A	N/A
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	N/A	N/A
3 Degrees Awarded to Racial/Ethnic Minorities	N	1	1	0	1	2	2	1	1	1	0	N/A	N/A
	%	16.7%	14.3%	0.0%	25.0%	40.0%	28.6%	33.3%	20.0%	25.0%	0.0%	N/A	N/A
Black/African American	N	1	1	0	0	2	1	1	1	1	0	N/A	N/A
Hispanic / Latino	N	0	0	0	1	0	0	0	0	0	0	N/A	N/A
American Indian/Alaskan Native	N	0	0	0	0	0	0	0	0	0	0	N/A	N/A
Asian/Pacific Islander (No Longer Used)	N	0	0	0								N/A	N/A
Asian ²	N				0	0	1	0	0	0	0	N/A	N/A
7 Native Hawaiian / Other Pacific Islander ²	N				0	0	0	0	0	0	0	N/A	N/A
Two or More Races / Multiracial ²	N				0	0	0	0	0	0	0	N/A	0

APPENDIX D: ILLINOIS STATE UNIVERSITY

ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT
Illinois State University
Fall 2016

SUMMARY OF PROGRAM OUTCOMES

Undergraduate Programs

Art, B.F.A.	IBHE Outcome 4.B: Strong Institutional Justification and No Further Action
German, B.A.	IBHE Outcome 4.B: Strong Institutional Justification and No Further Action
Interdisciplinary Studies, B.A., B.S.	IBHE Outcome 4.B: Strong Institutional Justification and No Further Action

Graduate Programs

Art, M.A., M.S.	IBHE Outcome 4.B: Strong Institutional Justification and No Further Action
Instructional Technology and Design, M.S.	IBHE Outcome 1: Sunset
Music Education, Master of (M.M.Ed.)	IBHE Outcome 4.B: Strong Institutional Justification and No Further Action
Theatre, M.A., M.S.	IBHE Outcome 5: Review in Progress; A Response is Expected in 2017
Writing, M.A., M.S.	IBHE Outcome 1: Sunset

INTRODUCTION

This document is the fall 2016 report to the Illinois Board of Higher Education regarding academic programs at Illinois State University that “exhibit a trend of low performance in enrollments, degree completions, and high expense per degree.” Such a report by Illinois State University is required annually by Illinois statutes, specifically Public Act 97-610, effective January 1, 2012.

About the reporting requirement

Academic programs addressed in this report (see the summary above) are programs identified by Illinois Board of Higher Education (IBHE) staff in fall 2015 as exhibiting a trend of low performance in enrollment from fall 2012 to fall 2014. Enrollment thresholds applied by IBHE staff in 2015 to identify programs exhibiting a trend of low performance were fewer than 25 students enrolled in a baccalaureate program, fewer than 10 students enrolled in a master’s program, and fewer than 5 students enrolled in a doctoral program. On June 30, 2015, in compliance with state statutes, the Office of the Provost at Illinois State submitted a report to IBHE staff describing actions the University intended to take with respect to each program in light of its inclusion on the IBHE list.

For fall 2016, IBHE has asked each public university to report the status of each program included on the fall 2015 list relative to enrollment and degree completion thresholds revised by IBHE since fall 2015 and also relative to expense per degree metrics adopted independently by each university. IBHE has asked each university to describe actions either taken or intended to be taken with respect to each program and to categorize those actions from the possible outcomes identified in the table below.

Looking ahead, the plan set forth by IBHE for future efficiency and effectiveness reporting involves different reports in odd-numbered years and in even-numbered years. In August of odd-numbered years, IBHE will issue each public university a new report regarding enrollments and completions for its academic programs. Each public university will add its own analysis of expense per degree and then respond to IBHE with its outcome determination for each program with metrics below one or more threshold (i.e., enrollment, degree completions, or expense per degree). In even-numbered years, each public university will provide status updates and notes regarding each program on the list issued by IBHE the previous year. Academic program efficiency and effectiveness reports will be due to IBHE by November 30 each year.

**POSSIBLE ACADEMIC PROGRAM OUTCOMES:
ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT**

CODE	DESCRIPTION
1	SUNSET: A teach-out period is established or no new or transfer students admitted
2	CONSOLIDATION
3	REDESIGN: Further redesign and program changes will be applied to remediate performance; the program will be reviewed in ___ years.
4A	JUSTIFICATION: Good standing; review in ____ years
4B	STRONG INSTITUTIONAL JUSTIFICATION: No further action
5	PRIORITY REVIEW: The program is placed under priority review to best determine the appropriate status. One of the outcomes (listed above) will be identified after the review is completed. If the review is still in progress, the following outcome, <i>review in-progress and a response is expected</i> ____, will be selected.

About the metrics and thresholds used in this report

Enrollment: Enrollment thresholds applicable to this fall 2016 report are fewer than 40 students enrolled in a baccalaureate program, fewer than 10 students enrolled in a master’s program, and fewer than 10 students enrolled in a doctoral program. To determine the status of each program discussed in this report relative to enrollment thresholds, Illinois State has calculated a three-year average using fall census day enrollment for Fiscal 2013, Fiscal 2014, and Fiscal 2015.

Unless otherwise indicated, enrollments cited in this document include only first majors. This is consistent with the practice observed by Illinois State University in reporting enrollments to the U.S. Department of Education and to IBHE. Those same enrollment reports have been used by IBHE staff to generate lists of academic programs below IBHE-designated enrollment thresholds, the academic programs that are the subject of this report and reports like it prepared by other public universities in the state. However, omission of second majors from enrollment counts may result in understatement of program efficiency and effectiveness, especially for academic programs with a high number of second majors relative to first majors. That is the case for one or more academic programs addressed in this report. Accordingly, the number of second majors enrolled in an academic program is reported if available and relevant to the discussion. For the same reason, the number of minors is also reported when relevant.

Degree completions: Degree completion thresholds applicable to this fall 2016 report are fewer than nine degrees conferred by a baccalaureate program, fewer than five degrees conferred by a master’s program, and fewer than two degrees conferred by a doctoral program. To determine the status of each program discussed in this report relative to degree completion thresholds, Illinois State has calculated a three-year average using degrees conferred in Fiscal 2013, Fiscal 2014, and Fiscal 2015. Degree completion data in this report include students whose degree in an academic program is a second degree earned at Illinois State.

Expense per degree: Illinois State has calculated a three-year average expense per degree using data from academic discipline unit cost studies/comparative cost studies published by IBHE for 2012-2013, 2013-2014, and 2014-2015 and the catalog cost method described by the Delta Project on Postsecondary Education Costs, Productivity, and Accountability sponsored by the Lumina Foundation For Education. To determine if the calculated average expense per degree is “high,” Illinois State has compared the average for each program in this report with the average calculated for comparable programs at other Illinois public universities and to national averages reported by the Delta Project in 2013. A program at another Illinois public university was deemed comparable to the program at Illinois State if that program had been assigned the same Classification of Instructional Programs code by IBHE and if the program was at the same academic level (i.e., baccalaureate, master’s, doctoral). For a more detailed explanation of the catalog cost method and how it has been applied, see Appendix: Estimating Expense per Degree.

In addition to considering expense per degree in compiling this annual report, Illinois State University routinely monitors average program costs per credit hour through its program review process. An input to each program review is cost per credit hour data compiled by the Office of Planning, Research, and Policy Analysis at Illinois State for the Illinois State program being reviewed and for comparable programs at other Illinois public universities.

The source for these data is the annual cost study published by IBHE. Costs per credit hour for academic programs at Illinois State have historically been lower than the average cost across comparable programs in the state. Illinois State has also established a process through its governance system for assessing the financial viability of new programs as they are proposed. Before a program proposal can be reviewed on the college and university levels, a determination must first be made by the Office of the Vice President for Academic Affairs that the University will be able to financially support the program in the long term.

ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT Illinois State University, Fall 2016

ART, B.F.A.

IBHE Outcome 4.B: Strong Institutional Justification: No Further Action

Program status:

Illinois State University has no plans to disestablish its B.F.A. in Art program or consolidate it with some other program or programs at the institution. This decision is based on extensive review of the program through the state-mandated program review process and through the specialized accreditation process.

The B.F.A. in Art program continues to be a point of pride for the School of Art, the College of Fine Arts, and the University. The program provides a valuable and unique opportunity for highly talented undergraduate students interested in the studio arts. The program functions much like an honors section of its companion B.A., B.S. in Art program, which has its own studio arts sequence. Admission to the B.F.A. in Art program is highly selective, involving careful review of portfolios by School of Art faculty. Once in the program, students receive regular one-on-one mentoring from faculty in their chosen medium. Enrollment in the program is purposely kept low to provide for this individualized attention. Students in the B.F.A. in Art program are mentored by the same group of faculty members who mentor students in the studio arts sequence of the B.A., B.S. in Art program and the M.F.A. in Art program.

The B.F.A. in Art program participated in program review during the 2015-2016 cycle and was determined to be in good standing by the Academic Planning Committee. That determination was accepted by the Board of Trustees of Illinois State University by way of its approval on July 22, 2016, of *Academic Plan 2016-2021*, which includes all program review summaries from the 2015-2016 program review cycle. While determining the B.F.A. in Art program to be in good standing, the Academic Planning Committee requested that program faculty investigate and submit interim reports (i.e., reports submitted between the eight-year program reviews mandated by IBHE) regarding time to degree, aspirational programs, and assessment. The program review status of the B.F.A. in Art program is summarized below.

Current program review status: In Good Standing

Last self-study report due: October 1, 2015

Interim reports due: Time to degree, December 1, 2016; Aspirational programs, January 27, 2017;

Assessment plan update, May 15, 2017; Assessment plan, May 15, 2018

Next self-study report due: October 1, 2023

The School of Art and its programs, including the B.F.A. in Art, continue to meet standards of the National Association of Schools of Art and Design (NASAD). The school and its programs were reaccredited by NASAD in 2014 for 10 years. The next accreditation review is tentatively scheduled for 2023-2024.

Enrollment

The current IBHE enrollment threshold used by IBHE to determine whether a baccalaureate program is considered "low producing" is fall census day enrollment averaging fewer than 40 students during the most recent three years for which data are available.

Fall census day enrollment in the B.F.A. in Art program averaged approximately 13 students from fall 2013 through fall 2015 (see the table below). Because students typically are not admitted to the B.F.A. in Art program until they have attained junior class status, enrollment counts for the B.F.A. program in the table below include only juniors and seniors rather than freshmen, sophomores, juniors, and seniors. Students most typically are admitted to the B.F.A. program either from the B.A., B.S. in Art program at Illinois State or from an art program at an Illinois community college or another state university.

Combined enrollment in the two School of Art undergraduate programs averaged approximately 302 students from fall 2013 through fall 2015. These figures do not include second majors, which across the two programs totaled 48, 40, and 48 in fall 2013, fall 2014, and fall 2015, respectively (see the discussion regarding second majors in the Introduction of this report).

	Fall Census Day Enrollment, First Majors			
	2013	2014	2015	Ave
Art, B.F.A.	11	12	15	12.7
Art, B.A., B.S.	306	281	282	289.7
Total	317	293	297	302.3

Among the recommendations made by the Academic Planning Committee as a result of the 2015-2016 program review is continued implementation of the aggressive student recruitment plan initiated by the School of Art in 2014. As illustrated in the table, enrollment in the two programs has already stabilized or increased.

Graduation

The current degrees conferred threshold used by IBHE to determine whether a baccalaureate program is considered “low producing” is fiscal year degrees conferred averaging fewer than nine students during the most recent three years for which data are available.

Due to several years of enrollment decline in the early 2010s, the number of degrees conferred by the B.F.A. in Art program declined from Fiscal 2013 to Fiscal 2015. The same trend occurred with the B.A., B.S. in Art program. If recent successes recruiting for larger enrollments in both programs continue, the decline in degrees conferred in both programs should be reversed. A return to graduating at least nine students from the B.F.A. in Art program is possible and likely.

	Degrees Conferred by Fiscal Year			
	2013	2014	2015	Ave
Art, B.F.A.	13	6	4	7.7
Art, B.A., B.S.	84	77	73	78.0
Total	97	83	77	85.7

Through its review of the B.F.A. in Art program in 2015-2016, the Academic Planning Committee recognized that the average number of credit hours to degree for both first-time-in-college and transfer students in the program has consistently exceeded the 122 credit hours required to complete the program. The average has also consistently exceeded university-wide averages across all undergraduate programs at the University. The committee has asked the School of Art to further analyze credit hour and time-to-degree data and to identify specific actions the program might take to increase the percentage of students completing the program in four years. The committee has asked the School of Art to submit a report of its analysis and recommendations by December 1, 2016.

Expense per degree

Estimated expense per degree for the B.F.A. in Art program, all undergraduate programs at Illinois State University, and comparator programs at other Illinois public universities are provided in the tables below. See notes below the tables for details regarding these calculations.

The estimated expense per degree for the B.F.A. in Art program is higher than the average expense per degree at Illinois State and is higher than estimated expense per degree at comparator programs. However, the expense is reasonable relative to national benchmarks and has stabilized from Fiscal 2013 to Fiscal 2015.

Estimated expense per degree for the program increased from Fiscal 2013 to Fiscal 2014 then remained stable from Fiscal 2014 to Fiscal 2015. Estimated expense per degree for the program is higher than estimated expense per degree across all undergraduate programs at the University, which is consistent with national estimates of expense per degree. This may be due in part to lower faculty to student ratios in the visual arts relative to other disciplines,

resulting from lower class sizes that make possible a higher level of individualized instruction and mentoring. Estimated expense per degree for the B.F.A. in Art program at Illinois State (\$60,900 in Fiscal 2013) falls well below the national average range for visual and performing arts programs (\$77,500 - \$78,500)

Estimated Expense per Degree, Catalog Cost Method

B.F.A. in Art Program and All Undergraduate Programs at Illinois State University
Fiscal 2013 - Fiscal 2015

	FY2013	FY2014	FY2015	Percent Change	
				FY2013 - FY2014	FY2014- FY2015
Art, B.F.A.	\$60,900	\$64,400	\$64,400	5.7%	0.0%
All undergraduate programs	\$38,900	\$39,100	\$40,300	0.5%	3.1%
Art : All	1.56	1.65	1.60		

Estimated Expense per Degree, Catalog Cost Method

B.F.A. in Art Program and Comparable Programs at Illinois Public Universities
Fiscal 2013 – Fiscal 2015

		FY2013	FY2014	FY2015	Percent Change	
					FY2013 - FY2014	FY2014- FY2015
ISU	Art, B.F.A.	\$60,900	\$64,400	\$64,400	5.7%	0.0%
NIU	Studio, Art, B.F.A.	\$46,000	\$50,400	\$55,700	9.6%	10.5%
SIUC	Art, B.F.A.	\$44,600	\$46,400	\$49,800	4.0%	7.3%
SIUE	Art and Design, B.F.A.	\$32,400	\$36,100	\$34,600	11.4%	(4.2%)
UIC	Art, B.F.A.	\$41,800	\$49,100	\$53,500	17.5%	9.0%
UIS	Visual Arts, B.A.	\$61,400	\$60,100	\$60,800	(2.1%)	1.2%
WIU	Art, B.F.A.	\$59,300	\$63,100	\$56,700	6.4%	(10.1%)
Average excluding ISU		\$47,600	\$50,900	\$51,900	6.9%	2.0%
ISU : Average		1.28	1.26	1.24		

National average, undergraduate programs, Visual and Performing Arts, 2009:
\$77,500 - \$78,500

National average, all undergraduate programs (Desrochers, 2011):
\$45,000

NOTES

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

Estimates have been calculated using cost per credit hour data published by IBHE in the following reports: *2012-13 Academic Discipline Unit Cost Study/2012-13 Comparative Cost Study, Illinois Public Universities*, IBHE, December 2014; *2013-14 Academic Discipline Unit Cost Study/2013-14 Comparative Cost Study, Illinois Public Universities*, IBHE, February 2016; *2014-15 Academic Discipline Unit Cost Study/2014-15 Comparative Cost Study, Illinois Public Universities*, IBHE, June 2016

Discipline-specific costs are based on cost per credit hour data in the above-cited reports for Discipline 43: Visual Arts. Those costs more accurately reflect costs across all undergraduate programs in the visual arts, including programs focusing on visual culture, art history, and art education, rather than only those programs focusing on studio arts, which is the focus of the B.F.A. in Art program at Illinois State. Cost per credit hour may be higher for programs focusing solely on the studio arts

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

Universities listed as having comparable programs are public universities in Illinois with an undergraduate program assigned CIP code 50.0702.

