

**APER Executive Report Summary and Recommendations on Western Illinois  
University's Proposed Program Eliminations**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
February 18th, 2019**

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## **1. Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review (APER) Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

Julia Albarracin, College of Arts and Sciences  
Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

## **2. Overview of APER's Procedures**

APER began meeting on October 10, 2018. Interim Provost Neumann directed the committee to review and make recommendations on the potential elimination of eighteen academic programs (majors):

- Anthropology (45.0201)
- Art, BFA (includes Art Ed; 50.0702)
- Bilingual/English as a Second Language (13.0201)
- Clinical Laboratory Science (51.1005)
- Dietetics (includes Pre- Dietetics; 51.3101)
- Economics (includes Pre, BA 45.0601, & BB 52.0601)
- Emergency Management (43.9999)
- French Teacher Education (13.1325)
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- Geology (40.0601)
- Graphic Communication (10.0305)
- Hospitality Management (52.0901)
- Meteorology (40.0404)
- Musical Theatre (50.9999)
- Nutrition & Foodservice Management (19.0501)
- Physics (40.0801)
- Public Health (51.2207)
- Spanish Teacher Education (13.330)

Interim Provost Neumann told the committee that these programs were chosen for review because of their low numbers of declared majors and low annual graduation rates, based on criteria developed by the Illinois Board of Higher Education (IBHE). An additional meeting was held on January 16, 2019 with Interim Provost Clow.

APER reviewed each program carefully and in great depth. The committee seriously studied the reports developed by each of the programs (major) in response to a list of questions developed and sent to each program by APER:

1. What is unique and special about this program/degree?
2. What impediments do you have in growing this program/degree?
3. What other institutions offer this program/degree in the region and the state?
4. What special Certifications does this program/degree offer?
5. What is the occupational outlook for this program/degree?
6. What are the contributions to interdisciplinary and service functions for this program/degree?
7. How does this program/degree contribute to the University Mission and Goals?
8. How does this program/degree contribute to General Education requirements?
9. How does the program/degree contribute to the University curriculum?
10. How does the program/degree contribute to the graduation requirements?
11. What percentage of graduates with this degree goes to graduate school?
12. How does this program/degree engage the community and region?
13. Any information about future mergers, changes or developments?

For each program (major), APER undertook a comprehensive, independent analysis of enrollments. Members of the committee met with faculty and administrators in each program (major) to learn about the program (major), ascertain additional information and gain greater insight. The committee carefully reviewed all information and discussed each program individually at regular APER meetings.

APER wrote an individual report on each program (major). These reports include an overview of APER's concerns and observations to give context in considering the program (major). The individual reports highlight the strengths and weaknesses of each program (major) in a table. The strengths and weaknesses provided are not meant to be read as a scale where a greater number of strengths than weaknesses would mean retention; rather they serve to highlight some of many of the important aspects of the programs (majors) that the APER committee focused on in making our recommendations. The Committee also consulted the Bureau of Labor Statistics' *Occupational Outlook Handbook* (<https://www.bls.gov/ooh/>) to determine the employment outlook for graduates of each program. Occupational outlooks provided in the reports include information on the projected change in employment from 2016 to 2026, given as a percentage, and a verbal statement describing the potential growth in the occupation. Occupational outlooks included in the report are for the entire United States. Finally, each individual report concludes with the committee's recommendation.

### 3. Overview of Major Concerns and Observations

#### *Context:*

The APER committee members expressed that this was unusually difficult and serious service to undertake. The Committee's charge is extraordinarily important for Western Illinois University, the departments and programs, individual faculty members in each program (major), and for the students and region we serve. Throughout our research and discussions, we had these responsibilities in mind at all times.

#### *Guiding Philosophy:*

The extensive review the committee performed forced us to wrestle with many fundamental and difficult questions about the identity of Western Illinois University and the meaning of our mission and values. Throughout, we were guided by our acute awareness of the fiscal challenges and declining enrollments that Western currently faces, but worked to balance this acute urgency by always keeping in mind the faculty's responsibility to uphold and protect Western's mission and values:

<http://www.wiu.edu/catalog/intro/values.php>.

While APER's work focused on one program at a time, the committee also developed a deep comparative sense of common challenges faced by the programs (majors) under review, and a set of priorities that guided each recommendation. These included:

- Understanding each program first and foremost in terms of its contributions to Western Illinois University's mission and values.
- Seeking to conserve curriculum and faculty that serve Western's mission and values whenever possible, while achieving savings by recommending strategic and effective reorganization or curriculum revision.
- To help improve program (major) identities, strengths, and key metrics through insights that emerged in our careful and comparative review.
- To make recommendations for programs (majors) to make significant and meaningful improvements and then follow up with two or three year reviews on their progress.

#### *The Importance of Independent Review:*

Looking carefully and comparatively at the programs under review, the APER Committee came to see problems with overly complex curriculum options, missed opportunities to recruit and retain students, and areas where programs (majors) missed opportunities to develop and promote their greatest strengths and core identities. We also found programs that had made recent and successful changes in response to previous reviews and changes in the educational environment. We strongly believe that the APER committee findings produced through the review process can be of great value to the programs (majors) as they move forward.

At the same time, our findings reveal what we believe to be weaknesses in the curriculum development and approval process at the college and university levels. The Committee noticed some common themes in our discussions and the reports from the programs. Many programs (majors) and their potential value are unknown to students and potential students because they they are not taught in high school and highlighted in University promotional materials. The University needs to do a better job of recognizing the value of programs, promoting the benefits of those programs to society, and promoting those with high employment opportunities. Additionally, the committee believes strongly that the independent review undertaken by APER should be done for all programs on campus.

We also noted that the university underwent a very similar process of program review under similarly challenging fiscal circumstances in 1983 and again in 2016. The 1983 report from the “Program Review and Prioritization Committee,” which served the same function as the current Academic Program Elimination Review, the committee recommended that all programs be independently assessed every five years. It also recommended that programs facing serious challenges should be reviewed more frequently: “If a program was found to be so deficient that it was placed in a ‘status quo\*’ or ‘phase down’ status, the program review could be updated on a more frequent schedule” (27).

The committee recommends that Western’s curriculum development and approval processes be reviewed, along with more frequent independent reviews of struggling programs (majors) beyond the individual college level could be of great benefit to Western. The current Academic Program Elimination Review Committee agrees with the 1983 Program Review and Prioritization Committee’s recommendation that all programs at Western Illinois University should be independently assessed every five years.

#### **4. Executive Summary of APER's Recommendations on Programs (Majors)**

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines "low producing" programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have "strong institutional justification."

##### **Anthropology**

Because of the strong growth in the number of majors and minors, the Academic Program Elimination Review Committee unanimously recommends that no change take place with the Anthropology degree program. APER committee recommends the program be reviewed again in 3 years.

##### **Bachelor of Fine Arts**

The Academic Program Elimination Review committee recommends, by a vote of 4-0, retaining the the Bachelor of Fine Arts program (major); the Committee member representing the program concurs with this recommendation. The Committee recommends the review of the BFA program again in 3 years.

##### **Bilingual/English as a Second Language**

Given the desperate statewide and national need for qualified bilingual education teachers, this program (major) plays a key role in meeting urgent needs for our region and our state. Given this growing need, the success of the program's (major) graduates, and the large number of endorsements in Bilingual/English as a Second Language provided both on campus and through Sponsored Credit Courses, there is a very strong case to make an exception for the program (major) in Bilingual/English as a Second Language.

Illinois Administrative Code, Title 23, Subtitle A, Chapter I, Subchapter a, Section 1.780, states that teachers in Bilingual Education programs must hold "a valid educator license with stipulations endorsed for transitional bilingual educator specific to the language of instruction." Bilingual educators are not required to have a major in Bilingual Education. Therefore, only a bilingual education endorsement (not a major) is required provide services to English language learners. On a vote of 4 to 1, it is the recommendation of the Academic Program Elimination Review Committee that the Bilingual/English as a Second Language program (major) be eliminated and become an option within the College of Education, with an emphasis on providing the minor and the endorsement in Bilingual/English as a Second Language.



### Minority Opinion:

The dissenting/minority vote provided multiple reasons to keep the major. First, the proposed solution, as explained during the APER meeting from February, 1st, 2019, would leave the already low cost program (two faculty) intact. As such, it represents no savings of any kind for WIU. This is troubling especially if we consider that this program has brought millions of dollars in federal grants and private donations to WIU that could be lost. The Bilingual Education/English as a Second Language Program, created in 1973, was the first of its kind in our state. This has not only enhanced the reputation of the Educational Studies Department, its predecessors, and WIU, but has also helped secure federal grants. Without a major in Bilingual Education/English as a Second Language, WIU could lose both prestige and funding because the federal government pays attention to the degree of institutional support when awarding grants; absence of a major could indicate a low level of institutional support. Even though the program doesn't have the "magic number," with more support from WIU, this understaffed program could increase its enrollment, given the scarcity of bilingual education teachers in the state and the state's ranking in the country (fifth) in terms of the diversity of languages spoken. Finally, the opening line of our mission statement reads "Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse communities." Bilingual Education/English as a Second Language prepares students to teach in one of the most linguistically diverse states in the country.

### **Clinical Laboratory Science**

The program has discussed the option of removing the CLS degree and making it an option in Biology. This would still allow students to obtain the CLS hospital training their senior year, but simplify the structure of the Department.

The APER Committee supports the suggestion of removing the CLS degree and making it an option in Biology, with the provision that the financial accounting be changed so that the Affiliate Hospital costs be covered by the University (which is collecting tuition from the students for their 4th year) instead of the Department.

If the financial accounting does not change, a majority (4 to 1) of the APER Committee recommends that the CLS major be eliminated.

### Minority Opinion:

On the second issue involving the financial accounting, the lone dissenter thought that eliminating the program if the University doesn't transfer funding to pay for the clinical trainings would represent an unfair double-punishment.

## **Dietetics**

Because of the growth of the Dietetics program, and the number of students who stayed with the Family and Consumer Sciences (FCS) degree until their graduation, the number of majors and graduates exceeds the IBHE standards when the two degrees are counted as one. With the phase out of the FCS degree and the movement to the single Dietetics degree program, the Academic Program Elimination Review Committee unanimously recommends that no change take place with the Dietetics degree program and the program be reviewed again in three years.

## **Economics**

The Academic Program Elimination Review Committee unanimously recommends that no change take place with the Economics degree program. Because the Department has 40 majors within the various categories (majors, pre-business majors, and pre-business conditional majors), the APER committee recommends the program be maintained and reviewed again in three years.

## **Emergency Management**

The Academic Program Elimination Review Committee, by a vote of 4-0 with 1 abstention, recommends that no change take place with the Emergency Management (EM) degree program as it has produced the IBHE suggested number (8) of degrees conferred and is close to the IBHE standard for majors. The APER committee recommends that the EM program also be offered completely online and the EM Program be reviewed in two years.

## **French Teacher Education**

The French Teacher Education degree program has already entered the phase-out process and changed to an option for the B.A. in Foreign Languages and Cultures degree program on the Macomb Campus, effective Fall 2019.

Based on the memo of November 1, 2018 from Interim Provost Neumann to Susan Martinelli-Fernandez, Dean of the College of Arts and Sciences, and Luciano Picanço, Chair of Foreign Languages and Literatures, B.A. in Foreign Languages and Cultures New Options and Elimination of B.A. in French Teacher Education and B.A. in Spanish Teacher Education.

No further actions are recommended by the Academic Program Elimination Review Committee.

## **Geography and Geographic Information Science**

The Committee considered several options, including eliminating the degree or moving it to a minor. However, because of the very recent changes in the program, the Academic Program Elimination Review Committee unanimously recommends that no change take place with the Geography/GIS degree program. It is also recommended that the Program promote a minor in GIS that would be relevant to other majors across the University. It is recommended that a review of the program take place in two years.

## **Geology**

Because of the recent reorganization and renaming of the Department, the Academic Program Elimination Review Committee unanimously recommends that no change take place with the geology degree program. It is recommended that a review of the program take place in two years.

## **Graphic Communication**

The Committee considered several options, including keeping the major separate, merging with Broadcasting, or merging with the Graphic Design program, which is in the Art Department. The Graphic Design program in the Art Department has approximately 38 majors in the Bachelor of Arts program.

By unanimous vote, the Academic Program Elimination Review Committee recommends that the Graphic Communication major be consolidated into the Graphic Design program in the Art Department.

## **Hospitality Management**

The Hospitality Management program merged with Recreation, Park and Tourism Management after the Family and Consumer Sciences (FCS) degree was phased out. The number of majors and graduates is approaching IBHE standards if the two degrees (FCS and Hospitality Management) are counted as one. With the elimination of the FCS degree and the movement to the single Hospitality Management degree, the Academic Program Elimination Review Committee unanimously recommends that no change take place with the Hospitality Management degree program and the program be reviewed again in three years.

## **Meteorology**

Because of the recent department reorganization and renaming, and the actions taken by the program faculty in terms of promotion and recruitment, the Academic Program Elimination Review Committee unanimously recommends that no change take place with the Meteorology degree program. It is recommended that a review of the program take place in two years.

## **Musical Theater**

Given the high quality of the program and its status as a “Signature Program” at the university, the Academic Program Elimination Review committee unanimously recommends retaining the the program (major) in Musical Theater, with the provision that the number of students accepted be increased to 40, as was originally recommended by the IBHE in 2002. The Committee recommends the program be reviewed again in 2 years.

## **Nutrition and Foodservice Management**

There is considerable overlap between the Nutrition and Foodservice Management and Hospitality Management degree programs. The Academic Program Elimination Review Committee unanimously recommends the major of Nutrition and Foodservice Management be eliminated and become an option within the Hospitality Management degree.

## **Physics**

Due to the nature of the area of study and its impact on other STEM degrees and programs, the APER committee unanimously recommends that no action be taken at this time. There are currently efforts by the program to increase enrollment and improve retention. The APER Committee recommends the review of the Physics program again in 3 years.

## **Public Health**

During our review of the Public Health major, the Health Sciences and Social Work Department presented the APER Committee with a proposal to combine the 3 programs (Public Health, Emergency Management and Health Services Management) and create the *Health & Emergency Management* program. The program would be a single degree with 4 options: Public Health & Preparedness, Environmental & Occupational Safety, Emergency Management, and Health Services Management.

The Academic Program Elimination Review Committee, by a vote of 4 to 0, with 1 abstention, agrees with and recommends this proposal, with the recommendation that the degree should be known as *Public Health & Emergency Management*. If this proposal is accepted, this recommendation would supersede the recommendation made by the APER committee for Emergency Management. The APER committee recommends the new program *Public Health & Emergency Management* unify their course prefixes and develop the major both online and in person and be reviewed in 2 years.

## **Spanish Teacher Education**

The Spanish Teacher Education degree program has already entered the phase-out process and changed to an option for the B.A. in Foreign Languages and Cultures degree program on the Macomb Campus, effective Fall 2019.

Based on the memo of November 1, 2018 from Interim Provost Neumann to Susan Martinelli-Fernandez, Dean of the College of Arts and Sciences, and Luciano Picanço, Chair of Foreign Languages and Literatures, B.A. in Foreign Languages and Cultures New Options and Elimination of B.A. in French Teacher Education and B.A. in Spanish Teacher Education.

No further actions are recommended by the Academic Program Elimination Review Committee.