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

- a) General Education credit hours required at the university x average cost per credit hour across all lower division courses
 - b) 60 – General Education credit hours x lower division cost per credit hour for the discipline
 - c) Total credit hours required for the program – 60 x upper division cost per credit hour for the discipline
- Total estimated expense per degree = a + b + c

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

National averages have been extrapolated from information published in *How Much Does It Cost Institutions to Produce STEM Degrees?*, Data Brief, September 2013, Center for STEM Education and Innovation at American Institutes for Research and Delta Cost Project at American Institutes for Research. The national average for all undergraduate programs as cited in that publication has been calculated using the catalog cost method. The national average for undergraduate programs in the discipline as cited in that publication has been calculated using the full attribution method. Figures from the publication used in this report have not been updated to account for inflation. See the appendix for more information regarding methods of estimating expense per degree.

(Descrochers, 2011) refers to an unpublished manuscript by D.M. Desrochers titled *Estimating the Production Cost of Degrees by Level and Discipline using National Data: An Exploration of Methodologies*, as cited in *How Much Does It Cost Institutions to Produce STEM Degrees?*, Data Brief, September 2013, Center for STEM Education and Innovation at American Institutes for Research and Delta Cost Project at American Institutes for Research.

ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT
Illinois State University, Fall 2016

GERMAN, B.A.

IBHE Outcome 4.B: Strong Institutional Justification: No Further Action

Program status:

Illinois State University has no plans to disestablish its B.A. in German program or to consolidate it with some other program or programs at the institution. This decision is based in part on extensive review of the program through the state-mandated program review process in 2013-2014. That process concluded with a determination by the University that the program is in good standing. This decision is also based on curricular developments related to German instruction since the 2013-2014 program review. The program review status of the B.A. in German program is summarized below.

Current program review status: In Good Standing
Last Self Study Report Due: October 1, 2013
Interim Reports Due: None
Next Self Study Report Due: October 1, 2021

The B.A. in German program at Illinois State is one of only four baccalaureate German programs at Illinois public universities. Others are offered by the University of Illinois at Urbana-Champaign, Northern Illinois University, and Southern Illinois University Carbondale. The program at Illinois State has consistently ranked first or second among the four with respect to enrollment. German courses at Illinois State are taught by three tenure-line faculty members in the Department of Languages, Literatures, and Cultures within the College of Arts and Sciences.

Enrollments in the B.A. in German program and the number of degrees conferred by the program are below IBHE thresholds based on three-year averages of the most recent data available (see below). However, Illinois State supports continuation of the program for four reasons: 1) the program serves second majors and minors who seek to develop German language skills for use in their chosen profession; 2) the program provides courses for students who need them to meet college language requirements; 3) the program is expected to contribute significantly to the B.A. in European Studies program, under development by the University at this time; and 4) the program furthers goals set forth in a plan adopted by Illinois State in 2014 for internationalization of the University and its curriculum. Each reason is discussed below.

Service to second majors and minors: As illustrated in the enrollment table below, the German program serves second majors and minors. For example, almost half of combined first and second majors in fall 2013 were second majors. That same fall, the number of minors exceeded the number of first majors. As with other language majors offered by the Department of Languages, Literatures, and Cultures (French and Spanish), German is considered a valuable second major or minor for students seeking employment in fields particularly impacted by globalization. For example, German, French, and Spanish provide second major and minor options for students enrolled in the B.A., B.S. in International Business program offered by the Department of Management and Quantitative Methods in the College of Business.

Contributions to college language requirements and General Education: Three tenured faculty members teach all levels of German language, literature, and culture courses at Illinois State University and are active and productive scholars in the discipline. In addition to teaching German majors and minors, the three faculty members teach students seeking to meet College of Arts and Sciences language requirements or university-wide general education requirements. **College language requirements:** To be admitted to Illinois State University, an applicant must show successful completion in high school of two years of one foreign language or two years of fine arts. For students intending to graduate from a college at Illinois State other than the College of Arts and Sciences, no additional foreign languages study at the University is required. But to graduate from a program in the College of Arts and Sciences, students must have completed three years of one foreign language in high

school or have successfully completed the second semester or higher of college-level foreign languages instruction. Courses of the B.A. in German program are available to the large number of non-German majors seeking to meet that College of Arts and Sciences language requirement. The college is historically the largest of the six degree-granting colleges at Illinois State with respect to enrollment. In fall 2015, for example, the college enrolled 4,937 students (26.8 percent of the 18,427 undergraduate students at the University). **General Education:** Undergraduate students at Illinois State are required to successfully complete at least 13 courses (39 credit hours) across 10 General Education program categories. Students successfully completing part II of the second-year German course may count the course toward the Language in the Humanities category.

Contributions to the proposed B.A. in European Studies program: German faculty at Illinois State has for several years discussed creating a European Studies major, in part to sustain and broaden the reach of German study at the University. As envisioned by the faculty, the major would include language instruction at its core but would also include instruction in history, literature, culture, and arts. Students in the program would acquire proficiency in a European language, as they would in a traditional language major, but would also develop an understanding of the contexts in which their chosen language is spoken.

Consideration of a European Studies program was included by the German faculty as a priority initiative in its 2013-2014 program review. The Academic Planning Committee concurred and encouraged German faculty to pursue the concept. German faculty has done so, in collaboration with numerous colleagues in other programs and units at the institution. The Board of Trustees at Illinois State approved a resolution at its February 19, 2016 meeting in support of the proposed program, and on July 26, 2016 the Office of the Provost submitted a notice of intent with IBHE to seek degree-granting authority for the program. The program application was submitted to IBHE on October 19, 2016. If the program is approved by IBHE, students enrolled in it will develop high-level proficiency in a European language other than English, choosing from German, French, Spanish, or Portuguese, as well as cultures associated with their chosen language. The program projects enrolling 40 students once it is fully established.

Contributions to internationalization of the University and its curriculum: *Educating Illinois 2013-2018*, the strategic plan for Illinois State University, sets forth a goal of providing “rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.” One strategy set forth in the strategic plan for furthering achievement of that goal is developing a university-wide plan that enhances the globalization of the campus and the curriculum. That plan, *International Strategic Plan, Illinois State University, 2014-2018*, was completed and adopted by university governing bodies in early 2014. One metric adopted by the University to evaluate progress toward achievement of plan goals is the number of students who participate in study abroad. The University has established a goal of doubling the number of study abroad participants within five years. Germany and Austria offer numerous study abroad experiences that continue to be popular with students at Illinois State, and the B.A. in German program continues to prepare students for them.

Enrollment

The current IBHE enrollment threshold used by IBHE to determine whether a baccalaureate program is considered “low producing” is fall census day enrollment averaging fewer than 40 students during the most recent three years for which data are available.

	Fall Census Day Enrollment			
	2013	2014	2015	Ave
First majors	13	11	13	12.3
Second majors	12	7	3	7.3
Subtotal, first and second majors	25	18	16	19.7
Minors	16	6	11	11.0
Total, majors and minors	41	24	27	30.7

Graduation

The current degrees conferred threshold used by IBHE to determine whether a baccalaureate program is considered “low producing” is fiscal year degrees conferred averaging fewer than nine students during the most recent three years for which data are available.

	Degrees Conferred by Fiscal Year			
	2013	2014	2015	Ave
B.A. in German	5	3	3	3.7
Minor in German	7	8	4	6.3
Total, majors and minors	12	11	7	10.0

Expense per degree

Estimated expense per degree for the B.A. in German program, all undergraduate programs at Illinois State University, and comparator programs at other Illinois public universities are provided in the tables below. See notes below the tables for details regarding these calculations.

Depending on the fiscal year, estimated expense per degree for the B.A. in German program is either slightly higher or slightly lower than the average across all programs at the University and slightly higher than the average across comparator programs. Estimated expense per degree for the program (\$37,100 in Fiscal 2013) is below the national average range for undergraduate programs in foreign languages, literatures, and linguistics (\$52,000-\$53,000). Estimated expense per degree for the program is lower than the national average across all disciplines (\$45,000). Accordingly, estimated expense per degree for the B.A. in German program is reasonable and appropriate.

Estimated Expense per Degree, Catalog Cost Method

B.A. in German Program and All Undergraduate Programs at Illinois State University
Fiscal 2013 - Fiscal 2015

	FY2013	FY2014	FY2015	Percent Change	
				FY2013 - FY2014	FY2014- FY2015
German, B.A.	\$37,100	\$38,400	\$41,800	3.5%	8.8%
All undergraduate programs	\$38,900	\$39,100	\$40,300	0.5%	3.1%
German : All	0.95	0.98	1.04		

Estimated Expense per Degree, Catalog Cost Method

B.A. in German Program and Comparable Programs at Illinois Public Universities
Fiscal 2013 – Fiscal 2015

		FY2013	FY2014	FY2015	Percent Change	
					FY2013 - FY2014	FY2014- FY2015
ISU	German, B.A.	\$37,100	\$38,400	\$41,800	3.5%	8.8%
NIU	German, B.A.	\$36,300	\$38,700	\$38,800	6.6%	0.2%
SIUC	German Studies, B.A.*	\$29,300	\$32,400	\$34,200	10.6%	5.6%
UIUC	Germanic Languages and Literature, B.A.L.A.S.	\$32,100	\$37,100	\$38,200	15.6%	3.0%
Average excluding ISU		\$32,600	\$36,100	\$37,100	10.7%	2.8%
ISU : Average		1.14	1.06	1.13		

* Changed to B.A. in Languages, Cultures, and International Studies, German specialization, effective Fiscal 2015

National average, undergraduate programs, Foreign Languages, Literatures, and Linguistics, 2009:
\$52,000 - \$53,000

National average, all undergraduate programs (Desrochers, 2011):
\$45,000

NOTES

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

Estimates have been calculated using cost per credit hour data published by IBHE in the following reports: *2012-13 Academic Discipline Unit Cost Study/2012-13 Comparative Cost Study, Illinois Public Universities*, IBHE, December 2014; *2013-14 Academic Discipline Unit Cost Study/2013-14 Comparative Cost Study, Illinois Public Universities*, IBHE, February 2016; *2014-15 Academic Discipline Unit Cost Study/2014-15 Comparative Cost Study, Illinois Public Universities*, IBHE, June 2016

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

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

Universities listed as having comparable programs are public universities in Illinois with an undergraduate program assigned CIP code 16.0501.

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

- a) General Education credit hours required at the university x average cost per credit hour across all lower division courses
 - b) 60 – General Education credit hours x lower division cost per credit hour for the discipline
 - c) Total credit hours required for the program – 60 x upper division cost per credit hour for the discipline
- Total estimated expense per degree = a + b + c

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

National averages have been extrapolated from information published in *How Much Does It Cost Institutions to Produce STEM Degrees?*, Data Brief, September 2013, Center for STEM Education and Innovation at American Institutes for Research and Delta Cost Project at American Institutes for Research. The national average for all undergraduate programs as cited in that publication has been calculated using the catalog cost method. The national average for undergraduate programs in the discipline as cited in that publication has been calculated using the full attribution method. Figures from the publication used in this report have not been updated to account for inflation. See the appendix for more information regarding methods of estimating expense per degree.

(Descrochers, 2011) refers to an unpublished manuscript by D.M. Desrochers titled *Estimating the Production Cost of Degrees by Level and Discipline using National Data: An Exploration of Methodologies*, as cited in *How Much Does It Cost Institutions to Produce STEM Degrees?*, Data Brief, September 2013, Center for STEM Education and Innovation at American Institutes for Research and Delta Cost Project at American Institutes for Research.

ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT Illinois State University, Fall 2016

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

IBHE Outcome 4.B: Strong Institutional Justification: No Further Action

Program status:

Illinois State University has no plans to disestablish its B.A., B.S. in Interdisciplinary Studies program or to consolidate it with some other program or programs at the institution. The Interdisciplinary Studies program plays vital roles among the 76 baccalaureate programs at Illinois State. It provides students flexibility to design interdisciplinary and multidisciplinary programs that meet their unique academic goals at a time of increasing emphasis in the academy on interdisciplinarity and multidisciplinary. The program also provides a vital option for students who meet university requirements to receive a baccalaureate degree but due to a wide variety of circumstances are unable to meet requirements of their chosen major.

By design the B.A., B.S. in Interdisciplinary Studies at Illinois State 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 graduate. In doing so, the program helps further the state goal of achieving a 60 percent college graduation rate among Illinois residents by 2025.

The program serves four primary groups: students whose specific interests cannot be accommodated through existing academic programs at the University, students who seek a degree that incorporates offerings of two or more departments or schools at the University, students in special education or teaching and learning who are unable to complete clinical requirements of their program, and 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 has no faculty of its own; rather it utilizes courses and instructors in department and schools across the University. Student advising is provided through University College, which also advises all freshmen at the University.

The B.A., B.S. in Interdisciplinary Studies last submitted an eight-year program review self-study report in fall 2010. The program was determined to be in good standing. The program review status of the program is summarized below.

Current program review status: In Good Standing
Last self-study report due: October 1, 2010
Interim reports due: None
Next self-study report due: October 1, 2018

Enrollment

The current IBHE enrollment threshold used by IBHE to determine whether a baccalaureate program is considered "low producing" is fall census day enrollment averaging fewer than 40 students during the most recent three years for which data are available.

The B.A., B.S. in Interdisciplinary Studies program is included in this report because its average fall census day enrollment is less than the efficiency and effectiveness threshold established by IBHE (see the table below). However, fall census day enrollment does not adequately reflect either need for or use of the program.

Of the four subgroups described above, the primary subgroup enrolling in the program 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) and, therefore, do not appear in fall census enrollment counts for the Interdisciplinary Studies program.

Earlier this decade the Illinois State Board of Education mandated successful completion of the edTPA capstone assessment as a requirement for students to qualify for a teacher preparation degree as well as for teacher licensing. Students who complete all requirements for a degree in Early Childhood Education, Elementary Education, Middle Level Teacher Education, or Special Education at the University other than the edTPA capstone assessment may graduate from the University with an Interdisciplinary Studies degree. As a result, the value of the Interdisciplinary Studies program at the University is even greater today than it was just a few years ago.

	Fall Census Day Enrollment, First Majors			
	2013	2014	2015	Ave
B.A., B.S. in Interdisciplinary Studies	7	10	6	7.7

Graduation

The current degrees conferred threshold used by IBHE to determine whether a baccalaureate program is considered “low producing” is fiscal year degrees conferred averaging fewer than nine students during the most recent three years for which data are available.

A more telling indicator of the value of the B.A., B.S. in Interdisciplinary Studies program to students at the University is the number of degrees conferred by the program. That number is consistently higher than the efficiency and effectiveness threshold established by IBHE (see the table below), on average more than four times higher.

	Degrees Conferred by Fiscal Year			
	2013	2014	2015	Ave
B.A., B.S. in Interdisciplinary Studies	52	40	33	41.7

Expense per degree

Estimated expense per degree for the B.A., B.S. in Interdisciplinary Studies program and comparator programs at other Illinois public universities are provided in the table below. See notes below the table for details regarding these calculations.

The estimated expense per degree for the B.A., B.S. in Interdisciplinary Studies program is reasonable and appropriate. The estimated expense increased slightly from Fiscal 2013 to Fiscal 2015, at rates consistent with inflation. The estimated expense for the program at Illinois State remained slightly below the average across comparator programs and well below national averages.