**APER Report and Recommendations on Western Illinois University's  
Program(Major) in Anthropology**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

Julia Albarracin, College of Arts and Sciences  
Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the Anthropology program (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

### **1. Overview of APER’s Concerns and Observations:**

Anthropology fell short of the IBHE standards, with a three year average of 4 (four) graduates and 23 (twenty-three) majors (2016-2018). The program has 39 minors as of Fall 2018.

Anthropology has a low FY17 Cost per Credit Hour, \$145, among the lowest of the eighteen programs evaluated by the 2018-2019 APER committee due to the efforts of the small number of faculty.

During the period Fall 2013/Spring 2014 through Fall 2017/Spring 2018, enrollment in Non-General Education courses increased from 221 to 275, or 24.4%, tracking with the growth in majors from 2016 (13) to 2018 (36). Much of this growth is due to the efforts of the faculty to begin delivering the program online. With continued growth in majors, the program will exceed the IBHE standards by Fall 2019. Because of the recent growth, the number of graduates will follow one to two years later.

The program has historically been a General Education program with 77.5% (3839 of 4955 student registrations) in the four General Education courses, with 1116 student registrations in the remaining 23 courses for the years Fall 2013/Spring 2014 through Fall 2017/Spring 2018. One General Education course - 110 - accounts for 3306 of 4955 student registrations, or 66.7% of all undergraduate registrations. However, this trend began changing with the implementation of the online degree in 2017.

### **2. Summary of Program (Major) Strengths and Weaknesses:**

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>-The program grew from 13 majors in 2016 to 36 majors in 2018.</li> <li>-The program became available online in 2017, which was highlighted at the Board of Trustees meeting in September 2018.</li> <li>-The Anthropology program has 39 minors as of Fall 2018.</li> <li>-During the period Fall 2013/Spring 2014 through Fall 2017/Spring 2018, enrollment in Non-General Education courses increased from 221 to 275, or 24.4%.</li> <li>-Low Cost per Credit Hour at \$145 for FY17.</li> <li>-Faculty have received \$800,000 in federal grants.</li> <li>-Current curricular collaboration between departments including Chemistry, Biology, Education &amp; Interdisciplinary Studies, and Psychology.</li> <li>-Contributes to the general education requirements, by offering 6 general education classes.</li> </ul>	<ul style="list-style-type: none"> <li>-Anthropology fell short of the IBHE standards, with a three year average of 4 (four) graduates and 23 (twenty-three) majors.</li> <li>-During the period Fall 2013/Spring 2014 through Fall 2017/Spring 2018, enrollment in Anthropology courses decreased from 987 to 829, or 16.0%. This reduction has taken place in the General Education courses, which saw a decrease in yearly enrollment from 766 to 554, or 27.7%.</li> <li>-One General Education course - 110 - accounted for 3306 of 4955 student registrations, or 66.7% of all undergraduate registrations.</li> <li>-The four General Education courses - 110, 111, 210, 215 - account for 3839 of 4955 student registrations, or 77.5% of all undergraduate registrations.</li> <li>-Occupational outlook is 4%, a slower than average job growth.</li> <li>-Faculty are paying for their own Zoom software.</li> </ul>

### 3. Recommendations:

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

Because of the strong growth in the number of majors and minors, the Academic Program Elimination Review Committee unanimously recommends that no change take place with the Anthropology degree program. APER committee recommends the program be reviewed again in 3 years.



**APER Report and Recommendations on Western Illinois University's  
Program(Major) in Art BFA (Includes Art Ed)**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

Julia Albarracin, College of Arts and Sciences  
Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the Art BFA program (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

### **1. Overview of APER’s Concerns:**

The Art (BFA), which includes Art Education, fell short of the IBHE standards, with a three year average of 4 (four) graduates and 22 (twenty-two) majors (2016-2018). There are 30 minors as of Fall 2018. The program has a high FY17 Cost per Credit Hour, \$396, the highest of the sixteen programs evaluated by the 2018-2019 APER committee.

The Art program as a whole consists of three different areas, each with significantly different patterns. The four Art Education (ARTE) courses have registration numbers that are too small for proper analysis, with only 100 total registrations during the period of Fall 2013/Spring 2014 to Fall 2017/Spring 2018.

During the same period, courses in Art History (ARTH) have seen a significant decrease in enrollments, 759 to 572, or 24.6%. These courses are heavily dominated by General Education courses. The four General Education courses, ARTH 180, 282, 283, 284, account for 3749 of 4150 student registrations, or 90.3% of all undergraduate registrations. One course - ARTH 180 - accounts for 3252 of 4150 student registrations, or 78.4% of all undergraduate registrations.

Art Studies (ARTS) has very different enrollment patterns, with an increase of 21.0% (623 to 754). No course accounts for more than 10% of the enrollment. Combined, enrollment in Art courses decreased from 1398 to 1341, or 4.0%. Enrollment in General Education courses decreased from 668 to 634, or 5.1%, while enrollment in Non-General Education courses decreased from 730 to 707, or 3.2%.

The five General Education courses, ARTH 180, 282, 283, 284, ARTS 181, account for 4114 of 8161 student registrations, or 50.4% of all undergraduate registrations. One of these courses - ARTH 180 - accounts for 3252 of 8161 student registrations, or 39.8% of all undergraduate registrations.

The Department of Art is extremely active in service work to the University, the surrounding community and the region. With programs such as Throwing Thursdays, Rocky On Parade, Visiting Artist Workshops, First Wednesdays, Community Art Program, Macomb Outdoor Sculpture Exhibition and many others the department has built strong ties with the University community, region and the City of Macomb.

## 2. Summary of Program (Major) Strengths and Weaknesses:

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>-The decrease in enrollment in Art courses is far less than the general decrease in enrollment at the university. Combined, the enrollment in Art courses decreased from 1398 to 1341, or 4.0%. Enrollment in General Education courses decreased from 668 to 634, or 5.1%, while enrollment in Non-General Education courses decreased from 730 to 707, or 3.2%.</li> <li>-The Bachelor of Fine Arts is a professional arts degree, which is considered to be the most prestigious degree in Art.</li> <li>-The BFA Program is a National Association of Schools of Art and Design (NASAD) Accredited program.</li> <li>-BFA in Art Teacher Education became a NASAD accredited program in 2018.</li> <li>-BFA Program has shown growth since 2013.</li> <li>-There are 30 minors as of Fall 2018.</li> <li>-Strong and active recruitment.</li> <li>-50% of the BFA graduates attend graduate school.</li> <li>-Program and department have active recruitment plans and practice.</li> <li>-Has developed 6 new articulation agreements with community colleges.</li> </ul>	<ul style="list-style-type: none"> <li>-Art (BFA) fell short of the IBHE standards, with a three year average of 4 (four) graduates and 22 (twenty-two) majors.</li> <li>-Art (BFA) has a high FY17 Cost per Credit Hour, \$396, the highest of the eighteen programs evaluated by the 2018-2019 APER committee.</li> <li>-During the period Fall 2013/Spring 2014 to Fall 2017/Spring 2018, courses in Art History (ARTH) have seen a significant decrease in enrollments, 759 to 572, or 24.6%. These courses are heavily dominated by General Education courses. The four General Education courses - ARTH 180, 282, 283, 284 - account for 3749 of 4150 student registrations, or 90.3% of all undergraduate registrations. One course - ARTH 180 - accounts for 3252 of 4150 student registrations, or 78.4% of all undergraduate registrations.</li> <li>-The five General Education art courses - ARTH 180, 282, 283, 284, ARTS 181 - account for 4114 of 8161 student registrations, or 50.4% of all undergraduate registrations. One of these courses - ARTH 180 - accounts for 3252 of 8161 student registrations, or 39.8% of</li> </ul>

<ul style="list-style-type: none"> <li>-Hosting the Prairieland High School Art Exhibition, which could attract new students.</li> <li>-A recent change in leadership (chair) that has had a positive impact on the Department.</li> <li>-There is a shortage of Art teachers in K-12 schools.</li> <li>-Occupational outlook of 6%, as fast as average.</li> </ul>	<p>all undergraduate registrations.</p>
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**3. Recommendations:**

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

The Academic Program Elimination Review committee recommends, by a vote of 4-0, retaining the the Bachelor of Fine Arts program (major); the Committee member representing the program concurs with this recommendation. The Committee recommends the review of the BFA program again in 3 years.