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Estimated Expense per Degree, Catalog Cost Method

B.A., B.S. in Interdisciplinary Studies and Comparable Programs at Illinois Public Universities
Fiscal 2013 – Fiscal 2015

					Percent Change	
		FY2013	FY2014	FY2015	FY2013 - FY2014	FY2014- FY2015
ISU	Interdisciplinary Studies, B.A., B.S.	\$38,900	\$39,100	\$40,300	0.5%	3.1%
CSU	B.A. in Liberal Studies/B.A., B.S. in Individualized Curriculum	\$56,400	\$56,500	\$57,900	0.2%	2.5%
EIU	B.A. in General Studies	\$42,800	\$44,600	\$44,100	4.2%	(1.1%)
GSU	B.S. in Interdisciplinary Studies	NA	NA	\$46,500	NA	NA
NEIU	B.A. in Interdisciplinary Studies	\$36,700	\$42,500	\$44,000	15.8%	3.5%
NIU	Bachelor of General Studies	\$40,400	\$42,500	\$43,600	5.2%	2.6%
SIUC	B.A., B.S. in University Studies	\$36,800	\$38,200	\$38,700	3.8%	1.3%
SIUE	Undeclared Undergraduates/Bachelor of Liberal Studies	\$29,500	\$31,000	\$30,100	5.1%	(2.9%)
UIC	B.A. in Individual Plan of Study	\$37,200	\$39,000	\$40,500	4.8%	3.8%
UIS	B.A. in Liberal Studies	\$48,000	\$49,300	\$47,700	2.7%	(3.2%)
UIUC	B.A.L.A.S. and B.S.L.A.S. in Individual Plans of Study	\$40,000	\$44,300	\$44,700	10.8%	0.9%
WIU	Bachelor of Liberal Arts and Sciences	\$35,200	\$36,900	\$37,900	4.8%	2.7%
Average excluding ISU		\$40,300	\$42,500	\$43,200	5.5%	1.6%
ISU : Average		0.97	0.92	0.93		

National average, all undergraduate programs, 2009: \$60,301

National average, all undergraduate programs (Desrochers, 2011): \$45,000

NOTES

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

Estimates have been calculated using cost per credit hour data published by IBHE in the following reports: *2012-13 Academic Discipline Unit Cost Study/2012-13 Comparative Cost Study, Illinois Public Universities*, IBHE, December 2014; *2013-14 Academic Discipline Unit Cost Study/2013-14 Comparative Cost Study, Illinois Public Universities*, IBHE, February 2016; *2014-15 Academic Discipline Unit Cost Study/2014-15 Comparative Cost Study, Illinois Public Universities*, IBHE, June 2016

Because students enrolled in an interdisciplinary studies program may take courses in many disciplines, average cost per credit hour across all undergraduate programs, lower division and upper division, as reported in the “99 All Disciplines” table in each of the above-cited reports, has been used to estimate expense per degree. The IBHE studies cited above include costs in the category “26 Multi/Interdisciplinary,” however those costs have not been utilized because they relate only to courses identified by a university as multidisciplinary or interdisciplinary or courses offered by a multidisciplinary or interdisciplinary unit.

Universities listed as having comparable programs are public universities in Illinois with an undergraduate program assigned CIP code 24.0101.

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

- a) 60 x average lower division cost per credit hour across all disciplines
 - b) 60 x average upper division cost per credit hour across all disciplines
- Total estimated expense per degree = a + b

The national average expense per degree across all undergraduate programs in 2009 is from *How Much Does It Cost Institutions to Produce STEM Degrees?*, Data Brief, September 2013, Center for STEM Education and Innovation at American Institutes for Research and Delta Cost Project at American Institutes for Research. According to the publication, that figure was calculated using the full attribution method. The figure has not been adjusted for inflation. See the appendix for more information.

(Desrochers, 2011) refers to an unpublished manuscript by D.M. Desrochers titled *Estimating the Production Cost of Degrees by Level and Discipline using National Data: An Exploration of Methodologies*, as cited in *How Much Does It Cost Institutions to Produce STEM Degrees?*, Data Brief, September 2013, Center for STEM Education and Innovation at American Institutes for Research and Delta Cost Project at American Institutes for Research. The national average expense per degree across all undergraduate programs, cited above from Desrochers) was calculated using the catalog cost method. The figure has not been adjusted for inflation. See the appendix for more information.

ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT Illinois State University, Fall 2016

ART, M.A., M.S.

IBHE Outcome 4.B: Strong Institutional Justification: No Further Action

Program status:

Illinois State University has no plans to disestablish its M.A., M.S. in Art program or consolidate it with some other program or programs at the institution. This decision is based on extensive review of the program through the state-mandated program review process and through the specialized accreditation process.

The M.A., M.S. in Art is one of two graduate level programs in the School of Art at Illinois State. The M.A., M.S. in Art is a 32 credit hour program designed to help students enhance their professional development and credentials in art sub-disciplines other than studio arts. The M.A., M.S. in Art program, through its art education sequence, serves art teachers in Illinois elementary and secondary schools and students who seek to obtain credentials to teach at those levels. The M.A., M.S. in Art program, through its visual culture sequence, prepares students for careers as curators, gallerists, archivists, museum and gallery registrars, and positions within publishing, editorial work, media studies, and cultural studies. The visual culture sequence also provides a foundation for doctoral study in visual culture, visual studies, art history, and related fields. Approximately half of the students enrolling in the M.A., M.S. in Art program are practicing art educators who enroll in the program part time and work full time.

If the M.A., M.S. in Art program were to be consolidated to meet IBHE enrollment and degree thresholds, the most logical program with which to consolidate would be its companion graduate program in the School of Art, the M.F.A. in Art. However, the two programs are designed to serve students with vastly different academic and career goals. The M.A., M.S. program focuses on art education and visual culture and requires 32 credit hours to graduate. The M.F.A. in Art program focuses solely on the studio arts and requires 60 credit hours. The M.F.A. program is designed to prepare students for studio arts careers and for teaching the studio arts at colleges and universities. Because of differences in their purpose, content, admission requirements, graduation requirements, and program length, the University deems consolidation of the M.A., M.S. in Art program and M.F.A. in Art program to be inappropriate.

Although the average number of degrees conferred by the M.A., M.S. in Art program has been below the efficiency and effectiveness threshold established by IBHE, the University is able to support the program through resource sharing with its companion undergraduate program, the B.A., B.S. in Art. The two programs share faculty, administration, and facilities and benefit from each other in numerous ways. Graduate students assist faculty with undergraduate course instruction including General Education courses, help coordinate educational outreach at University Galleries, and help teach weekend art classes for area youth. Undergraduate students benefit greatly from the expertise and experience of faculty members who hold the terminal degree in their discipline. Resource sharing like this is not unique to art programs at the University. Departments and schools across the institution contribute to academic programs in other departments and schools as well as to the General Education component of undergraduate education at the University.

The M.A., M.S. in Art program participated in program review during the 2015-2016 cycle and was determined to be in good standing by the Academic Planning Committee. That determination was accepted by the Board of Trustees of Illinois State University by way of its approval on July 22, 2016, of *Academic Plan 2016-2021*, which includes all program review summaries from the 2015-2016 program review cycle. While determining the M.A., M.S. in Art program to be in good standing, the Academic Planning Committee requested that program faculty investigate and submit interim reports (i.e., reports submitted between the eight-year program reviews mandated by IBHE) regarding aspirational programs and assessment. The program review status of the M.A., M.S. in Art program is summarized below.

Current program review status: In Good Standing
 Last self-study report due: October 1, 2015
 Interim reports due: Aspirational programs, January 31, 2017; Assessment update, May 15, 2017;
 Assessment plan, May 15, 2018
 Next self-study report due: October 1, 2023

In addition, the School of Art and its programs, including the M.A., M.S. in Art, continue to meet standards of the National Association of Schools of Art and Design (NASAD). The school and its programs were reaccredited by NASAD in 2014 for 10 years. The next accreditation review is tentatively scheduled for 2023-2024.

Enrollment

The current IBHE enrollment threshold used by IBHE to determine whether a master’s level program is considered “low producing” is fall census day enrollment averaging fewer than 10 students during the most recent three years for which data are available.

Fall census day enrollment in the M.A., M.S. in Art program averaged 12 students from fall 2013 through fall 2015. Declines in program enrollment experienced in the early 2010s have been stabilized, as has enrollment in the companion B.A., B.S. in Art program (see the table below).

	Fall Census Day Enrollment, First Majors			
	2013	2014	2015	Ave
M.A., M.S. in Art	12	11	13	12.0
B.A., B.S. in Art	306	281	282	289.7

Among the recommendations made by the Academic Planning Committee as a result of the 2015-2016 program review is focus during the coming years on student recruitment to maintain and increase enrollment. The committee has recommended formalizing enrollment targets and capacities for each sequence of the program in light of faculty resources, curriculum, and facilities. The committee has recommended expanding student recruitment beyond the region and state. University resources available to assist the program with its recruitment efforts include the Graduate School and Enrollment Management and Academic Services. A potentially powerful recruitment tool for the program is renovation and reconstruction of fine arts facilities at the University, including facilities for the School of Art. A \$54 million capital improvement project has been approved by the state and is awaiting release of state funds.

Graduation

The current degrees conferred threshold used by IBHE to determine whether a master’s level program is considered “low producing” is fiscal year degrees conferred averaging fewer than five students during the most recent three years for which data are available.

Due to several years of enrollment decline in the early 2010s, the number of degrees conferred by the M.A., M.S. in Art program decreased from Fiscal 2013 to Fiscal 2015. The same trend occurred with the B.A., B.S. in Art program (see the table below). An additional factor in the variability and decline in the number of graduates from the M.A., M.S. in Art program is the large percentage of students who enroll part time (58 percent in fall 2013 and 45 percent in fall 2014). Most part-time students in the program are practicing teachers in Illinois schools. The curriculum of the art education sequence of the M.A., M.S. in Art program is being revised to incorporate urban education and aspects of the New South Wales, Australia, art education model to better serve practicing art teachers.

	Degrees Conferred by Fiscal Year			
	2013	2014	2015	Ave
M.A., M.S. in Art	6	3	1	3.3
B.A., B.S. in Art	84	77	73	78.0

Through its review of the M.A., M.S. in Art program in 2015-2016, the Academic Planning Committee has recommended that the program initiate measures to facilitate timely graduation by part-time students in the program, which should result in more consistent numbers of degrees conferred. The committee has encouraged the program to explore expanded use of distance education, particularly for practicing teachers completing the art education sequence, many of whom reside in the Chicago metropolitan area and have limited options for enrolling in a master-level art teacher education program. The committee has encouraged the School of Art to consult with other graduate teacher education programs at Illinois State for models of distance education.

Expense per degree

Estimated expense per degree for the M.A., M.S. in Art program, all graduate programs at Illinois State University, and comparator programs at other Illinois public universities are provided in the tables below. See notes below the tables for details regarding these calculations.

Estimated expense per degree for the M.A., M.S. in Art program is reasonable and appropriate. Estimated expense per degree for the program declined slightly from Fiscal 2014 to Fiscal 2015 after a nearly 25 percent increase from Fiscal 2013 to Fiscal 2014. This reversal is consistent with volatility in expenses for comparator programs. This volatility may reflect sensitivity to small changes in small enrollments characteristic of master’s level visual arts programs. Estimated expense per degree for the M.A., M.S. in Art program at Illinois State is higher than for all master’s level programs at the University. This may be explained in part by relatively lower faculty to student ratios in arts programs. Estimated expense per degree for the program at Illinois State was consistently higher than comparator programs from Fiscal 2013 to Fiscal 2015, although the difference between the Illinois State program and comparator programs decreased from Fiscal 2014 to Fiscal 2015.

Estimated Expense per Degree, Catalog Cost Method

M.A., M.S. in Art Program and All Master’s Programs at Illinois State University
Fiscal 2013 - Fiscal 2015

	FY2013	FY2014	FY2015	Percent Change	
				FY2013 - FY2014	FY2014 - FY2015
Art, M.A., M.S.	\$21,000	\$26,100	\$25,400	24.3%	(2.7%)
All master’s programs	\$20,800	\$21,900	\$21,400	5.3%	(2.3%)
Art : All	1.01	1.19	1.19		

Estimated Expense per Degree, Catalog Cost Method

M.A., M.S. in Art Program and Comparable Programs at Illinois Public Universities
Fiscal 2013 – Fiscal 2015

	Credit Hours	FY2013	FY2014	FY2015	Percent Change		
					FY2013 - FY2014	FY2014 - FY2015	
ISU	Art, M.A., M.S.	32	\$21,000	\$26,100	\$25,400	24.3%	(2.7%)
EIU	Art, M.A.	30	\$12,700	\$11,700	NA	(7.9%)	NA
	Art, M.A.	32	\$13,600	\$12,400	\$22,300	(8.8%)	79.8%
GSU	Art, M.A.	32	\$15,100	\$21,600	\$22,300	43.0%	3.2%
NIU	Art, M.A.	33	\$20,400	\$18,000	\$20,600	(11.8%)	14.4%
Average excluding ISU			\$15,400	\$15,900	\$21,700	3.2%	36.5%
ISU : Average			1.36	1.64	1.17		

NOTES

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

Estimates have been calculated using cost per credit hour data published by IBHE in the following reports: *2012-13 Academic Discipline Unit Cost Study/2012-13 Comparative Cost Study, Illinois Public Universities*, IBHE, December 2014; *2013-14 Academic Discipline Unit Cost Study/2013-14 Comparative Cost Study, Illinois Public Universities*, IBHE, February 2016; *2014-15 Academic Discipline Unit Cost Study/2014-15 Comparative Cost Study, Illinois Public Universities*, IBHE, June 2016

Discipline-specific costs are based on cost per credit hour data in the above-cited reports for Discipline 43: Visual Arts.

The average expense per degree across all master's programs at Illinois State is based on 35 credit hours, which is the average number of credit hours required by master's level programs at the institution excluding four programs (M.F.A. in Art, M.F.A. in Theatre, Master of Social Work, and M.S. in Speech-Language Pathology).

Universities listed as having comparable programs are public universities in Illinois with a Master of Arts or a Master of Science program assigned CIP code 50.0701.

Expense per degree for a particular university for a particular year has been calculated as follows: Minimum credit hours required for graduation x average cost per credit hour for Graduate I programs.

University catalogs were consulted for information regarding the minimum number of credit hours required to graduate from a program at a university. When the minimum number of credit hours varies by the plan of study within the program, each possible minimum has been included in the table.

ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT
Illinois State University, Fall 2016

INSTRUCTIONAL TECHNOLOGY AND DESIGN, M.S.

IBHE Outcome 1: Sunset

Program status:

In 2000 the IBHE board authorized Illinois State University to offer a M.S. in Instructional Technology and Design program in higher education regions 5, 6, and 10 through its College of Education. The first student enrolled in the new program in fall 2001. Enrollment peaked at 20 students in fall 2004, and, thereafter, enrollment declined. No students have been enrolled in the program since 2009, and the last instructional technology and design degree was granted in in Fiscal 2009. Due to declining interest, the program was closed to new admissions effective May 17, 2010. New admissions have been suspended since then.

The College of Education at Illinois State intends to initiate disestablishment of its M.S. in Instructional Technology and Design program in 2017 through program change processes internal to the college and University. Once complete, the disestablishment will be reported to IBHE in an Annual Listing of Program Changes. Because no students are currently enrolled in the program and no former students are still working toward the degree, development of a teach-out plan in connection with disestablishment of the program is unnecessary.

ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT
Illinois State University, Fall 2016

MUSIC EDUCATION, MASTER OF (M.M.ED.)

IBHE Outcome 4.B: Strong Institutional Justification: No Further Action

Program status:

In fall 2015, calculations of average enrollment and degrees conferred for the Master of Music Education (M.M.Ed.) program at Illinois State indicated that both were slightly lower than IBHE efficiency and effectiveness thresholds. Calculation of the same metrics in fall 2016 using more recent data (see tables below) indicate that the program metrics now exceed their respective thresholds. This change is due in large part to significant changes made by program faculty to how the program is delivered and to recruitment efforts by the School of Music. Because of this change and because of the opportunities the program provides to elementary and secondary music teachers of the state, the University has no plans to disestablish its Master of Music Education program or to consolidate it with some other program or programs at the institution.

The M.M.Ed. program is one of several specialized master-level programs offered by Illinois State designed to help practicing teachers in Illinois elementary and secondary schools improve their professional knowledge and skills to, in turn, improve student learning in elementary, middle, and high schools of the state. Like its peer programs at the University, the M.M.Ed. program is not designed to prepare students for initial teacher licensing/endorsement in Illinois; that is the purpose of the Bachelor of Music Education (B.M.E.) program at Illinois State. The M.M.Ed. program at Illinois State is one of only two active master-level programs at Illinois public universities assigned CIP code 13.1212. The other is at the University of Illinois at Urbana-Champaign.

Students in the M.M.Ed. program share faculty and resources with other programs of the School of Music, including the aforementioned Bachelor of Music Education program (B.M.E.), the B.A., B.S. in Music (Liberal Arts), the Bachelor of Music Performance program (B.M.) and the Master of Music program (M.M.). Faculty teaching pedagogy courses in the M.M.Ed. program also teach in the B.M.E. program. The undergraduate and graduate music education programs on average enrolled 174 students from fall 2013 to fall 2015 (see tables below).

Serving practicing music educators of the state is a challenge given the rigorous classroom and co-curricular schedules maintained by those educators during the regular school year. Music teachers at the elementary and secondary levels typically spend as much or more time with students after regular school hours in music practice, competitions, and performances. That leaves the teachers little time during the school year to pursue post-baccalaureate education. Summer schedules may also be challenging, as teachers attend or teach summer classes or music camps.

These challenges were discussed by faculty of the M.M.Ed. program at Illinois State in their most recent program review self-study report, submitted to the Academic Planning Committee in fall 2011. In the self-study report, program faculty articulated a goal of expanding enrollment by offering a summers-only plan of study and by converting courses from face-to-face delivery to online-only delivery. While the Academic Planning Committee subsequently determined the program to be in good standing (a determination confirmed by the Board of Trustees through its approval of *Academic Plan 2012-2017* on July 27, 2012), the committee asked program faculty to investigate and submit interim reports (i.e., reports submitted between the eight-year program reviews mandated by IBHE) regarding curricular changes being planned at the time, assessment, aspirational programs, and program goals. The reports were subsequently submitted to and accepted by the Office of the Provost. The program review status of the M.M.Ed. program is summarized below.

Current program review status: In Good Standing
Last self-study report due: October 1, 2011
Interim reports due: None
Next self-study report due: October 1, 2019

Since the 2011-2012 program review, faculty has expended significant time to convert additional courses for online-only delivery, such that students may now complete the program fully online. That opportunity is especially convenient for music teachers employed by school districts in distant regions of the state, including the Chicago metropolitan area. This extensive initiative by program faculty has contributed to maintaining enrollment and degrees conferred at or above IBHE efficiency and effectiveness thresholds.

Enrollment

The current IBHE enrollment threshold used by IBHE to determine whether a master's level program is considered "low producing" is fall census day enrollment averaging fewer than 10 students during the most recent three years for which data are available.

Fall census day enrollment in the M.M.Ed. program averaged 10.3 students from 2013 to 2015. However, because the program is designed to enroll students during the summer term, either online or face-to-face, summer term enrollment is a better gauge of program efficiency and effectiveness. End of summer term enrollments from 2013 to 2015 (the most recent data available) averaged 15.7 students.

	Enrollment, Master of Music Education			
	2013	2014	2015	Ave
Fall census day	12	9	10	10.3
Summer, end of term	15	18	14	15.7

	Enrollment, Fall Census Day Music Education Programs, Illinois State			
	2013	2014	2015	Ave
Bachelor of Music Education	168	169	155	164.0
Master of Music Education	12	9	10	10.3
Total	180	178	165	174.3

	Enrollment, Summer, End of Term Music Education Programs, Illinois State			
	2013	2014	2015	Ave
Bachelor of Music Education	15	18	14	15.7
Master of Music Education	34	41	30	35.0
Total	49	59	44	50.7

Graduation

The current degrees conferred threshold used by IBHE to determine whether a master's level program is considered "low producing" is fiscal year degrees conferred averaging fewer than five students during the most recent three years for which data are available.

The number of students graduating from the M.M.E. program in 2014 and 2015 was the highest since 2008. The number of program graduates varies significantly from year to year, primarily because most students (e.g., two-thirds in fall 2014) are completing the program part-time while working full-time.

	Degrees Conferred by Fiscal Year			
	2013	2014	2015	Ave
Master of Music Education	2	8	7	5.7
Bachelor of Music Education	31	29	28	29.3
Total	33	37	35	35.0

Expense per degree

Two estimates of expense per degree for the Master of Music Education (M.M.Ed.) program have been calculated, because the program offers a 32 credit hour option and a 34 credit hour option. Both are compared to estimated expenses across all 32 and 34 credit hour master's programs at Illinois State and to the 32 credit hour program at the sole comparator program in Illinois. See notes below the tables for details regarding the calculations.

Estimated expense per degree for the M.M.Ed. program is reasonable and appropriate. Expense per degree increased approximately 25 percent from Fiscal 2013 to Fiscal 2014 but then remained about the same from Fiscal 2014 to Fiscal 2015. Estimated expense per degree for the comparator program changed even more drastically from Fiscal 2013 to Fiscal 2015, first increasing approximately 30 percent then decreasing approximately 37 percent. This volatility may be due in part to lower class sizes in music education relative to classes in other disciplines. Estimated expense per degree for the M.M.Ed. program increased from Fiscal 2013 to Fiscal 2015 to about the average across all master's level programs at Illinois State and also increased relative to estimated expense per degree for the comparator program.

Estimated Expense per Degree, Catalog Cost Method

Master of Music Education (M.M.Ed.) and All Master's Programs at Illinois State University
Fiscal 2013 - Fiscal 2015

	Credit Hours	FY2013	FY2014	FY2015	Percent Change	
					FY2013 - FY2014	FY2014 - FY2015
Music Education, Master of	32	\$17,000	\$21,500	\$21,800	26.5%	1.4%
Music Education, Master of	34	\$18,100	\$22,800	\$23,200	26.0%	1.8%
All master's programs		\$20,800	\$21,900	\$21,400	5.3%	(2.3%)
Music Education : All	32	0.82	0.98	1.02		
Music Education : All	34	0.87	1.04	1.08		

Estimated Expense per Degree, Catalog Cost Method

Master of Music Education (M.M.Ed.) and Comparable Programs at Illinois Public Universities
Fiscal 2013 – Fiscal 2015

	Credit Hours	FY2013	FY2014	FY2015	Percent Change		
					FY2013 - FY2014	FY2014 - FY2015	
ISU	Music Education, Master of	32	\$17,000	\$21,500	\$21,800	26.5%	1.4%
	Music Education, Master of	34	\$18,100	\$22,800	\$23,200	26.0%	1.8%
UIUC	Music Education, Master of	32	\$19,700	\$25,700	\$16,100	30.4%	(37.4%)
ISU (32) : UIUC			0.86	0.84	1.35		
ISU (34) : UIUC			0.92	0.89	1.44		

NOTES

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

Estimates have been calculated using cost per credit hour data published by IBHE in the following reports: *2012-13 Academic Discipline Unit Cost Study/2012-13 Comparative Cost Study, Illinois Public Universities*, IBHE, December 2014; *2013-14 Academic Discipline Unit Cost Study/2013-14 Comparative Cost Study, Illinois Public Universities*, IBHE, February 2016; *2014-15 Academic Discipline Unit Cost Study/2014-15 Comparative Cost Study, Illinois Public Universities*, IBHE, June 2016

Discipline-specific costs are based on cost per credit hour data in the above-cited reports for Discipline 10: Teacher Education.

The average expense per degree across all master's programs at Illinois State is based on 35 credit hours, which is the average number of credit hours required by master's level programs at the institution excluding four programs (M.F.A. in Art, M.F.A. in Theatre, Master of Social Work, and M.S. in Speech-Language Pathology).

Universities listed as having comparable programs are public universities in Illinois with a master's program assigned CIP code 13.1312.

Expense per degree for a particular university for a particular year has been calculated as follows: Minimum credit hours required for graduation x average cost per credit hour for Graduate I programs.

University catalogs were consulted for Information regarding the minimum number of credit hours required to graduate from a program at a university. When the minimum number of credit hours varies by the plan of study within the program, each possible minimum has been included in the table.

ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT
Illinois State University, Fall 2016

THEATRE, M.A., M.S.

IBHE Outcome 5: Review In Progress; A Response is Expected in 2017

Program status:

In fall 2015 Illinois State reported that its M.A., M.S. in Theatre program would be reviewed before determining an outcome regarding the future of the program and reporting that outcome to IBHE. The fall 2015 report indicated that two reviews of the program would be conducted, one external and one internal. Since fall 2015, the external review (specialized accreditation) has been completed. The internal review process (program review) is underway but not yet complete at this time. Accordingly, Illinois State will report an outcome for this program in fall 2017, in the Academic Program Efficiency and Effectiveness Report due to IBHE by November 30, 2017.

The external review of the M.A., M.S. in Theatre program was conducted in 2015-2016 by the National Association of Schools of Theatre (NAST) in connection with its reaccreditation review of the School of Theatre and Dance at Illinois State. Program faculty compiled the reaccreditation request during the 2014-2015 academic year, and an accreditation team visited the University on October 29-30, 2015 to meet faculty, students, and staff. At its March 2016 meetings, the NAST Commission on Accreditation granted reaccreditation of the school, including the M.A., M.S. in Theatre program, for ten years (through 2025-2026). In reaccrediting the school, the commission determined that the school and its programs meet or exceed national standards for postsecondary education in theatre and dance. The next accreditation review of the school and its programs is scheduled to occur in 2025-2026.

With respect to the internal review (program review), the School of Theatre and Dance is scheduled to submit a program review self-study report for the M.A., M.S. in Theatre program to the Office of the Provost in fall 2016. The Academic Planning Committee is scheduled to review the self-study report in February 2017 and formulate its recommendations to the program and school by March 2017. In conducting its review of the M.A., M.S. in Theatre program, the Academic Planning Committee will consider the status of the program vis a vis enrollment and degree thresholds adopted by IBHE and the range of possible outcomes set forth by the agency. The program review status of the M.A., M.S. in Theatre program is summarized below.

Current program review status: In Good Standing

Last self-study report due: October 1, 2007

Interim reports due: None

Next self-study report due: October 1, 2016 (a self-study report had been due October 1, 2015, but was deferred one year to align with specialized accreditation review by the National Association of Schools of Theatre)

Based on the 2015-2016 reaccreditation review and the 2016-2017 program review, the University will select an outcome category for the program as required by IBHE. The University will report that outcome to IBHE in fall 2017.

Updated enrollment and degree data and information regarding expense per degree are presented below for the M.A., M.S. in Theatre program and its companion program in the School of Theatre and Dance, the M.F.A. in Theatre.

Enrollment

The current IBHE enrollment threshold used by IBHE to determine whether a master's level program is considered "low producing" is fall census day enrollment averaging fewer than 10 students during the most recent three years for which data are available.

	Fall Census Day Enrollment, First Majors			
	2013	2014	2015	Ave
M.A., M.S. in Theatre	6	3	7	5.3
M.F.A. in Theatre	26	24	19	23.0
Total	32	27	26	28.3

Graduation

The current degrees conferred threshold used by IBHE to determine whether a master's level program is considered "low producing" is fiscal year degrees conferred averaging fewer than five students during the most recent three years for which data are available.

	Degrees Conferred by Fiscal Year			
	2013	2014	2015	Ave
M.A., M.S. in Theatre	3	4	2	3.0
M.F.A. in Theatre	5	5	8	6.0
Total	8	9	10	9.0

Expense per degree

Estimated expense per degree for the M.A., M.S. in Theatre program, all graduate programs at Illinois State University, and the comparator program at another other Illinois public university are provided in the tables below. See notes below the tables for details regarding the calculations.

Estimated expense per degree for the M.A., M.S. in Theatre program is reasonable and appropriate. Expense per degree increased approximately 11 percent from Fiscal 2013 to Fiscal 2014 but then remained about the same from Fiscal 2014 to Fiscal 2015.

Estimated expense per degree for the program was consistently higher than the average across all master's level programs at Illinois State from Fiscal 2013 to Fiscal 2015. This may be due to lower faculty to student ratios in arts programs or to the costs associated with production and performance facilities needed to support performing arts programs. Estimated expense per degree for the program at Illinois State remained at or below estimated expense per degree for the comparator program.

Estimated Expense per Degree, Catalog Cost Method

M.A., M.S. in Theatre Program and All Master's Programs at Illinois State University
Fiscal 2013 - Fiscal 2015

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

Estimated Expense per Degree, Catalog Cost Method

M.A., M.S. in Art Program and Comparable Programs at Illinois Public Universities
 Fiscal 2013 – Fiscal 2015

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

NOTES

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

Estimates have been calculated using cost per credit hour data published by IBHE in the following reports: *2012-13 Academic Discipline Unit Cost Study/2012-13 Comparative Cost Study, Illinois Public Universities*, IBHE, December 2014; *2013-14 Academic Discipline Unit Cost Study/2013-14 Comparative Cost Study, Illinois Public Universities*, IBHE, February 2016; *2014-15 Academic Discipline Unit Cost Study/2014-15 Comparative Cost Study, Illinois Public Universities*, IBHE, June 2016

Discipline-specific costs are based on cost per credit hour data in the above-cited reports for Discipline 44: Performing Arts (except Music).

The average expense per degree across all master's programs at Illinois State is based on 35 credit hours, which is the average number of credit hours required by master's level programs at the institution excluding four programs (M.F.A. in Art, M.F.A. in Theatre, Master of Social Work, and M.S. in Speech-Language Pathology).

Universities listed as having comparable programs are public universities in Illinois with a Master of Arts or a Master of Science program assigned CIP code 50.0501. M.F.A. in Theatre programs with CIP code 50.0501 have been excluded.

Expense per degree for a particular university for a particular year has been calculated as follows: Minimum credit hours required for graduation x average cost per credit hour for Graduate I programs.

University catalogs were consulted for Information regarding the minimum number of credit hours required to graduate from a program at a university. When the minimum number of credit hours varies by the plan of study within the program, each possible minimum has been included in the table.

ACADEMIC PROGRAM EFFICIENCY AND EFFECTIVENESS REPORT
Illinois State University, Fall 2016

WRITING, M.A., M.S.

IBHE Outcome 1: Sunset

Program status:

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 by the Academic Planning Committee 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.

A key component of the proposal to disestablish the program was a teach-out plan to help students already enrolled in the program graduate in a timely manner. Disestablishment of the program by action of the appropriate curriculum committees, administrative units, and the Academic Senate was announced October 27, 2014 by the Office of the Provost. Disestablishment officially occurred May 16, 2016. Two students continue their work in the program at this writing. One is on track to graduate in December 2016. The other, a part-time student who was the last student admitted to the program, is expected to graduate in another semester or two. Department of English faculty continues to work closely with those two students.

Pending disestablishment of the M.A., M.S. in Writing program was reported to IBHE by the University in its Annual Listing of Changes for the period July 1, 2015 through June 30, 2016, submitted to IBHE on June 30, 2016. The program should be retained by IBHE on its inventory of academic programs offered by Illinois State until the last student in the program matriculates.

APPENDIX

ESTIMATING EXPENSE PER DEGREE

Background

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

Public universities, including Illinois State, submitted their first efficiency and effectiveness report to IBHE in fall 2015. In that report universities were asked to report the status of programs with enrollment below thresholds established by IBHE. For the fall 2016 submission universities have been asked to report the status of those same programs but to also address degree completions and expense per degree associated with those programs. IBHE has established thresholds for degree completions but has not provided the universities guidance regarding expense per degree; instead, IBHE has asked each university to determine its own methods for estimating expense per degree and its own thresholds for defining “high expense.”

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

Delta Cost Project methods for estimating expense per degree

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

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

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

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

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

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

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

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

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

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

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

the two-decimal level rather than at the more granular four-decimal level commonly used to track academic programs.

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

In estimating expense per degree, costs per credit hour from a single year have been applied. For example, the estimated expense associated with granting a B.F.A. in Art degree in Fiscal 2015 is based on credit hour costs in that same fiscal year. However, credit hour costs are rarely stable from one year to the next. For example, variation in credit hour costs associated with programs discussed in this report has resulted in variation in calculated expense per degree up to 37 percent from one year to the next. A more precise application of the catalog cost method would involve applying credit hour costs reported for the year in which courses are actually taken.