**APER Report and Recommendations on Western Illinois University's  
Program(Major) in Bilingual/English as a Second Language**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

Julia Albarracin, College of Arts and Sciences  
Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the Bilingual/English as a Second Language program (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

## **1. Overview of APER’s Concerns and Observations:**

WIU’s Bilingual/English as a Second Language (ESL) Education major, which was established in 1973, was the first ESL program in the state. Illinois has the fifth largest English Language Learner (ELL) population in the United States. A 2018 report titled *Teach Illinois* (1) published by the Illinois Board of Education, identified Bilingual Education and ESL as one of the two subject areas with the highest teacher shortages. Of the vacant teaching positions identified in Illinois for the year 2017-2018, 12% of them were for Bilingual/ESL teachers.

Public Act 78-727 (2), passed by the Illinois General Assembly in 1973, requires transitional bilingual education for ELL students in grades K–12. In 2010, the Illinois Board of Education passed a rule requiring transitional bilingual education for ELL preschool students ages 3–5 to comply with Public Act 95-793 (3). Effective July 2014, Illinois Title 23, Administrative Code Part 228 requires school districts with preschools that serve 20 or more ELLs who speak the same language at home, to create a transitional bilingual education program for every foreign language spoken. In schools with fewer than 20 ELL students, districts must offer students instruction or services in the language they speak at home. Based upon this legislation, the demand for Bilingual and ESL services is expected to continue to increase.

Bilingual/English as a Second Language fell short of the IBHE standards, with a three year average of 1 (one) graduate and 9 (nine) majors (2016-2018). For the period of Fall 2013/Spring 2014 to Fall 2017/Spring 2018, enrollment in Bilingual/English as a Second Language courses decreased from 1454 to 907, or 37.6%. During this time, enrollment in General Education courses decreased from 248 to 111, or 55.2%. For the same period of time, enrollment in Non-General Education courses decreased from

1206 to 796, or 34.0%. Only 4 of the 19 courses - 121, 202, 301 and 401 - account for 3677 of 6290 student registrations, or 58.5% of all undergraduate registrations.

A significant effort of the program involves providing courses required for endorsements in Bilingual/English as a Second Language. This includes a significant number of Sponsored Credit Courses throughout the State of Illinois. The demand for such an endorsement does not generate significant numbers of declared majors and annual graduates in the Bilingual/English as a Second Language (major) at WIU.

## 2. Summary of Program (Major) Strengths and Weaknesses:

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>-Illinois has the fifth largest English Language Learner population in the U.S., and Illinois has made educating these students a significant priority.</li> <li>-Graduates of the Bilingual/English as a Second Language program have 100% employment with a recognized shortage of teachers in the field both in Illinois and nationally.</li> <li>-Graduates are eligible for a license in Elementary Education with endorsements in Bilingual/English as a Second Language.</li> <li>-Curriculum in Bilingual/English as a Second Language program supports many other programs (majors) in Education at the undergraduate and graduate levels.</li> <li>-The program had 33 minors as of Fall 2018.</li> </ul>	<ul style="list-style-type: none"> <li>-Bilingual/English as a Second Language did not meet IBHE standards, with a three year average of 1 (one) graduate and 9 (nine) majors.</li> <li>-For the period of Fall 2013/Spring 2014 to Fall 2017/Spring 2018, enrollment in Bilingual/English as a Second Language courses decreased from 1454 to 907, or 37.6%.</li> <li>-During this time, enrollment in General Education courses decreased from 248 to 111, or 55.2%.</li> <li>-For the same period of time, enrollment in Non-General Education courses decreased from 1206 to 796, or 34.0%.</li> <li>-Only 4 of the 19 courses - 121, 202, 301 and 401 - account for 3677 of 6290 student registrations, or 58.5% of all undergraduate registrations.</li> <li>-Nationwide, most programs in the field offer only a certificate and/or endorsement.</li> </ul>

### **3. Recommendations:**

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

Given the desperate statewide and national need for qualified bilingual education teachers, this program (major) plays a key role in meeting urgent needs for our region and our state. Given this growing need, the success of the program’s (major) graduates, and the large number of endorsements in Bilingual/English as a Second Language provided both on campus and through Sponsored Credit Courses, there is a very strong case to make an exception for the program (major) in Bilingual/English as a Second Language.

Illinois Administrative Code, Title 23, Subtitle A, Chapter I, Subchapter a, Section 1.780, states that teachers in Bilingual Education programs must hold "a valid educator license with stipulations endorsed for transitional bilingual educator specific to the language of instruction." Bilingual educators are not required to have a major in Bilingual Education. Therefore, only a bilingual education endorsement (not a major) is required provide services to English language learners. On a vote of 4 to 1, it is the recommendation of the Academic Program Elimination Review Committee that the Bilingual/English as a Second Language program (major) be eliminated and become an option within the College of Education, with an emphasis on providing the minor and the endorsement in Bilingual/English as a Second Language.

### **4. Minority Opinion:**

The dissenting/minority vote provided multiple reasons to keep the major. First, the proposed solution, as explained during the APER meeting from February, 1st, 2019, would leave the already low cost program (two faculty) intact. As such, it represents no savings of any kind for WIU. This is troubling especially if we consider that this program has brought millions of dollars in federal grants and private donations to WIU that could be lost. The Bilingual Education/English as a Second Language Program, created in 1973, was the first of its kind in our state. This has not only enhanced the reputation of the Educational Studies Department, its predecessors, and WIU, but has also helped secure federal grants. Without a major in Bilingual Education/English as a Second Language, WIU could lose both prestige and funding because the federal government pays attention to the degree of institutional support when awarding grants; absence of a major could indicate a low level of institutional support. Even though the program doesn’t have the “magic number,” with more support from WIU, this understaffed program could increase its enrollment, given the scarcity of bilingual education teachers in the state and the state’s ranking in the country (fifth) in terms of the diversity of languages spoken. Finally, the opening line of our mission statement reads “Western Illinois University empowers students, faculty, and staff to lead dynamic and diverse



communities.” Bilingual Education/English as a Second Language prepares students to teach in one of the most linguistically diverse states in the country.

#### **5. Citations:**

(1) Illinois State Board of Education, 2018. *Teach Illinois Strong Teachers, Strong Classrooms: Policy Solutions to Alleviate Teacher Shortages in Illinois*. Springfield, IL: Illinois State Board of Education. URL: <https://www.isbe.net/Documents/Teach-Illinois-Memo.pdf>. Retrieved: February 1, 2019.

(2) Schools: Creates Department of Transitional Bilingual Education within Office of Superintendent of Public Instruction. Pub. Act 78-727, 1973 Ill. Laws 2184.

(3) An Act concerning Education. Pub. Act 95-0793, 2008 Ill. Laws 1230.

**APER Report and Recommendations on Western Illinois University's  
(Major) in Clinical Lab Science Program**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

Julia Albarracin, College of Arts and Sciences  
Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the Clinical Lab Science (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

### **1. Overview of APER’s Concerns and Observations:**

Clinical Laboratory Sciences fell short of the IBHE standards, with a three year average of 1 (one) graduate and 12 (twelve) majors (2016-2018). Note that the course registration numbers are too small for proper analysis, but there was only one student in Fall 2016-Spring 2017, and three students in Fall 2017-Spring 2018 taking the CLS Clinical courses.