See also:

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

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

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

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

Compiled by the Office of the Vice President for Academic Affairs and Provost, Illinois State University, September 2016

Reviewed by the Academic Planning Committee at Illinois State University, November 2016

Reviewed by the Academic Affairs Committee of the Academic Senate at Illinois State University, November 2016

Submitted to the Illinois Board of Higher Education, November 30, 2016

APPENDIX E: NORTHEASTERN ILLINOIS UNIVERSITY

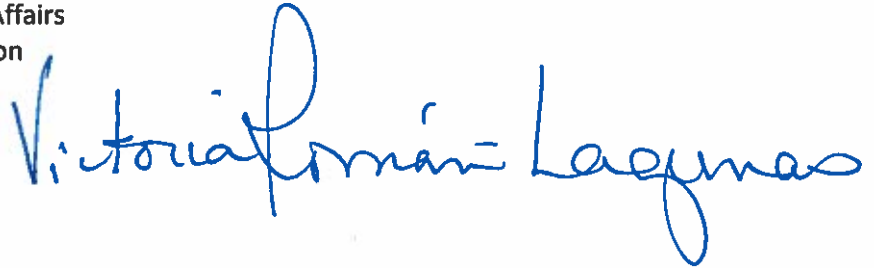
Office of the Provost

5500 North St. Louis Avenue
Chicago, IL 60625-4699

Phone: (773) 442-5420

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

From: Dr. Victoria Román-Lagunas
Acting Provost
Northeastern Illinois University



Date: December 15, 2016

RE: Reporting on Low Productivity Programs at Northeastern Illinois University

Pursuant to 110 ILCS 205/7, this memo is to report on programs identified by the IBHE as “low producing” in 2015-2016.

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, Gerontology, were all required to submit a “three-year plan” to address “productivity” (eg. average numbers of students graduating): their IBHE category remains “redesign.” They were also required to address the number of majors, as this number directly affects the numbers of graduates. They are currently approximately 18 months into their plans.

The Earth Science Bachelor’s Program has exceeded the IBHE minimum of three-year average of degrees conferred; they have reached an average of 10 for FY 14-16. They continue to work on their recruitment efforts to ensure an appropriate number of majors.

The Physics Bachelor’s Program has steadily increased the number of majors over FY 14-16. The graduation rate has also increased steadily. Given the low number of majors from 2010-2012, the numbers of graduates continues to be low, but is increasing. The faculty in this program continue to work on recruitment, intrusive advising, curriculum and scheduling practices, in order to address the low (yet increasing) average number of graduates.

The Women’s and Gender Studies Program has increased the number of graduates to 7 in FY 16. The three-year average remains low, but will continue to increase as faculty engage in very active recruitment efforts. This Program is currently preparing its self-study for its Program Review. An external consultant will visit in the Spring 2017 semester.

The General Studies Program, specifically Northeastern's University without Walls Program has both increased the numbers of majors (from 19 in Fall 2014 to 40 in Fall 2016) and the numbers of graduates (from 8 in 2014 to 13 in 2016). That said, this program is designed intentionally for small numbers of students who represent a specific non-traditional subset of NEIU's student body. These students have active, professional careers and demonstrate a highly developed knowledge and skill base—and yet lack a 4-year college degree. It is a very individualized program, with carefully designed independent studies with active faculty, and intrusive advising by a faculty advisor and a community (expert) advisor. Clearly this program addresses the Illinois Public Agenda and the goal of achieving 60% of the adult population with a college degree by 2025. NEIU will retain this program, and submits that this justification indicates that "no further action be taken."

The Master's Program in Gerontology has maintained the number of majors (26.5 over a three-year period) even while it graduated 10 in FY 16. The program faculty have been actively engaged in recruitment activities which they plan to continue; faculty in the Psychology Department (Gerontology resides in Psychology) will contribute to degree-producing efforts (by serving on theses committees), as there are currently only two full-time tenure track faculty who contribute a part of their work effort to Gerontology; and curricular changes will be submitted through governance in Spring 2017.

The Master's Program 40.0601 Geology/Earth Science has not had students enrolled for several years (enrollment was "frozen" pending curricular reform). Faculty in that program will review that status this year, and the University's Program Elimination Committee will consider the elimination of this program in the Spring 2017 semester.

Thank you for your consideration.

Cc: Interim President Richard J. Helldobler

APPENDIX F: NORTHERN ILLINOIS UNIVERSITY



2016 Northern Illinois University's Low-Producing Programs Report December 7, 2016

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. One recent initiative undertaken at NIU was a comprehensive Program Prioritization review of all programs in 2015-2016. The outcome of this review placed programs into one five categories with associated recommendations for 1) candidate for enhancement, 2) candidate for unchanged resources, 3) candidate for reduced resources, 4) candidate for transformation (with resources possibly increasing or decreasing), and 5) candidate for review and possible elimination.

This report on low-producing programs provides an update on the status of programs that were included in the 2015 Low-Producing Programs Report. 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 five years prior to 2015 are listed in Table 1 along with updates from this past year including: 1) new three year averages for enrollments and degrees conferred, 2) cost per credit hour for FY 2015, 3) Program Prioritization results and steps taken or planned as an outcome of those results, and 4) current program status. In addition, 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 three years.

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

Program	Average enrollment between FY2010-2014/(updated FY 2013-2015)	Average number of degrees conferred between FY2010 - 2014/(updated FY 2013-2015)	Cost per credit hour for FY 2015	Program Prioritization Results and Steps Taken/Planned	Status
Undergraduate	<25	<6			
B.A./B.S. in Community Leadership and Civic Engagement	32.4/(73.0)	3.2/(11.7)	\$321	Program began in 2012-2013 and is rapidly growing. Program was placed in "enhancement."	Justification/No Further Action Needed
B.A. in Russian	0.8/(0.0)	0.4/(0.0)	\$0	The B.A. in Russian has been eliminated.	Eliminated
B.A. in German	14/(13.0)	3.8/(4.3)	\$264	Program was placed in "transformation." A proposal has been put forth and is currently under review internally to consolidate the B.A. programs in German, French, and Spanish into a single B.A. in World Languages and Cultures program.	Consolidation
B.A. in Music	16.4/(16.7)	3.8/(4.0)	\$710	Program was placed in "transformation." Significant redesign is being undertaken.	Redesign
B.S. in Applied Management	18.4/(17.3)	1.2/(3.7)	\$201	Program was placed in "review." Program requirements and outcomes are being revised and the program is under internal review. Significant redesign is anticipated.	Redesign
B.A. in Art History	20.2/(12.7)	6.2/(7.0)	\$497	Program was placed in "transformation." Significant redesign is being undertaken.	Redesign
B.A./B.S. in Environmental Studies	49.6/(113.7)	1.6/(17.7)	\$202	Program was placed in "enhancement."	Justification/No Further Action Needed

Program	Average enrollment between FY2010-2014/(updated FY 2013-2015)	Average number of degrees conferred between FY2010 - 2014/(updated FY 2013-2015)	Cost per credit hour for FY 2015	Program Prioritization Results and Steps Taken/Planned	Status
B.A. in Theater Studies	35/(29.7)	5.6/(5.3)	\$317	Program was placed in “unchanged resources.” Faculty are engaged in holistic planning with other Theater Arts degree programs.	Redesign
Masters	<10	<5			
M.S. in Family and Consumer Sciences	0.4/(0.0)	0.4/(0.3)	\$0	The M.S. in Family and Consumer Sciences will be eliminated.	Sunset
M.S.Ed. in Foundations of Education	1.6/(2.0)	1/(0.3)	\$270	Program was placed in “review.” Program will be eliminated.	Sunset
M.A. in Foreign Languages (French)	4.6/(3.0)	1.2/(1.3)	\$546	Program was placed in “review.” Program will be eliminated.	Sunset
M.A. in Economics	5.2/(4.0)	7.4/(3.7)	\$839	Program was placed in “transformation.” Significant redesign is being undertaken.	Redesign

Program	Average enrollment between FY2010-2014/(updated FY 2013-2015)	Average number of degrees conferred between FY2010 - 2014/(updated FY 2013-2015)	Cost per credit hour for FY 2015	Program Prioritization Results and Steps Taken/Planned	Status
Master of Arts in Teaching	6/(12.3)	1.2/(1.3)	\$641	Program was placed in “transformation.” Significant redesign is being undertaken.	Redesign
M.S.Ed. in Educational Research and Evaluation	7.6/(7.7)	1.8/(1.0)	\$644	Program was placed in “transformation.” Significant redesign is being undertaken primarily with moving the program online.	Redesign
M.S.Ed. in Elementary Education	7.8/(2.0)	30.2/(0.3)	\$641	The M.S.Ed. in Elementary Education will be eliminated.	Sunset
Master of Science in Teaching	8.2/(3.7)	10.6/(4.0)	\$414	Program was placed in “review.” Significant redesign is being undertaken.	Redesign
M.S.Ed. in Educational Psychology	10.8/(10.3)	2.8/(3.0)	\$579	Program was placed in “review.” Opportunities for consolidation are currently under review.	Consolidation
Doctorate	<5	<1			
Ph.D. in Art Education	10.8/(13.7)	0.8/(1.0)	\$649	Program was placed in “reduced resources.” Significant redesign is being undertaken.	Redesign

Table 2: NIU's Deleted Academic Offerings from 2014-2016

Date	Academic Offering Eliminated
03/27/14	Concentration in Southeast Asian Studies
09/18/14	Emphasis in General Physical Education/6-12 Teacher Certification within the B.S.Ed. in Physical Education
09/18/14	Emphasis in Physical Education/6-12 within the B.S.Ed. in Physical Education
12/10/15	Emphasis in Hospitality Management within the B.S. in Nutrition, Dietetics, and Wellness
03/17/16	Minor in Dance Education
03/17/16	Emphasis in Non-Governmental Organization within the B.A./B.S. in Environmental Studies
03/17/16	Specialization in Rehabilitation Counseling within the M.A. in Communicative Disorders
12/15/16	Emphasis in Rehabilitation Services within the B.S. in Health Sciences
12/15/16	B.S.Ed in Health Education
12/15/16	Minor in Electrical Technology
12/15/16	Minor in Energy Technology
12/15/16	Minor in Environmental Management Systems
12/15/16	Minor in Manufacturing Technology
12/15/16	Minor in Productivity
12/15/16	Minor in Safety

APPENDIX G: SOUTHERN ILLINOIS UNIVERSITY SYSTEM



November 30, 2016

MEMO TO: Dr. Dan Cullen, Deputy Director
Illinois Board of Higher Education

FROM: Penny Moon, Administrative Aide
Vice President for Academic Affairs

A handwritten signature in black ink, appearing to read "Penny Moon", written over the printed name in the "FROM:" field.

SUBJECT: Low-Producing Reports

Attached you will find the updated low-producing reports for FY 2015 from SIUC and SIUE. Each campus is creating its own metrics on instructional costs to be applied to their FY 2017 reports. You will find narratives/table at the end of their reports explaining the proposed metrics and the progress made thus far in refining the models.

If you have any questions, please let us know.

Attachments

APPENDIX H: SOUTHERN ILLINOIS CARBONDALE

BACHELORS PROGRAMS

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]						

June 2015 Report

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.

October 2016 Report

Sunset.

As stated in the previous report, the BA in Design is in sunset status and its remaining seven students in 2015 (down from 12 in 2014) are completing the degree or transferring to the BFA during AY 2016-2017. The program is expected to be eliminated from the 2017-2018 catalog.

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]						

June 2015 Report

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.

October 2016 Report

Sunset.

In light of limited staffing for the program, the BSEd in Social Science Education is planned for sunset status in AY 2016-2017. An RME to that effect is on the dean's desk in the College of Education and Human Services. At least two courses in the program are planned to be requirements for the History Education degree. As with all programs moving to sunset status, arrangements are being made to teach-out the remaining nine students (as of 2015). Most likely, all of these students will be moved to the History Education major. It is expected that the BSEd in Social Science Education will be removed from the 2018-2019 catalog.

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]						

June 2015 Report

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.

October 2016 Report

No Action.

The faculty in the Department of Physics continue to make good on their enrollment management plan to grow this BS degree and to move their undergraduates to degree. In 2015, the program had 47 majors (about the same as the previous two years) and six graduates (three-times the number in 2014). The enrollment pipeline is certainly favorable for meeting the threshold in AY 2017-2018 (just a year later than predicted on the basis of 2013 data). This program's enrollment and completion plan is working. The program is scheduled for its regular program review in AY 2018-2019, when trends in the data will be carefully studied for future action.

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]						

June 2015 Report:

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.

October 2016 Report

No Action.

Enrollment and completion data on the combined BA and the BS degrees in Plant Biology, which require the same coursework in the department, provide a better view of their viability. Thanks to a concerted recruitment strategy, the department continues to see growth in its enrollments. In AY 2015, Plant Biology saw an increase in three majors, from 23 to 26, which represents a doubling of its undergraduate enrollments since AY 2010. Degree completion will grow accordingly, especially as the university’s recent retention efforts take hold, though they may take more than another year to achieve the target metrics required by the IBHE. Trends in the data will be reviewed during the programs’ next regularly scheduled review in AY 2017-2018.

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]						

June 2015 Report:

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.

October 2016 Report:

No Action.

The BS in Business and Administration, now completely online, has exceeded its minimum enrollment/completion thresholds: in FY2015 it saw 109 students and 13 completions. This vigorous program is in good standing and requires no further attention other than its usual AACSB accreditation review in five years. Thanks to its dedicated faculty and talented students, this excellent program is alive and well.

MASTERS PROGRAMS

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]						

June 2015 Report:

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.

October 2016 Report:

No Action.

The Masters of Science in Pharmacology and Neuroscience program complements the department's PhD program in this discipline. As previously noted, students admitted into the Masters of Science program most often accelerate into the PhD program once they satisfy basic entry requirements for doctoral study. This reduces the overall number of students who graduate from the Masters of Science program. Degrees conferred for this program averaged 0.4 graduates per year for the AY2009-AY2013 period shown above; for AY2014-AY2015, the program conferred 1.0 degrees per year. Occasionally, students in the PhD program opt to transfer to the Masters of Science program for personal reasons (e.g., reduced time to degree, change in career plans). The complementary nature of the Masters of Science program provides appropriate flexibility for the student to better meet the individual student's needs. In addition to the Masters of Science program, the department obtained IBHE approval in 2015 to add a Masters in Arts degree in Pharmacology and Neuroscience. Once implemented, this program will offer a non-thesis, largely online degree that the students may complete in one academic year. The Masters of Arts degree program is designed to appeal to students seeking a non-research graduate degree. Implementation of this new Masters of Arts program will likely further reduce use of the Masters of Science option in the years to come. SIU's pharmacology graduate programs will be comprehensively reviewed during the next full program review scheduled for 2019.

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]						

June 2015 Report:

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.

October 2016 Report:

No Action.

The MS in Chemistry continues to make good progress in its enrollments and degree completion: In AY 2015, it had 21 majors and four graduates, just one completion short of the IBHE metric, up from only one graduate in AY2012. This program will meet its target metrics in AY 2016, subject to averaging over the ensuing three years, as required by the IBHE. The program will have ample data for analysis during its next program review in 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]						

June 2015 Report:

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.

October 2016 Report:

No Action.

The MS in Mining and Mineral Engineering had 16 students in AY2015, the enrollment of ten students, with a three-year average of 11 students. Given its carefully developed plan for improvement, this program will meet its completion metrics in AY 2017. Within three years, its average completion will be satisfactory, which is now just one graduate short of the minimum threshold of five.

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]						

June 2015 Report:

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.

October 2016 Report:

No Action.

As indicated in the original report, the Professional Science Masters (PSM) in Advanced Energy and Fuels Management (AEFM) was reviewed in spring 2016. The result was for the Dean of the Graduate School, who oversees the program, to support the AEFM director in recruitment and retention initiatives. Better academic advisement, improved internship opportunities and more aggressive employment placement will help the program serve its students more effectively than in the past. The Chancellor has set an enrollment goal of ten-percent more students in all degree programs, including AEFM, by fall 2018. With the steps outlined by the review for the program to take, AEFM should easily meet its IBHE metric in enrollment and completion in two years, that is, by fall 2018.

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]						

June 2015 Report:

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.