Clinical Laboratory Sciences (CLS) students are in the Biology Program for their first three years, and then take clinical training during their fourth year at an Affiliated Hospital. Students who are not accepted into a clinical training program transfer to become Biology majors for their fourth year.

The field is expected to experience a growth rate above the national average, and the program currently has a 100% employment rate. However, due to its unique position of being offered by the Biology faculty and the high turnover in the Department Chair’s position, there has been a lack of adequate staff time and management for growing the number of affiliate hospitals that are required to allow program growth. The current position of the program has made it difficult to work with other WIU programs with similar affiliate hospital agreements. Additionally, the current affiliate agreements cost the Department \$4000 per year per student, a cost not reimbursed by the University despite the fact that the students pay WIU tuition during their fourth year.

## 2. Summary of Program (Major) Strengths and Weaknesses:

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>-Occupation outlook of 13% growth (faster than average) resulting in a demand for the degree over the next 8 years.</li> <li>-Program fulfills a need for the degree in the region.</li> <li>-Program offered by existing Biology faculty.</li> <li>-100% jobs placement rate.</li> </ul>	<ul style="list-style-type: none"> <li>-Clinical Laboratory Sciences fell short of the IBHE standards, with a three year average of 1 (one) graduate and 12 (twelve) majors.</li> <li>-CLS has not been actively managed to grow the program.</li> <li>-Only three affiliate hospitals, which limits the number of positions for senior year training.</li> <li>-Department is responsible for the \$4000 per student fee charged for clinical training by the affiliate hospitals, while tuition is collected by WIU. This has eliminated any economic incentive to increase the size of the program.</li> <li>-Other universities in the region conduct their clinical training in-house or with closely aligned institutions.</li> <li>-Department has had 5 chairs in the last 10 years.</li> </ul>

## 3. Recommendations:

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

The program has discussed the option of removing the CLS degree and making it an option in Biology. This would still allow students to obtain the CLS hospital training their senior year, but simplify the structure of the Department.

The APER Committee supports the suggestion of removing the CLS degree and making it an option in Biology, with the provision that the financial accounting be changed so that the Affiliate Hospital costs be covered by the University (which is collecting tuition from the students for their 4th year) instead of the Department.

If the financial accounting does not change, a majority (4 to 1) of the APER Committee recommends that the CLS major be eliminated.

#### **4. Minority Opinion:**

On the second issue involving the financial accounting, the lone dissenter thought that eliminating the program if the University doesn't transfer funding to pay for the clinical trainings would represent an unfair double-punishment.

**APER Report and Recommendations on Western Illinois University's  
Program(Major) in Dietetics**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

Julia Albarracin, College of Arts and Sciences  
Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the Dietetics and Pre Dietetics program (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

### **1. Overview of APER’s Concerns and Observations:**

Dietetics fell short of the IBHE standards, with a three year average of 8 (eight) graduates and 37 (thirty-seven) majors. However, these numbers fail to note that the degree has recently been separated from the former Family and Consumer Science (FCS) degree which had a Dietetics option. Many students selected to stay with the FCS degree. When totaled, the combined number of majors (44 according to data provided by the program) and graduates (19 according to data provided by the program) exceed the IBHE standards.

Individually, as the degree has moved, the Dietetics degree has shown substantial growth from 5 (FY2015) to 40 (FY2018).

The Dietetics degree relies on courses in two areas: Hospitality Management and Nutrition. These courses are shared with degrees in Nutrition and Foodservice Management, and Hospitality Management. Therefore, specific trends in the course enrollments cannot be directly connected with the Dietetics program enrollments.

Enrollment in Hospitality Management courses decreased from 825 (Fall 2013/Spring 2014) to 369 (Fall 2017/Spring 2018), or 55.3%; there are no General Education courses. Also, no course includes a registration of more than 9.2%. Five courses - 150, 151, 190, 250, 253 - account for 1134 of 3176 student registrations, or 35.7% of all undergraduate registrations. Of these, courses 151, 250 and 253 are required for a Dietetics major.

Enrollment in Nutrition courses decreased from 1424 (Fall 2013/Spring 2014) to 917 (Fall 2017/Spring 2018), or 35.6%. The two General Education courses, 109 and 300, account for 3624 of 7064 student registrations, or 51.3% of all undergraduate registrations. Enrollment in these General Education courses decreased from 681 to 496, or 27.2%. Three courses - 109, 300, 450 - account for 4283 of 7064 student registrations, or 60.6% of all undergraduate registrations. Two of these - 109 and 300 - are required for Dietetics. Enrollment in Non-General Education courses decreased from 743 to 421, or 43.3%.



## 2. Summary of Program (Major) Strengths and Weaknesses:

Strengths	Weaknesses
<p>-Dietetics fell short of the IBHE standards, with a three year average of 8 (eight) graduates and 37 (thirty-seven) majors. However, these numbers fail to note that the degree has recently been separated from the former FCS degree with the Dietetics option. Many students selected to stay with the FCS degree. When totaled, the combined number of majors (44 according to data provided by the program) and graduates (19 according to data provided by the program) exceed the IBHE standards.</p> <p>-Individually, as the degree has moved, the Dietetics degree has shown substantial growth from 5 (FY2015) to 40 (FY2018).</p> <p>-Upon graduation, dietetics majors are provided a verification statement, allowing graduates to apply for accredited post-baccalaureate dietetics internships.</p> <p>-67% of undergraduates entered an internship that included graduate school in advance of the 2024 graduate degree mandate for certification in the field.</p> <p>-Upon graduation, dietetics majors are eligible to sit for the Dietetic Technician Registered (DTR) exam, and the Certified Dietary Managers (CDM) exam.</p> <p>-The occupational outlook for Dietitians and Nutritionists is 15%, much faster than average.</p>	<p>-Enrollment in Hospitality Management courses decreased from 825 (Fall 2013/Spring 2014) to 369 (Fall 2017/Spring 2018), or 55.3%. Note that there are no General Education courses. Also, no course includes a registration of more than 9.2%. Five courses - 150, 151, 190, 250, 253 - account for 1134 of 3176 student registrations, or 35.7% of all undergraduate registrations. Of these, courses 151, 250 and 253 are required for Dietetics.</p> <p>-Enrollment in Nutrition courses decreased from 1424 (Fall 2013/Spring 2014) to 917 (Fall 2017/Spring 2018), or 35.6%. The two General Education courses - 109, 300 - account for 3624 of 7064 student registrations, or 51.3% of all undergraduate registrations. Enrollment in these General Education courses decreased from 681 to 496, or 27.2%. Three courses - 109, 300, 450 - account for 4283 of 7064 student registrations, or 60.6% of all undergraduate registrations. Two of these - 109 and 300 - are required for Dietetics. Enrollment in Non-General Education courses decreased from 743 to 421, or 43.3%.</p>

### **3. Recommendations:**

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

Because of the growth of the Dietetics program, and the number of students who stayed with the Family and Consumer Sciences (FCS) degree until their graduation, the number of majors and graduates exceeds the IBHE standards when the two degrees are counted as one. With the phase out of the FCS degree and the movement to the single Dietetics degree program, the Academic Program Elimination Review Committee unanimously recommends that no change take place with the Dietetics degree program and the program be reviewed again in three years.

**APER Report and Recommendations on Western Illinois University's  
Program(Major) in Economics**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review (APER) Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

Julia Albarracin, College of Arts and Sciences  
Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the Economics program (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

### **1. Overview of APER’s Concerns and Observations:**

Economics fell slightly below the IBHE standards, with a three year average of 8 (eight) graduates and 32 (thirty-two) majors (2016-2018). A possible reason for this reduction in majors and graduates is the creation of the Business Analytics program within the department. Spring 2019 numbers indicate 26 declared majors, 6 pre-business majors, and 8 pre-business conditional majors, for a total of 40 majors. The program also has 18 additional students listed as graduate students (who are 5-year majors) and 24 minors.