October 2016 Report:

No Action.

It comes as no surprise to see the enrollment in the revised MS in Biological Sciences to increase from seven in AY 2014 to 13 in AY 2016, a nearly 100-percent jump. As the old degree program in Biological Sciences is taught out, completion rates improved briefly in AY 2015 (five), then fell back in AY2016 (two), as expected. The larger number of students in the new program will quickly—within the next year—see higher completion numbers. If this trend continues, and we see no reason why it shouldn't, the MS in Biological Sciences will achieve the IBHE metrics in AY 2017. It will have more data to study during its next program review in 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]						

June 2015 Report:

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.

October 2016 Report:

Sunset Status.

The faculty of the SIU School of Law voted in spring 2016 to place the Masters in Legal Letters in sunset status. The rationale for this decision was provided by the programs’ recent review that recommended new resources and staffing to promote the degree, even though the School of Law no longer can spare any more investment in such a small program. To marshal its limited budget for its JD degree, the School of Law moved quickly to close the MLL and begin the teach-out phase of its elimination. Only two students remain to finish this course of study in AY 2016. We expect them to finish in 2017.

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]						

June 2015 Report:

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.

October 2016 Report:

No Action.

After a careful review of their enrollment and completion management plan, the faculty in the Department of Animal Science, Human Nutrition, and Hospitality and Tourism feel confident that they will meet the goals set by the IBHE. The results of their efforts have placed this degree program fully in compliance this fiscal year: The three-year average for enrollment is now just shy of 13 and the three-year average of completion is now five. The department continues to work hard to recruit capable students and get them to finish in two years. The MS in Animal Science is growing and improving, and no longer subject to additional attention.

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]						

June 2015 Report:

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.

October 2016 Report:

No Action.

The MA in Political Science continues its support of the PhD program, as explained in the last report. Enrollments and completion rates remain inversely related—completions are actually higher than enrollment—which suggests the transfer of students from the PhD who chose not to finish the doctoral program and took the MA instead. Healthy enrollments and completion rates in the Masters of Public Administration—all of them in double digits each year—also suggest the lure of the MPA program to MA students. Clearly, the MA students have a practical professional option if they so choose, to continue their studies in a closely related field. The MA continues to serve its few students well despite their relatively small numbers and the very low instructional costs.

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]						

June 2015 Report:

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.

October 2016 Report:

No Action.

The same logic holds in the MA in Sociology that holds in other masters programs with a complementary PhD in a traditional arts and sciences program. The masters degree is a no-cost support program for the doctorate. Students who choose not to pursue the PhD by their qualifying exams are almost always awarded the masters. Hence the disproportionate completion rates (two in AY 2016) in comparison with the enrollments in the MA degree (three in AY 2016). So long as the doctorate remains vibrant – 20 students enrolled and two students completed, on average in AY 2014-2016—the masters will serve its vital function. Meanwhile, masters programs like Sociology's are exploring accelerated entry opportunities to facilitate the recruitment of students from the bachelors degree in the same field. This approach should soon improve enrollments and completion metrics in the next two years. We anticipate incremental growth for the foreseeable future.

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]						

June 2015 Report:

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.

October 2016 Report:

No Action.

Southern Illinois University conducted a full program review of the Molecular Physiology degree program in 2011. One recommendation from this review was the eventual phase-out of the Masters degree in Molecular Physiology in favor of an expanded PhD degree program in the discipline. This is expected to improve recruitment of doctoral-quality students, promoting research and providing better educational opportunities for students. Also, a number of Masters students accelerated into the PhD program in recent years, further reducing the number of students who completed the Masters degree in this period. Masters program enrollments and degrees conferred have declined

from 2011, consistent with the phase-out plan and the expanded focus on the doctoral degree. Performance is monitored and will be comprehensively reviewed during the next full program review scheduled for 2019.

(A small number of Masters positions may be maintained to allow a few students to first matriculate as Masters students and then accelerate into the PhD program once they satisfy basic entry requirements for doctoral study.)

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]						

June 2015 Report:

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.

October 2016 Report:

No Action.

In 2014, the MA in Speech Communication was renamed the MA in Communication Studies because the new title reflected more accurately recent developments in the discipline. Since then, enrollments and completion rates in Speech Communication have declined, while enrollments and completion rates in Communication Studies have risen. If the two MAs are combined, however, the programs meet the IBHE metric for completion over a three-year average of more than five per year. Meanwhile, enrollments remain subject to the much more attractive Ph.D. program, just as they are in other traditional arts and science disciplines. Communication Studies fits this pattern well and will not change appreciably until it adopts an accelerated entry program from the undergraduate major into the masters degree. We consider this program to be in good standing.

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]						

June 2015 Report:

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.

October 2016 Report:

No Action.

Just this year (FY 2016), thanks to the conscientious efforts of the faculty, the MFA in Theater has achieved its IBHE mandated metrics in enrollments and completion. The three-year average for FY 2014-2016 in enrollments is 15 and in completions is five. The university expects the vigorous recruitment and retention work in this valuable and successful terminal degree program to continue. Its complementarity with the PhD program in Communication Studies, with a concentration in Performance, will serve both programs well in the years ahead as students seek to broaden their employment opportunities in both practice and the academy.

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]						

June 2015 Report:

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.

October 2016 Report:

Sunset Status.

For the same reasons it took action to sunset the Masters of Legal Letters (MLL), the SIU School of Law chose to sunset its complementary Masters program in Legal Studies in spring 2016. Both programs, since their inception ten years ago, struggled to maintain credible enrollments and to see their students through to their degrees. Instead of pouring more resources and staffing into rebuilding the programs, the School of Law decided to focus its efforts on the more successful JD program, which has seen its own challenges recently in enrollments and completions, though not enough to merit additional IBHE scrutiny. The MLS is now in sunset status and all its remaining students are now finished. The program will be eliminated from the catalog in FY 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]						

June 2015 Report:

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.

October 2016 Report:

No Action.

The MS in Rehabilitation Administration and Services saw a slight uptick in completions, from just four in FY 2014 to five in FY 2016. This small incremental improvement is the upshot of the program’s work to recruit and graduate more students. It is also the consequence of some competition with the other masters degree in the Rehabilitation Institute, Rehabilitation Counseling, which offers much better employment opportunities to its graduates if only because of its national reputation. If the two master degree programs are combined, their enrollments and completion rates are well higher than the minimum IBHE thresholds for masters programs. The University expects both programs to grow modestly in the next two years. Their enrollment and completion data are subject to close monitoring.

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]						

June 2015 Report:

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.

October 2016 Report:

No Action.

The MA in Philosophy has reached its IBHE metrics: precisely ten students enrolled and five students finishing, averaged over the past three years (AY 2014-2016). The Department of Philosophy has been particularly attentive to first-year masters students as they make the difficult transition from undergraduate to graduate studies. Consequently, the program has seen a slight rise in completions in both the PhD and the MA programs. We expect this solicitude to help students going forward. Enrollment and completion data will remain subject to careful analysis.

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]						

June 2015 Report:

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.

October 2016 Report:

No Action.

The MSED in Special Education continues to struggle in achieving its minimum metrics in enrollment and degree completion. In AY 2014-2016, the program averaged 7.3 students and only two graduates, as the numbers continued to dwindle with each succeeding year from ten to four enrollments and from three to one graduate. Consequently, the faculty have proposed a graduate certificate, requiring fewer hours to complete, with an eye to retaining students in the MSED rather than watching them drop from the program after they reached 30 credit hours of coursework for promotion and better pay at work. Once the certificate is in place by fall 2017, it is expected to draw at least a dozen students to the degree program that is closely aligned with the requirements for the certificate. We will continue to monitor closely enrollments and completions for the next two years, and then evaluate them during the next regularly scheduled program 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.]						

June 2015 Report:

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.

October 2016 Report:

No Action.

The PhD in Agricultural Sciences is fully compliant with IBHE expectations on programmatic enrollments and completions at the doctoral level. The program has a three-year average (AY 2014-2016) of 28 students enrolled and more than four students completed. This improvement is a function of implementing a more aggressive recruitment and completion plan from its 2008 program review that is now paying dividends. We expect this progress to level off now that the college has achieved its optimal enrollments for the faculty and facilities it has for quality doctoral studies. No further review is necessary until its regularly scheduled program 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.]						

June 2015 Report:

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.

October 2016 Report:

No Action.

An outstanding faculty in Geology has wisely built a PhD program on its research achievements and well-funded laboratories. The doctorate now has seven active students and one graduate (AY 2016). Rather than taking very many more, the department is ensuring that the students are all supported and working closely with the right faculty whose research interests match. The slow development of the program is deliberate and responsible. It will take the program at least another three years to reach its IBHE metrics.

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.]						

June 2015 Report:

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.

October 2016 Report:

No Action.

Following the 2011 program review, the university began efforts to expand the PhD degree in Molecular Physiology. PhD program enrollments increased from eight in AY2011 to 14 in AY2015. The fall 2016 enrollment for this program is nine students. Degrees conferred in AY2014, AY2015, and AY2016 were three, one, and three, respectively. These data reflect the department's continuing work to increase opportunities for Doctorate level students in the field.

INSTRUCTIONAL COSTS

As a follow-up to the November 2015 report on the graduation rates of under-performing programs – using the IBHE's metrics on completion – SIU Carbondale is now developing a formula on instructional costs. This algorithm will be applied to the university's November 2017 list of all low-producing programs, including those provided by the IBHE based on enrollments and graduation rates. As indicated by the IBHE staff, the instructional costs are for the university to determine for its own assessment of program performance – and remediation, as appropriate. So, this determination will not be just for reporting to the IBHE, especially in light of the IBHE staff's inability to provide normalized instructional cost ratios for all degree programs offered by the state's public universities. Per IBHE directive, each university needs to determine its own approach to instructional costs.

Two years ago, Interim Provost Susan M. Ford, in collaboration with the Deans of the colleges reporting to her office, has been discussing a report from a 5-10-15 Committee, so-called for the university's rule of thumb for the scheduling of classes: all graduate-level classes must have a minimum of 5 students, all upper-division undergraduate classes must have at least 10, and all lower-division undergraduate classes must have no fewer than 15. Those classes failing to meet these thresholds in any semester are cancelled and the instructor re-assigned another course to teach, another research/creative activity, and/or another service/administrative duty, as appropriate, under the terms of the most recent Collective Bargaining Agreements with the faculty. Given its familiarity with this cost-saving practice, the 5-10-15 Committee had been charged with elaborating upon the formula to ascertain instructional costs more generally, not just for scheduling purposes.

The results of this Committee's deliberations are evident from the attached spreadsheet, which provides the FY 2015 instructional cost data for one college's departments (the names are omitted since the spreadsheet is merely illustrative of the formula that will be used for the next report on low-producing programs). The spreadsheet provides the following factors, column by column, drawn from the 5-10-15 recommendations:

Undergraduate Student Tuition

Graduate Student Tuition

Total Tuition

F&A Generation (Overhead Recovery)

Distance Education Income

Distance Education Expenditures

Net Distance Education Profit

Total Revenue

Total State Expenditures

Revenue Divided by Expenditures (R/E) Ratio

Discipline-Specific Normed Z-Score (derived from IBHE cost data for FY2011-2013 applied across all college programs)

R/E Minus Normed Z-Score (relative instructional costs >1 = more efficient, <1 = less inefficient)

The last column will be used to rank all departments/programs relative to their instructional cost, from the least to the most expensive, as measured by this algorithm. Programs in the lowest decile will be identified as low-producing, independently of their enrollments and completion rates. Just as with those academic programs not meeting the IBHE's other thresholds, the Provost office will be responsible for follow-up action, whether to sunset, to redesign, to review, or to take no action in light of other factors in the university's prioritization scheme for all degree programs in keeping with IBHE metrics. In spring 2017, the university will be conducting a more comprehensive review of all its degree programs to identify which of them require reconsideration for future staffing and funding going forward. But that is another process, one closely related to the IBHE's, to address the university's ability to offer quality degree programs for its students.

NB: The instructional cost formula is still under review and subject to revision before it is fully applied, so it may change slightly between now and when the university responds to its lists of low-producing programs this time next year. But its present form suggests the status of the ongoing conversation at SIU Carbondale to identify its low-producing programs relative to instructional costs.

See following spreadsheet.

**"5-10-15 Committee" Recommended Cost Formula, "real" income
FY 2015***

College 1	UG Tuition	Grad Tuition	Total Tuition	F&A Generation	Dist Ed Income**	Dist Ed Expend	Net Dist Ed Profit	Total Revenue	Total State Expenditures	Revenue/Expense	Rev/Exp Ratio	Disc. Spec. Z-Norm	Ratio - Z-Norm
Department 1	468,143	24,231	492,374	3,529	111,451	56,169	55,282	551,185	635,961	0.86669623	0.867	-1.11	1.977
Department 2	21,139	126,403	147,542	-	-	1,113	(1,113)	146,429	46,251	3.16596398	3.166	-1.11	4.276
Department 3	1,526,854	43,537	1,570,391	3,779	251,016	126,729	124,287	1,698,457	1,917,032	0.8859826	0.886	-1.07	1.956
Department 4	775,733	11,426	787,159	5,631	50,765	26,250	24,515	817,305	1,225,000	0.66718776	0.667	-1.11	1.777
Department 5	939,327	32,505	971,832	19,873	53,230	26,439	26,791	1,018,496	1,960,969	0.51938404	0.519	-1.11	1.629
Department 6	-	-	-	23,699	-	-	-	23,699	-	-	0.736	-	-
TOTAL College of Agricultural Sciences	3,731,196	238,102	3,969,298	56,511	466,462	236,700	229,762	4,255,571	5,785,213	0.73559452	-	-	-

*Please note that these are FY15 revenues and expenses. The revenues are net of waivers. Undergraduate tuition revenue is based on an average rate calculated for on-campus courses. The expenses are department expenses only. They do not include any factor for "overhead" such as space, utilities, and supporting costs such as business functions, public safety, etc.

**Dist Ed Income = TOTAL est. net revenue for university

APPENDIX I: SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

BACHELORS PROGRAMS

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]						

June 2015 Report:

Further Redesign and Program Changes to Remediate

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.

October 2016 Report:

Sunset Status

The College of Arts and Sciences is completing the requisite applications to formally eliminate this program and to create a new certification program to continue training students as “General Science” teachers. If approved, the current program will be phased down. There are currently 13 students enrolled in the program. We anticipate that students seeking this certification will work toward a bachelors degree in Geography with a certification in Earth and Space Science.

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]						

June 2015 Report:

Further Redesign and Program Changes to Remediate

The major promotes the health of the Physics Department and its ability to fulfill its mission of delivering service courses. Without a major, the core competency of the department could be jeopardized. The Physics Department is central to the Mission of the University and essential for the success of many other programs. More than 97% of about 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 program degrees conferred numbers fall short of the targets, it is important to compare these data to other bachelors 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 bachelors only granting physics departments graduate five or fewer students per year using a three-year average. SIUE Physics Department graduated more than five over a three-year average. This puts SIUE's program in the top 32% (of 503 departments) departments that graduate more than five. 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.

October 2016 Report:

Further Redesign and Program Changes to Remediate

The Physics Department continues to be active in working to increase the majors and graduation numbers. Since 2010, the program has been working to develop agreements with international programs to attract additional students. SIUE will also examine dual degree possibilities with Physics. Finally, the program recently developed three areas of specialization (Astronomy, Biomedical Physics, and Photonics and Laser Physics) in efforts to increase enrollment of students interested in these areas of Physics. Physics faculty have also been successful recently in garnering significant grant funding through federal programs.

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]						

June 2015 Report:

No Further Action (Eliminated)

SIUE submitted a RME to eliminate this program in FY15. The request was approved by the SIU President and will appear in our annual listing of changes.

October 2016 Report:

No Further Action (Eliminated)

The elimination of this program appeared in our FY16 annual listing of changes. No students remain to teach out.

MASTERS PROGRAMS

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]						

June 2015 Report:

Sunset Status – three programs above

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

October 2016 Report:

No Further Action (Eliminated) - three programs above

SIUE submitted RMEs to eliminate these programs in FY16. The requests were approved by the SIU President and appeared in our annual listing of changes. No students remain in the programs.

Biotechnology Management (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]						

June 2015 Report:

Sunset Status

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.

October 2016 Report:

Sunset Status

SIUE submitted a RME to the SIU President and approval was granted in June 2016 to eliminate this program. Two students remain in the program and are working to complete the program in FY17.

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]						

June 2015 Report:

No Further Action

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.

October 2016 Report:

No Further Action

As stated earlier, this program provides a unique and meaningful interdisciplinary alternative to students seeking a master’s degree. Further, this program typically attracts and graduates a high percent of underrepresented minority students. Student enrollment has increased to 20 and 19 students in 2015 and 2016, respectively, and completions are expected to likewise increase. Five students are anticipated to graduate from the program this year. The faculty have been working to maintain and increase enrollment in the program by ensuring the curriculum is responsive to students’ and workforce needs, providing greater structure to help students complete final projects, and by increasing recruitment efforts.

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]						

June 2015 Report:

Further Redesign and Program Changes to Remediate

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.

October 2016 Report:

Further Redesign and Program Changes to Remediate

A change in graduation rates is on the horizon. 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.

INSTRUCTIONAL COSTS

Per IBHE request, SIUE provided a follow-up report for "low-performing programs." In this instance, "low performing programs" were identified by the metrics set by IBHE for completion and enrollment. IBHE staff left instructional costs within each University's purview. As such, we offer the following narrative to describe how SIUE will routinely assess programs for instructional costs. We do so in the absence of normed cost ratios that, historically, provided important contextualization to cost data.

Current practices for reviewing instructional costs

Currently, the Office of Institutional Research and Studies provides an annual report to the Provost that includes instructional costs by program, department, and rolled into the School/College. SIUE's review is calculated using two methods to provide the most holistic view of academic Schools/College. In one scenario, cost is associated with an individual student based on her or his major. In the other scenario, cost is calculated based on the distribution of credit hours. By providing the data in two ways, the contribution of departments with heavy service responsibilities to general education, minors, or other programs becomes more readily apparent.

The formula then considers tuition revenue associated with the majors in a unit or the credit hours generated by a unit. From that total, we then subtract all tuition waivers (i.e., athletics scholarships, graduate assistantships, institutional scholarships and other waivers, mandatory waivers, etc.). The result is the net tuition. We then subtract the state expenses. This would include all instructional costs and other operational costs covered by state accounts. Typically, these data are shared at a regularly scheduled meeting of the Provost and Deans. These data are then discussed to understand how units are covering instructional costs and/or generating revenue to cover institutional operations. We provide these data at the School/College level for at least the past five years.

At the program level, we provide these data similarly, but the state expense is attributed to the department as a whole. The state expense would then be spread across the programs in a department. In this analysis, we can determine which departments have covered their direct expenses. However, as we drill down to the specific programs within a department, the analysis requires some nuance and caution since aggregated expenses cannot easily be assigned to each individual program. When a department is not generating sufficient tuition to cover state expenses, then we will do follow-up reporting to determine what may be affecting costs. We will, however, consider both major headcount and student credit-hour production models. In some cases, we are

well aware that programs require a significant investment on the part of the University and that a subsidy from the state appropriation allows SIUE to meet this educational need for students. In other cases, we will take actions to improve and provide such information to IBHE.

Thus far, these data have been useful for planning and budgeting on campus. They are, however, limited in some ways and insufficient alone. They are one variable among many in our analysis of program effectiveness. The Provost's Office will continue to use these data for academic planning and will work with the Deans, faculty, and other stakeholders to determine appropriate follow-up actions, which may include decisions to redesign, to review again within a specified period with an improvement plan in place, move to sunset status, or to take no action in light of other contributions to the University's students, the region, and the State.

In addition to monitoring program costs, SIUE policies and practices provide pathways for addressing instructional costs. Unit cost reports have historically been used in the regular academic program review process. Likewise, SIUE has a longstanding policy regarding minimum course requirements.

Current standards for course enrollments

SIUE, Policy 1c1 states, "MINIMUM ENROLLMENT The "15-10-5" rule is applicable. This rule requires that, in order to be held, a 500-level course must have a minimum enrollment of 5, a 300 or 400-level course must have a minimum of 10, and a 100 or 200-level course must have a minimum of 15. However, at the discretion of an academic dean, this requirement may be waived. A report of such waivers shall be submitted annually to the Provost by each Dean."

Generally, waivers to this policy occur when the course is necessary to allow students timely progression to degree. When courses fail to meet these enrollment thresholds, the courses are usually cancelled and tenure-track and tenured faculty members are reassigned to other courses, whenever possible. In the rare instance that there is no other course available during a Fall or Spring semester, then the faculty member will be reassigned to appropriate research or creative activities or take on other service or administrative loads to round out the contractual responsibilities.

APPENDIX J: UNIVERSITY OF ILLINOIS SYSTEM

Academic Program Efficiency and Effectiveness Report

University of Illinois

November 2016

Annual Report on Low Producing 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.

In the first such report last fall, the universities responded to a list produced by the IBHE of low degree production programs. Although the academic units of the University were able to determine how to appropriately address some of the programs on the list produced by IBHE, other programs required more in-depth review than was possible in the time allotted. It is this subset of the identified programs that this 2016 report from the University addresses by providing the results of these reviews.

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

Criteria for Program Selection

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. The initial lists of programs provided by IBHE to the public universities in summer 2015 selected programs for inclusion based solely on the numbers of degree completions. Any program for which the average annual number of degrees conferred over the five-year period of 2009 through 2013 was below the set threshold was flagged for attention. The thresholds used were six degrees conferred for bachelor’s degrees, five for master’s and one for doctoral degree programs.

Discussions subsequent to the production of that list by IBHE have yielded a revised set of criteria to be used to identify low-producing programs. These revised metrics include both a measure of the number of students enrolled with the degree program as their major and the number of degrees conferred in a given year calculated using a three-year average. The thresholds in future years would be: less than 40 majors or nine degrees conferred for bachelor’s level programs, less than ten majors or less than five degrees conferred for master’s level programs, and 15 majors or three degrees conferred for doctoral programs.

Cost as a Criterion

The last criterion required by the Act, high cost, is difficult to define and for which to set thresholds for review, particularly in the absence of comparative data and an understanding of the differing cost structures of the unique institutions that make up public higher education in Illinois. In spite of these complexities, the University of Illinois system constructed a system to derive comparisons based on cost that provided the high level data displayed in this report.

The system involved grouping programs into similar topical areas according to the taxonomy of the National Science Foundation, and grouping performing arts programs – all high cost relative to others -- for comparison within that group. Programs over 120% of the group average were then flagged as “high cost” and the group average was shown in comparison to the overall average. Further, programs operating at high cost and

Academic Program Efficiency and Effectiveness Report

University of Illinois

November 2016

producing high enrollments were recast at the group average cost, to show potential savings if costs were lowered.

Considerations of comparing costs, are significantly more complex than this system – or any single point system – identifies. Some of the difficulties of establishing an authoritative system of examining costs are discussed below, a critical point being the lack of cross-institutional comparison data available in Illinois. Further, the possible future direction of assignment to quadrants raises additional potential concerns. Though the Public Act stipulated that cost must be used in assessing program productivity, we have not yet developed a completely workable and illustrative system by which appropriately to set a threshold for high cost.

Source of cost data

In years past, the State of Illinois Program Major Cost Study was used to compare costs across the public universities. This Cost Study has not been used systematically and collected by IBHE since 2013 (for the 2010-11 academic year) and so the definitions and the algorithms used to produce the data are likely to have changed from one university to another. If it is desired to use the Program Major Cost Study as the basis for identification of higher cost programs, there should be facilitated discussion to understand the degree of cross-institution comparability before it is employed in this manner. Further, it should be recognized that the Cost Study data were most helpful in contrasting costs in Illinois across similar sized units and in general fields and less so for some of the more unique programs offered by a small number of institutions, sometimes only one.

Should it be concluded that the Program Major Cost Study will be reinstated for this purpose and collected by the IBHE, the collected multi-institution data would have greater utility if made available in a manner similar to way enrollments and degrees conferred are presently provided on the IBHE web site rather than in a comprehensive report in .pdf form as in previous years.

Establishing thresholds

It has been proposed to incorporate cost in the evaluation of program efficiency and effectiveness by classifying programs into quadrants based on a combination of productivity (in terms of enrollment and degrees conferred) and cost, i.e. low productivity/low cost, high productivity/high cost, etc., with a focus on programs with low productivity in combination with a relatively high cost per credit hour of instruction.

It is certainly reasonable to devote additional attention to programs with a higher cost among those with similar productivity. The use of quadrants coupled with the preliminary screen of the University's undergraduate programs using the most recent productivity thresholds suggest the possible identification of up to one-quarter of programs as being low productivity/high cost, assuming an institution-specific cost threshold. Classifying 25% of an institution's undergraduate degree programs as having low productivity and high cost undercuts the meaning and significance of that identification, devaluing the process. In addition, to conduct a meaningful review of 25% of all programs on an annual basis in addition to other required program review work will likely exceed the capacity of the University administration and faculty for such work.

Cost thresholds should be institution-specific and should be based on the average cost at the institution, e.g. those programs with a per-credit hour cost more than 120% of the average, or such that a fixed proportion of an

Academic Program Efficiency and Effectiveness Report

University of Illinois

November 2016

institution’s programs be identified as high cost, e.g. the 10% of programs with the highest cost. Whatever approach is chosen should allow for a ‘workable’ proportion of programs to be identified for review each year.

Timing of Reporting

The IBHE report to institutions of programs below the enrollment and/or degrees conferred thresholds, and presumably of those exceeding the cost threshold(s) yet to be determined, would be based on data reported to IBHE or through IPEDS by the institutions themselves. As these data are therefore available to the institutions at an earlier date than they become available to IBHE, presuming the criteria for selection are well-understood it should be possible for the institutions themselves to identify programs requiring review.

Key to this would be a requirement that the criteria to be used in a particular reporting year be established early in the calendar year and remain constant for that year. This gives the institutions flexibility in scheduling the work association with the program review, the opportunity to build the necessary review into other pre-existing internal program review processes according to their established timelines, and/or potentially additional time for review of identified programs prior to the target timeframe for reporting to the state legislature.

University of Illinois 2016 Report

As explained above, last year’s report focused on programs selected based on only a single criterion, low degree production. For that report, “low” was 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 was 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 for consideration. After a period of review, the programs were categorized. The categories and working definitions are listed below. Five categories were agreed upon jointly by the public universities, with an additional one, “Technical,” included by the University of Illinois. Programs categorized as requiring investigation/review (category ‘5’) on last fall’s report from the University are the subject of this report and each has been moved from category ‘5’ to one of the other categories.

Table 1 Response Categories

Category	Description
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

**Academic Program Efficiency and Effectiveness Report
University of Illinois
November 2016**

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

Attached tables

1. One list of programs per campus that met the review threshold for low degree production in last year's report to the Universities from IBHE and were reported by the Universities to IBHE last fall as requiring further review; and
2. One list per campus of all programs discontinued since the report to the IBHE last fall.

For further information please contact:

Marilyn Marshall
Assistant Vice President for Academic Affairs
University of Illinois
mmmurphy@uillinois.edu
217-333-3079

University of Illinois System

Eliminated Programs

University	Program	Notification to IBHE
UIC	Master of Arts in Mathematics	November 11, 2016
UIUC	Integrated Systems Laboratory	May 24, 2016
UIC	Joint Bachelor of Arts in Urban and Public Affairs/Master of Public Administration	
UIC	Joint Bachelor of Arts in Urban and Public Affairs/Master of Urban Planning and Policy	
UIUC	Joint J.D./Ph.D. Program in Law & Philosophy	January 25, 2016
UIUC	B.S. in Horticulture	May 8, 2015

APPENDIX K: UNIVERSITY OF ILLINOIS AT CHICAGO

Academic Years = 2009-2013 (Completions), 2013-2015 (Enrollments)

Completion thresholds for 2015 were: Associates=12, Bachelors=6, Masters=5, Doctoral=1.

Enrollment thresholds for 2017: Bachelors=40, Masters=10, Doctoral=15; Completion thresholds for 2017: Bachelors=9, Masters=5, Doctoral=3

U of I at Chicago			Enrollments				Program Cost per UG/GR CH	Completions						5-yr Average	Status	Notes
Bachelors			2013	2014	2015	3 yr Average		2009	2010	2011	2012	2013	2014			
24.0101	Liberal Arts and Sciences/Liberal Studies.	BA:Individual Pln of Stdy -UIC	0	0	0	0.0	\$ 175.35	1	0	0	1	0	1	0.4	3	Program currently exists as opportunity for students to work with faculty committee to design their own major. Degree is currently being revised to offer students the opportunity to complete a degree without specializing in a particular area. The program will allow students to satisfy personal and career goals.
13.1326	German Language Teacher Education.	BA:Teaching of German -UIC	1	1	0	0.7	\$ 260.90	0	2	1	0	0	0	0.6	4	Program shares courses with BA in Germanic Studies and in Education and will have external review in fall 2016.
13.1329	Physics Teacher Education.	BS:Teaching of Physics -UIC	6	6	4	5.3	\$ 277.04	1	0	1	1	0	0	0.6	Continued Review	Admissions have been suspended effective Fall 2015. UIC provided a status report to IBHE for this program in summer 2016. The program remains the current status. The faculty in the Department of Physics will discuss the future of this program. It will be followed up in summer 2017 through program review process.
14.1201	Engineering Physics/Applied Physics.	BS:Engineering Physics -UIC	13	11	16	13.3	\$ 256.63	0	1	0	0	2	0	0.6	4	Program shares courses with BS in Electrical and Computer Engineering and BS in Physics and will have external review in fall 2016.
15.1501	Engineering/Industrial Management.	BS:Engineering Mgmt -UIC	7	4	5	5.3	\$ 258.47	0	1	2	0	0	1	0.6	4	Program shares all courses with BS in Industrial Engineering except one management course and will have external review in fall 2016.
16.1200	Classics and Classical Languages, Literatures, and Linguistics, General.	BA:Classical Langes & Lit -UIC	1	1	1	1.0	\$ 224.44	0	3	0	1	0	0	0.8	Continued Review	Admissions have been suspended effective Fall 2010. The recent program review confirmed this status. UIC will follow up with the program about its status in summer 2017 through program review process.
16.0407	Polish Language and Literature.	BA:Polish -UIC	0	2	3	1.7	\$ 255.09	0	0	0	1	4	2	1.0	4	Program has contributed to UIC's general education with 7 GE courses, which had 915 registrations (an average of 183 per year) during 2009-2013. The external reviewers believe the program can equip non-majors (e.g., medical students) with the language to serve the large Polish-speaking population in Chicago. In addition, the department is considering curricular changes that would create synergies between Polish and Russian. To that end, the college has invited a consultant from the Modern Language Association to solicit feedback on curricular options.