Two of the thirty-six courses in Economics, 231 and 232, account for 5279 of 9066 student registrations, or 58.2% of all undergraduate registrations. These two courses are core for the Bachelor of Business degrees. Additionally, the General Education courses - 100, 231, 232, 350, and 351 - account for 7201 of 9066 student registrations, or 79.4% of all undergraduate registrations. Enrollment in General Education courses decreased from 1259 (Fall 2013/Spring 2014) to 949 (Fall 2017/Spring 2018), or 24.6%.

Enrollment in Non-General Education courses decreased from 386 (Fall 2013/Spring 2014) to 213 (Fall 2017/Spring 2018), or 44.8%. Enrollment in Economics courses decreased from 1645 (Fall 2013/Spring 2014) to 1162 (Fall 2017/Spring 2018), or 29.4%.

## 2. Summary of Program (Major) Strengths and Weaknesses:

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>-Department offers BB and BA. BB (Bachelor Business) go to jobs in Business. BA go to jobs in Public Sector or law school</li> <li>-Faculty began the process of moving the BA and BB program online during Fall, 2018.</li> <li>-Faculty teaching BB also teach BA courses (8 of the courses required for BA are also required for the BB)</li> <li>-BA and BB all have nearly the same core requirements</li> <li>-Economics students have been nominated for Truman &amp; Rhodes scholarships.</li> <li>-The department also has 24 minors.</li> <li>-Occupational Outlook: 6%, as fast as average.</li> </ul>	<ul style="list-style-type: none"> <li>-Economics fell slightly below the IBHE standards, with a three year average of 8 (eight) graduates and 32 (thirty-two) majors. A significant reason for this reduction in majors and graduates is the creation of the business analytics program within the department.</li> <li>-The Economics program has two of its thirty-six courses - 231 and 232 - account for 5279 of 9066 student registrations, or 58.2% of all undergraduate registrations. This is due to them being core courses in the Bachelor of Business degrees.</li> <li>-The five General Education courses - 100, 231, 232, 350, and 351 - account for 7201 of 9066 student registrations, or 79.4% of all undergraduate registrations. Enrollment in General Education courses decreased from 1259 (Fall 2013/Spring 2014) to 949 (Fall 2017/Spring 2018), or 24.6%.</li> <li>-Enrollment in Non-General Education courses decreased from 386 (Fall 2013/Spring 2014) to 213 (Fall 2017/Spring 2018), or 44.8%.</li> <li>-Enrollment in Economics courses decreased from 1645 (Fall 2013/Spring 2014) to 1162 (Fall 2017/Spring 2018), or 29.4%.</li> </ul>

### **3. Recommendations:**

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

The Academic Program Elimination Review Committee unanimously recommends that no change take place with the Economics degree program. Because the Department has 40 majors within the various categories (majors, pre-business majors, and pre-business conditional majors), the APER committee recommends the program be maintained and reviewed again in three years.

**APER Report and Recommendations on Western Illinois University's  
Program(Major) in Emergency Management**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

Julia Albarracin, College of Arts and Sciences  
Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the Emergency Management program (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

### **1. Overview of APER’s Concerns and Observations:**

Emergency Management met the IBHE standards for graduates with a three year average of 11 (eleven), but fell short of the IBHE standards with a three year average of 29 (twenty-nine) majors during the period of 2016-2018.

Enrollment in Emergency Management undergraduate courses decreased from 401 (Fall 2013/Spring 2014) to 293 (Fall 2017/Spring 2018), or 26.9%, which mirrors the University’s enrollment decline. The number of majors has shown a slow decrease over the past two years after an increase over the previous years. There are no General Education and only two online courses.

Courses in the field of Emergency Management directly support, and also compete with, courses in Law Enforcement and Justice Administration and Fire Sciences. Faculty in Public Health and Health Sciences also teach Emergency Management courses, creating a challenge in the departmental placement of the major. The Department has developed a plan to coordinate their activities with these other degrees, and promote the major.



## 2. Summary of Program (Major) Strengths and Weaknesses:

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>-Emergency Management met the IBHE standards for graduates with a three year average of 11 (eleven).</li> <li>-23 minors in Fall 2018.</li> <li>-No single course represents more than 16% of all undergraduate registrations.</li> <li>-It is the only Emergency Management program in Illinois.</li> <li>-Students can receive Federal Emergency Management Agency (FEMA) certifications while completing degree.</li> <li>-Low cost per credit hour of \$126.</li> <li>-Fulfills an important social role (service oriented).</li> <li>-Curriculum is under review.</li> <li>-Considering offering courses in the QC and online.</li> <li>-5 year plan underway for program improvement.</li> <li>-All majors are required to conduct a professional internship.</li> <li>-Occupational outlook is 8%, as fast as average.</li> </ul>	<ul style="list-style-type: none"> <li>-Emergency Management fell short of the IBHE standards with a three year average of 29 (twenty-nine) majors.</li> <li>-Enrollment in Emergency Management undergraduate courses decreased from 401 (Fall 2013/Spring 2014) to 293 (Fall 2017/Spring 2018), or 26.9%.</li> <li>-Program offers no General Education courses.</li> <li>-Lack of funding for marketing and recruiting materials leading to student confusion between the Emergency Management and Fire Sciences degrees.</li> <li>-Lack of online courses.</li> </ul>

## 3. Recommendations:

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

The Academic Program Elimination Review Committee, by a vote of 4-0 with 1 abstention, recommends that no change take place with the Emergency Management (EM) degree program as it has produced the IBHE suggested number (8) of degrees conferred and is close to the IBHE standard for majors. The APER committee recommends that the EM program also be offered completely online and the EM Program be reviewed in two years.

**APER Report and Recommendations on Western Illinois University's  
Program(Major) in French Teacher Education**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Acting Provost William Clow  
Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

Julia Albarracin, College of Arts and Sciences  
Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the French Teacher Education program (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

### **1. Overview of APER’s Concerns and Observations:**

Knowledge of foreign languages supports degree programs in the areas of education, law enforcement, business, and others. However, French Teacher Education fell far short of the IBHE standards, with a three year average of 0 (zero) graduates and 1 (one) major for 2015-2017, and 0 (zero) graduates and 0 (zero) majors for 2016-2018. The program does have 20 minors as of Fall 2018.

The program is primarily a General Education program; 71.3% (506 of 710 student registrations) take the four General Education courses, with 204 student registrations in the remaining 10 courses for the years Fall 2013/Spring 2014 through Fall 2017/Spring 2018.

## 2. Summary of Program (Major) Strengths and Weaknesses:

Strengths	Weaknesses
<p>-Knowledge of foreign languages support degree programs in the areas of education, law enforcement, and business.</p> <p>-French as a foreign language is the second most frequently taught language in the world after English.</p> <p>-The program has 20 minors.</p>	<p>-French Education fell far short of the IBHE standards, with a three year average of 0 (zero) graduates and 1 (one) major.</p> <p>-Note that one General Education course (121) accounts for 354 of 710 student registrations, or 49.9% of all undergraduate registrations, and that the four General Education courses (121, 122, 223, 224) account for 506 of 710 student registrations, or 71.3% of all undergraduate registrations, in the 14 courses held.</p> <p>-Individual enrollments in French courses decreased from 123 (Fall 2013/Spring 2014) to 108 (Fall 2017/Spring 2018), or 12.2%.</p>

## 3. Recommendations:

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

The French Teacher Education degree program has already entered the phase-out process and changed to an option for the B.A. in Foreign Languages and Cultures degree program on the Macomb Campus, effective Fall 2019.

Based on the memo of November 1, 2018 from Interim Provost Neumann to Susan Martinelli-Fernandez, Dean of the College of Arts and Sciences, and Luciano Picanço, Chair of Foreign Languages and Literatures, B.A. in Foreign Languages and Cultures New Options and Elimination of B.A. in French Teacher Education and B.A. in Spanish Teacher Education.

No further actions are recommended by the Academic Program Elimination Review Committee.

**APER Report and Recommendations on Western Illinois University's  
Program (Major) in Geography and GIS**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

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Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the Geography and GIS program (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

### **1. Overview of APER’s Concerns and Observations:**

Geography & Geographic Information Science fell short of the IBHE standards, with a three year average of 5 (five) graduates and 9 (nine) majors.

The program (major) in Geography & Geographic Information Science (GIS) is a challenge for the APER committee. Geography & GIS is a central discipline in the College of Arts and Sciences, and Geography & GIS make vital contributions to Western’s mission to educate students in “regional and global perspectives.” GIS technology is important in many different fields, including Agriculture, Biology (Ecology), Law Enforcement, Public Health and Business. Moreover, Geography & GIS is a discipline that is of tremendous and ever growing importance to our globalizing world. The APER committee found that the program (major) in Geography & GIS is struggling in terms of enrollments, but is working to address the issues.

Enrollment in Geography/GIS undergraduate courses decreased from 1139 (Fall 2013/Spring 2014) to 783 (Fall 2017/Spring 2018), or 31.3%. Enrollment in Non-General Education courses decreased from 177 (Fall 2013/Spring 2014) to 137 (Fall 2017/Spring 2018), or 22.6%, while enrollment in General Education courses decreased from 962 (Fall 2013/Spring 2014) to 646 (Fall 2017/Spring 2018), or 32.8%.

The six General Education courses - 100, 108, 110, 121, 182, and 251 - account for 5106 of 5807 student registrations, or 86.4% of all undergraduate registrations, while four courses - 100, 108, 110, and 121 - account for 4972 of 5807 student registrations, or 85.6% of all undergraduate registrations.

The Geography/GIS program made a number of changes in response to the 2016 APER report. A significant change is the reorganization of the Department in 2017, which now includes Meteorology and Geology. Additionally, Geography has made changes to emphasize the Geographic Information Science field, and reduced the number of options in the degree. The program began offering a full online degree in Fall 2018. The program has also recently begun to promote the degree at high schools, and the number of majors has been stabilized according to the registration data. The committee sees the changes as positive actions that should be given time to produce results.

## 2. Summary of Program (Major) Strengths and Weaknesses:

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>-Strong support for other programs such as Agriculture, Law Enforcement and Emergency Management.</li> <li>-Reaching out to K-12 schools in the region.</li> <li>-Provides a lot of general education courses</li> <li>-Partnership with a Chinese University</li> <li>-Offering a GIS workshop for teachers in May.</li> <li>-Faculty mentor students doing undergraduate research.</li> <li>-Partners with with McDonough County and the City of Macomb to provide GIS services including an online atlas for the City &amp; County. Also does work for other governments in the region.</li> <li>-11 minors as of Fall 2018.</li> <li>-Occupational outlook: Cartographers &amp; Photogrammetrists (where people with GIS education and training are classed by the Bureau of Labor Statistics) is 19%, much faster than average; GIS Technicians 11%, faster than average; Geographers 7%, as fast as average.</li> <li>-The B.S. in Geography and Geographic Information Sciences successfully started offering the full degree online in Fall 2018.</li> <li>-Developing minor in Unmanned Aerial Vehicle (UAV) operations.</li> </ul>	<ul style="list-style-type: none"> <li>-Geography is a discovery major; students rarely declare a major in the field as freshmen or sophomores.</li> <li>-Grade and high schools have changed the way geography is taught.</li> <li>-Courses offered are remote from other areas of campus.</li> <li>-Classrooms for general courses are small.</li> <li>-Geography &amp; Geographic Information Science fell short of the IBHE standards, with a three year average of 5 (five) graduates and 9 (nine) majors.</li> <li>-Enrollment in Geography/GIS undergraduate courses decreased from 1139 (Fall 2013/Spring 2014) to 783 (Fall 2017/Spring 2018), or 31.3%.</li> <li>-Enrollment in General Education courses decreased from 962 (Fall 2013/Spring 2014) to 646 (Fall 2017/Spring 2018), or 32.8%.</li> <li>-Enrollment in Non-General Education courses decreased from 177 (Fall 2013/Spring 2014) to 137 (Fall 2017/Spring 2018), or 22.6%.</li> <li>-General Education courses - 100, 108, 110, 121, 182, and 251 - account for 5106 of 5807 student registrations, or 86.4% of all undergraduate registrations.</li> <li>-Four courses - 100, 108, 110, and 121 - account for 4972 of 5807 student registrations, or 85.6% of all undergraduate registrations.</li> </ul>



### **3. Recommendations:**

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

The Committee considered several options, including eliminating the degree or moving it to a minor. However, because of the very recent changes in the program, the Academic Program Elimination Review Committee unanimously recommends that no change take place with the Geography/GIS degree program. It is also recommended that the Program promote a minor in GIS that would be relevant to other majors across the University. It is recommended that a review of the program take place in two years.

**APER Report and Recommendations on Western Illinois University's  
Program(Major) in Geology**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

Julia Albarracin, College of Arts and Sciences  
Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the Geology (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

### **1. Overview of APER’s Concerns and Observations:**

Geology met the IBHE standards for graduates with a three year average of 11 (eleven), but fell short of the IBHE standards with a three year average of 20 (twenty) majors. A large graduation class in 2017 resulted in a lower number of majors in 2018.

A major concern is that enrollment in Geology courses decreased from 984 (Fall 2013/Spring 2014) to 529 (Fall 2017/Spring 2018), or 46.2%. Enrollment in Non-General Education courses decreased from 167 (Fall 2013/Spring 2014) to 63 (Fall 2017/Spring 2018), or 62.3%, while enrollment in General Education courses decreased from 817 (Fall 2013/Spring 2014) to 466 (Fall 2017/Spring 2018), or 43.0%.

The four General Education courses - 110, 112, 113, 115 - account for 3518 of 4353 student registrations, or 80.8% of all undergraduate registrations, while two courses - 110 and 115 - account for 2531 of 4353 student registrations, or 58.1% of all undergraduate registrations.

The program has recently begun efforts to promote the field to schools in the region was noted. This includes tours of the Geology museum and school visits.

## 2. Summary of Program (Major) Strengths and Weaknesses:

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>-Meets the IBHE standards for graduates at 11 (eleven).</li> <li>-There are 6 (six) minors.</li> <li>-Collaborates with other units across campus, including Chemistry (on grant for Scanning Electron Microscope), Emergency Management (teaching about natural hazards) and Education (science education).</li> <li>-Only undergraduate geology major with a paleontology option in the state.</li> <li>-Some students from the WIU Geology department have found employment in the state with government agencies and engineering firms.</li> <li>-Merged with Geography to form the Department of Earth, Atmospheric and Geographic Information Science.</li> <li>-Faculty actively mentor students doing undergraduate research. Podium presentation winner for Undergraduate Research Day in 2017 was a geology major.</li> <li>-The program has been approved to offer an undergraduate option in environmental geology.</li> <li>-Occupational Outlook is 14%, faster than average.</li> </ul>	<ul style="list-style-type: none"> <li>-Discovery major; undergraduates rarely start as geology majors because geology may not be taught in high schools.</li> <li>-Enrollment in geology programs tends to follow the price of oil, because many majors seek work in the industry.</li> <li>-Falls short of IBHE for majors with 20 (twenty), with a major reduction in majors over the past five years.</li> <li>-Enrollment in Geology undergraduate courses decreased from 984 (Fall 2013/Spring 2014) to 529 (Fall 2017/Spring 2018), or 46.2%.</li> <li>-Enrollment in Non-General Education courses decreased from 167 (Fall 2013/Spring 2014) to 63 (Fall 2017/Spring 2018), or 62.3%.</li> <li>-Enrollment in General Education courses decreased from 817 (Fall 2013/Spring 2014) to 466 (Fall 2017/Spring 2018), or 43.0%.</li> <li>-Two courses - 110 and 115 - account for 2531 of 4353 student undergraduate registrations, or 58.1% of all undergraduate registrations, while the four General Education courses - 110, 112, 113, 115 - account for 3518 of 4353 student registrations, or 80.8% of all undergraduate registrations.</li> </ul>

### **3. Recommendations:**

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

Because of the recent reorganization and renaming of the Department, the Academic Program Elimination Review Committee unanimously recommends that no change take place with the geology degree program. It is recommended that a review of the program take place in two years.