51.1401	Medical Scientist.	MS: Clin & Trans Sci -UIC	27	21	10	19.3	\$ 662.89	0	1	2	3	4	4	2.0	4	Degree completion on the rise. Using more recent data, 20 students have completed the degree since AY2011-2012 (a 5-year average of 4.0).
05.0125	German Studies.	MA:Germanic Studies -UIC	7	8	5	6.7	\$ 725.05	1	2	5	2	1	3	2.2	4	Program shares substantial number of courses with PhD in Germanic Studies and will have external review in fall 2016.
51.2314	Rehabilitation Science.	MS: Rehabilitation Sci -UIC	20	30	24	24.7	\$ 439.18	4	0	1	1	6	6	2.4	4	Degree completion on the rise. 6 students completed the degree in 2014. In addition, program shares courses with new PhD in Rehabilitation Sciences established in Fall 2015.
50.0404	Industrial and Product Design.	MFA:Industrial Design -UIC MDES:Industrial Design -UIC	5	4	6	5.0	\$ 437.37	5	3	1	2	3	4	2.8	4	As of Fall 2016 there are 10 students in the program, and there were 6 in Fall 2015. This growth demonstrates the visibility and appeal of this new degree program (starting 2013) that recognizes distinct design practices and pedagogy. In addition a number of courses are shared with the MDes program in Graphic Design.
50.0605	Photography.	MFA:Photography -UIC	7	6	3	5.3	\$ 455.85	2	3	3	4	2	2	2.8	4	College offers 4 MFA programs (Photography, Moving Image, New Media Arts, and Studio Arts). MFA programs share a substantial number of courses. The student cohort for each year includes all MFA students, and is selected with input from the full Department of Art faculty. Program enrollment capacity is limited by the number of individual studios available, and the makeup of each "major" depends on the pool of applicants.
26.0101	Biology/Biological Sciences, General.	MS:Biological Sciences -UIC	6	7	2	5.0	\$ 342.99	2	3	3	2	7	0	3.4	4	Program shares substantial number of courses with PhD in Biological Sciences and is scheduled to have program review in fall 2018.
40.0601	Geology/Earth Science, General.	MS:Earth & Envirnmntl Sci -UIC	9	11	8	9.3	\$ 1,272.39	4	5	0	2	6	5	3.4	4	Program shares substantial number of courses with PhD in EaES. The external reviewers concurred that department's plan to focus increasingly on environmental earth sciences, rather than traditional geological sciences, will attract more students, both at the undergraduate and graduate level.
50.0602	Cinematography and Film/Video Production.	MFA: Moving Image -UIC	7	6	8	7.0	\$ 463.47	4	3	2	5	3	3	3.4	4	College offers 4 MFA programs (Photography, Moving Image, New Media Arts, and Studio Arts). MFA programs share a substantial number of courses. The student cohort for each year includes all MFA students, and is selected with input from the full Department of Art faculty. Program enrollment capacity is limited by the number of individual studios available, and the makeup of each "major" depends on the pool of applicants.
14.0701	Chemical Engineering.	MS:Chemical Engineering -UIC	15	16	29	20.0	\$ 629.43	5	3	2	7	5	8	4.4	4	Program shares substantial number of courses with PhD in Chemical Engineering and will have external review in fall 2016. 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	1	1	1.7	\$ 448.90	3	8	6	3	3	2	4.6	4	College offeres 4 MFA programs (Photography, Moving Image, New Media Arts, and Studio Arts). MFA programs share a substantial number of courses. The student cohort for each year includes all MFA students, and is selected with input from the full Department of Art faculty. Program enrollment capacity is limited by the number of individual studios available, and the makeup of each "major" depends on the pool of applicants.
52.1501	Real Estate.	MA:Real Estate -UIC	7	1	0	2.7	\$ 237.61	8	5	4	3	3	5	4.6	Continued Review	Admissions were suspended effective Fall 2014. UIC provided a status report to IBHE for this program in summer 2015 and 2016. The program remains inactive and will be followed up in summer 2017 through program review process.

TOTAL for Masters: 16

Doctoral

26.0910	Pathology/Experimental Pathology.	PHD: Pathology -UIC	8	7	7	7.3	\$ 932.04	0	0	0	0	2	0	0.4	4	Degree completion on the rise. The program had suspended admissions for a time, and was revitalized in 2008. Students admitted that year graduated in 2013. Subsequently, two students have graduated each year since (in 2014, 2015, and 2016) and 5 are currently enrolled in the program.
51.9999	Health Professions and Related Clinical Sciences, Other.	PHD: Kine, Nutr, & Rehab -UIC	35	38	29	34.0	\$ 674.10	0	0	1	0	3	9	0.8	4	Degree completion on the rise. 9 students completed the degree in 2014, which made the 5-year average 2.6 for the 2010-2014 period. In Fall 2015, the degree was renamed the PhD in Kinesiology and Nutrition after the rehabilitation component was developed into an independent PhD program (the PhD in Rehabilitation Sciences).

TOTAL for Doctoral:2

APPENDIX L: UNIVERSITY OF ILLINOIS AT SPRINGFIELD

Academic Years = 2009-2013 (Completions), 2013-2015 (Enrollments)

Completion thresholds for 2015 were: Associates=12, Bachelors=6, Masters=5, Doctoral=1.

Enrollment thresholds for 2017: Bachelors=40, Masters=10, Doctoral=15; Completion thresholds for 2017: Bachelors=9, Masters=5, Doctoral=3

U of I at Springfield	Enrollments			3 yr Average	Program Cost per UG/GR CH	Completions						5-yr Average	Status	Notes
	2013	2014	2015			2009	2010	2011	2012	2013	2014			
Bachelors														
45.0601 Economics, General.	15	16	18	16.3	\$ 184.43	2	6	5	8	4	4	5	3	The Economics program will be restructured as a concentration in Economics within the Business Administration major.
TOTAL for Bachelors: 1														
Masters														
03.0104 Environmental Science.	17	19	21	19.0	\$ 234.82	2	1	3	4	4	3	2.8	2	The MS degree will be consolidated with the MA in Environmental Studies. A capstone course option will be added to the MS degree and a teach-out plan will be implemented for the MA degree.
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

Academic Years = 2009-2013 (Completions), 2013-2015 (Enrollments)																			
Completion thresholds for 2015 were: Associates=12, Bachelors=6, Masters=5, Doctoral=1.																			
Enrollment thresholds for 2017: Bachelors=40, Masters=10, Doctoral=15; Completion thresholds for 2017: Bachelors=9, Masters=5, Doctoral=3																			
U of I at Urbana-Champaign																			
College	Bachelors			Enrollments				2015 Program Cost per UG/GR CH	Completions							2015 Status	2016 Status	Notes	
				2013	2014	2015	3 yr Average		2009	2010	2011	2012	2013	2014	5 yr Average				
LAS	05.0107	Latin American Studies.	BALAS:Latin American Studies	5	3	1	3.0	\$ 193.83	0	1	3	0	3	1	1.4	5	4	The unit offering this program is designated as a Title VI Resource Center and as such has access to external funding. The Title VI programs offer domestic grants to institutions to develop and maintain capacity and performance in area/international studies and world languages.	
LAS	05.0110	Russian Studies.	BALAS:Russian, East European, and Eurasian Studies	5	11	4	6.7	\$ 258.21	4	0	3	2	1	1	2.0	5	4	The unit offering this program is designated as a Title VI Resource Center and as such has access to external funding. The Title VI programs offer domestic grants to institutions to develop and maintain capacity and performance in area/international studies and world languages.	
LAS	05.0201	African-American/Black Studies.	BALAS:African Amer. Studies	9	9	11	9.7	\$ 257.38	0	2	3	2	1	0	1.6	5	4	Degree program established in 2009. Unit also contributes through General Education coursework and interdisciplinary collaborations across campus.	
LAS	05.0299	Ethnic, Cultural Minority, Gender, and Group Studies, Other.	BALAS:Gender and Women's Studies	19	11	13	14.3	\$ 303.68	0	3	6	10	0	1	3.8	5	4	Degree program established in 2009. Unit also contributes through General Education coursework and interdisciplinary collaborations across campus.	
LAS	13.1306	Foreign Language Teacher Education.	BA:Teaching of Russian	0	0	0	0.0		0	0	0	0	0	0	0.0	5		Eliminated 2010, see attachment	
LAS	13.1325	French Language Teacher Education.	BA:Teaching of French	5	3	2	3.3	\$ 189.43	2	2	3	1	3	4	2.2	5	4	Program curricula utilizes existing coursework from the disciplinary unit and other existing teacher preparation coursework.	
LAS	13.1326	German Language Teacher Education.	BA:Teaching of German	1	0	1	0.7		2	0	2	1	0	1	1.0	5	4	Program curricula utilizes existing coursework from the disciplinary unit and other existing teacher preparation coursework.	
LAS	13.1333	Latin Teacher Education.	BA:Teaching of Latin	0	1	0	0.3	\$ 170.81	0	0	0	0	0	0	0.0	5	4	Program curricula utilizes existing coursework from the disciplinary unit and other existing teacher preparation coursework.	
LAS	16.0104	Comparative literature.	BALAS:Comparative Literature	4	4	5	4.3	\$ 217.78	6	6	4	5	3	3	4.8	5	4	Incremental cost of maintaining degree program is low since many program courses are utilized highly by non-majors including as Gen Ed coursework.	
LAS	16.0400	Slavic Languages, Literatures, and Linguistics, General.	BALAS:Slavic Studies	0	5	1	2.0	\$ 35.59	0	1	3	0	1	1	1.0	5	4	Incremental cost of maintaining degree program is low since many program courses are utilized highly by non-majors including as Gen Ed coursework.	
LAS	16.0902	Italian Language and Literature.	BALAS:Italian	5	2	2	3.0	\$ 219.78	1	1	0	1	5	2	1.6	5	4	Incremental cost of maintaining degree program is low since many program courses are utilized highly by non-majors including as Gen Ed coursework.	
LAS	16.0904	Portuguese language and literature.	BALAS:Portuguese	1	3	1	1.7	\$ 108.74	0	0	0	0	0	0	0.0	5	4	Incremental cost of maintaining degree program is low since many program courses are utilized highly by non-majors including as Gen Ed coursework.	

LAS	26.0101	Biology/Biological Sciences, General.	BS:Biology	590	686	718	664.7	\$ 179.91	10	5	5	3	3	6	5.2	5	4	All entering biology students are admitted to this code. The vast majority will move to the Integrative Biology or the Molecular and Cellular Biology degree programs but a very small subset of students who wish to complete the honors track will earn the BS in Biology.
LAS	26.0203	Biophysics.	BSLAS:Biophysics	0	0	0	0.0	\$ -	0	0	0	0	0	0.0	5			Eliminated 1993, see attachment
LAS	27.0599	Statistics, Other.	BSLAS:Statistics and Computer Science	34	55	107	65.3	\$ 168.06	1	1	4	4	3	5	2.6	5	4	Although this program has graduated relatively few students, its enrollment has more than doubled in size in recent years. The growth is expected to continue due to burgeoning student interest in big data.
FAA	50.0709	Sculpture.	BFA:Sculpture	5	3	1	3.0	\$ 345.92	11	2	1	2	3	4	3.8	5	3	
FAA	50.0904	Music Theory and Composition.	BMUS:Music Composition	9	8	8	8.3	\$ 301.82	3	0	2	4	2	1	2.2	5	3	
FAA	50.0908	Voice and Opera.	BMUS:Vocal	26	24	28	26.0	\$ 303.72	6	4	5	4	4	10	4.6	5	3	
VetMed	51.1104	Pre-Veterinary Studies.	BS:Veterinary Medicine	0	0	0	0.0		0	0	0	0	0	0.0	5	1		Clean up. College will initiate formal process in 2016-2017 to eliminate program. No activity for at least 10 years.
TOTAL for Bachelors: 19																		
Masters																		
LAS	05.0107	Latin American Studies.	MA:Latin American Studies	7	6	2	5.0	\$ 557.90	2	2	7	3	1	2	3.0	5	4	The unit offering this program is designated as a Title VI Resource Center and as such has access to external funding. The Title VI programs offer domestic grants to institutions to develop and maintain capacity and performance in area/international studies and world languages.
LAS	05.0110	Russian Studies.	MA:Russian, East European, and Eurasian Studies	6	8	8	7.3	\$ 530.42	3	5	7	3	3	1	4.2	5	4	The unit offering this program is designated as a Title VI Resource Center and as such has access to external funding. The Title VI programs offer domestic grants to institutions to develop and maintain capacity and performance in area/international studies and world languages.
EDU	13.1210	Early Childhood Education and Teaching.	EDM:Early Childhood Education	1	2	2	1.7	\$ 407.20	0	0	2	0	0	1	0.4	5	4	Program curricula utilizes existing coursework from the disciplinary unit and other existing teacher preparation coursework.
LAS	13.1311	Mathematics Teacher Education.	MS:Teaching of Mathematics	4	4	1	3.0	\$ 334.09	4	1	2	3	1	2	2.2	5	4	Program curricula utilizes existing coursework from the disciplinary unit and other existing teacher preparation coursework.
LAS	13.1318	Social Studies Teacher Education.	MA:Teaching Social Science	0	0	0	0.0		0	0	0	0	0	0.0	5	1		Clean up. College will initiate formal process in 2016-2017 to eliminate program.
LAS	13.1323	Chemistry Teacher Education.	MS:Teaching of Chemistry	1	3	2	2.0	\$ 406.63	2	0	3	0	1	1	1.2		4	Program curricula utilizes existing coursework from the disciplinary unit and other existing teacher preparation coursework.
LAS	13.1329	Physics Teacher Education.	MS:Teaching of Physics	2	2	0	1.3	\$ 341.02	0	0	0	1	0	0	0.2	5	4	Program curricula utilizes existing coursework from the disciplinary unit and other existing teacher preparation coursework.
LAS	13.1333	Latin Teacher Education.	MA:Teaching of Latin	0	2	2	1.3	\$ 790.51	0	0	0	0	0	0.0	5	4		Program curricula utilizes existing coursework from the disciplinary unit and other existing teacher preparation coursework.
LAS	13.1337	Earth Science Teacher Education.	MS:Teaching of Earth Science	0	0	0	0.0		0	1	0	0	0	0.2	5	1		Clean up. College will initiate formal process in 2016-2017 to eliminate program.
ENGR	14.2701	Systems Engineering.	MS:Systems and Entrepreneurial Engineering	11	8	8	9.0	\$ 402.80	4	7	7	4	0	7	4.4	5	3	

APPENDIX N: WESTERN ILLINIOS UNIVERSITY

Western Illinois University Program Review Cycle
Academic Program Efficiency and Effectiveness Report
November 30, 2016

Program Phase Down:

African American Studies (05.0201)

- No later than end of summer 2019 session

Music (B.A.) (50.0901)

- No later than June 1, 2017

Philosophy (38.0101)

- No later than end of summer 2019 session

Religious Studies (38.0201)

- No later than end of summer 2019 session

Women's Studies (05.0207)

- No later than end of summer 2019 session

Justification-Good Standing – Review in 3 Years:

Musical Theatre (50.999)

Justification-Good Standing – Review in 1 Year:

Bilingual/Bicultural Education (13.0201)

Geography (45.0701)

Public Health (51.2207)

WIU Undergraduate Enrollment and Degrees Conferred by Major, and Cost per Semester Hour, Fall 2012-2016

Bachelor's	2012					2013					2014					2015					2016				
	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)	24	21	3	149		17	13	3	192		10	2	3	201		13	7	3	269		10	7	3		
Geography (45.0701)	18	2	5	116		15	3	8	148		19	3	5	163		14	2	6	157		11	1	4		
Philosophy (38.0101)	16	6	6	138		10	3	6	180		12	3	0	220		17	5	2	164		14	3	1		
Religious Studies (38.0201)	5	1	5	139		3	-	2	176		4	1	1	220		5	1	0	194		1	1	1		
Women's Studies (05.0207)	12	4	6	149		9	3	4	192		7	1	2	201		7	4	2	193		6	3	1		
Bilingual/Bicultural Education (13.0201)	21	-	3	233		15	-	2	301		8	-	4	209		9	-	1	402		9	-	2		
Public Health (51.2207)	19	-	4	186		16	-	3	203		16	-	1	220		19	-	3	194		27	-	4		
Music (B.A.) (50.0901)	14	-	6	300		4	-	0	317		7	-	2	342		1	3	2	438		2	2	1		
Musical Theatre (50.9999)	33	-	5	175		35	-	3	248		31	-	4	272		29	-	9	240		28	-	6		

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

WIU High Cost per Semester Hour Programs, FY 2015*

Bachelor's	2015
	Cost/S.H
Nursing (51.3801)	629
Engineering (14.0101)	546
Network Technologies (11.0901)	531
Curriculum & Instruction (13.1202)	490
Media and Instructional Technology (13.0501) phasing out	453
Journalism (09.0401)	405
Clinical Laboratory Science (51.1005)	346
Art (50.0701 BA/50.0702 BFA)	339
Theatre (50.0501)	240
Communication Sciences and Disorders (51.0201)	237

Master's	2015
	Cost/S.H
Music (50.0901)	1438
Geography (45.0701)	603
Museum Studies (30.1401)	601
Theatre (50.0501)	490
Curriculum & Instruction (13.1202)	490
Educational and Instructional Studies (13.0901)	415
Instructional Design and Technology (15.0501)	410
Communication Sciences and Disorders (52.0201)	394
Accounting (52.0301)	379
Counselor Education (13.1101)	340

*University average is \$211