**APER Report and Recommendations on Western Illinois University's  
Program(Major) in Graphic Communication**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

Julia Albarracin, College of Arts and Sciences  
Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the Graphic Communication program (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

### **1. Overview of APER’s Concerns:**

Graphic Communications met the IBHE standards for graduates with a three year average of 17 (seventeen), but fell short of the IBHE standards with a three year average of 30 (thirty) majors.

Enrollment in Graphic Communications courses decreased from 383 (Fall 2013/Spring 2014) to 141 (Fall 2017/Spring 2018), or 63.2%. No undergraduate course has a registration of more than 11.9%. Four courses, 112, 117, 218, 417, account for 563 of 1474 student registrations, or 38.2% of all undergraduate registrations. The program does not offer any General Education courses.

## 2. Summary of Program (Major) Strengths and Weaknesses:

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>-Graphic Communications met the IBHE standards for graduates with a three year average of 17 (seventeen).</li> <li>-No undergraduate course includes a registration of more than 11.9%.</li> <li>-Four courses, 112, 117, 218, 417, account for only 563 of 1474 student registrations, or 38.2% of all undergraduate registrations.</li> <li>-There are 8 (eight) minors.</li> <li>-Students learn a variety of print production techniques and learn the equipment and software used in the industry.</li> </ul>	<ul style="list-style-type: none"> <li>-Graphic Communications fell short of the IBHE standards with a three year average of 30 (thirty) majors.</li> <li>-Enrollment in Graphic Communications courses decreased from 383 (Fall 2013/Spring 2014) to 141 (Fall 2017/Spring 2018), or 63.2%.</li> <li>-There are no General Education courses.</li> <li>-Program uses antiquated technology.</li> <li>-Confusion between Graphic Communication and Graphic Design. These programs compete for the same students.</li> <li>- Occupational outlook is 4%, slower than average.</li> </ul>

## 3. Recommendations:

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

The Committee considered several options, including keeping the major separate, merging with Broadcasting, or merging with the Graphic Design program, which is in the Art Department. The Graphic Design program in the Art Department has approximately 38 majors in the Bachelor of Arts program.

By unanimous vote, the Academic Program Elimination Review Committee recommends that the Graphic Communication major be consolidated into the Graphic Design program in the Art Department.



**APER Report and Recommendations on Western Illinois University's  
Program(Major) in Hospitality Management**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

Julia Albarracin, College of Arts and Sciences  
Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the Hospitality Management program (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

### **1. Overview of APER’s Concerns and Observations:**

Hospitality Management fell short of the IBHE standards, with a three year average of 0 (zero) graduates and 22 (twenty-two) majors. Their low graduation rate is caused by the fact that many existing students decided to complete their studies under the previous Family and Consumer Science (FCS) degree. The Hospitality Management degree has shown substantial growth in majors from 2 (FY2015) to 27 (FY2018).

The Hospitality Management degree program relies upon courses in two areas, Hospitality Management and Nutrition, areas shared with degrees in Nutrition and Foodservice Management, and Dietetics. Therefore, specific trends in the course enrollments cannot be directly connected with enrollments in the Hospitality Management program.

Enrollment in Hospitality Management courses decreased from 825 (Fall 2013/Spring 2014) to 369 (Fall 2017/Spring 2018), or 55.3%. Note that there are no General Education courses. Also, no course includes a registration of more than 9.2%. Five courses - 150, 151, 190, 250, 253 - account for 1134 of 3176 student registrations, or 35.7% of all undergraduate registrations. Of these, courses 151, 250 and 253 are required for Dietetics.

Enrollment in Nutrition courses decreased from 1424 (Fall 2013/Spring 2014) to 917 (Fall 2017/Spring 2018), or 35.6%. The two General Education courses - 109, 300 - account for 3624 of 7064 student registrations, or 51.3% of all undergraduate registrations. Enrollment in these General Education courses decreased from 681 to 496, or 27.2%. Three courses - 109, 300, 450 - account for 4283 of 7064 student registrations, or 60.6% of all undergraduate registrations. Two of these - 109 and 300 -

are required for Dietetics. Enrollment in Non-General Education courses decreased from 743 to 421, or 43.3%.

## 2. Summary of Program (Major) Strengths and Weaknesses:

Strengths	Weaknesses
<p>-The Hospitality Management degree has shown substantial growth from 2 (FY2015) to 27 (FY2018).</p> <p>-There are 5 (five) minors in 2018.</p> <p>-Consolidated courses for greater efficiency and use of faculty resources as part of movement to RPTA.</p> <p>-Requirements for graduates are more rigorous (2 practicums + internship) than other institutions.</p> <p>-Minor has changed to 18 hrs from 20-23 hrs to attract additional students.</p> <p>-Partnerships with Sodexo (WIU) and McDonald's (Macomb).</p> <p>-Program has established partnerships allowing students to participate in internships at George Johnson Development (Springfield, IL) and Lake Hill Winery (Carthage, IL).</p> <p>-The Occupational Outlook varies from 4% for hotel management (slower than average) to 9% for nutrition &amp; food service management (as fast as average).</p>	<p>-Hospitality Management fell short of the IBHE standards, with a three year average of 0 (zero) graduates and 22 (twenty-two) majors.</p> <p>-Enrollment in Hospitality Management courses decreased from 825 (Fall 2013/Spring 2014) to 369 (Fall 2017/Spring 2018), or 55.3%. Note that there are no General Education courses. Also, no course includes a registration of more than 9.2%. Five courses - 150, 151, 190, 250, 253 - account for 1134 of 3176 student registrations, or 35.7% of all undergraduate registrations. Of these, courses 151, 250 and 253 are required for Dietetics.</p> <p>-Enrollment in Nutrition courses decreased from 1424 (Fall 2013/Spring 2014) to 917 (Fall 2017/Spring 2018), or 35.6%. The two General Education courses - 109, 300 - account for 3624 of 7064 student registrations, or 51.3% of all undergraduate registrations. Enrollment in these General Education courses decreased from 681 to 496, or 27.2%. Three courses - 109, 300, 450 - account for 4283 of 7064 student registrations, or 60.6% of all undergraduate registrations. Two of these - 109 and 300 - are required for Dietetics. Enrollment in Non-General Education courses decreased from 743 to 421, or 43.3%.</p> <p>-There are 25 other hospitality programs in Illinois.</p>

### **3. Recommendations:**

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

The Hospitality Management program merged with Recreation, Park and Tourism Management after the Family and Consumer Sciences (FCS) degree was phased out. The number of majors and graduates is approaching IBHE standards if the two degrees (FCS and Hospitality Management) are counted as one. With the elimination of the FCS degree and the movement to the single Hospitality Management degree, the Academic Program Elimination Review Committee unanimously recommends that no change take place with the Hospitality Management degree program and the program be reviewed again in three years.

**APER Report and Recommendations on Western Illinois University's  
Program(Major) in Meteorology**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

Julia Albarracin, College of Arts and Sciences  
Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the Meteorology program (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

### **1. Overview of APER’s Concerns and Observations:**

Meteorology fell short of the IBHE standards, with a three year average of 8 (eight) graduates and 23 (twenty-three) majors. However, the program has seen an increase in majors and graduations during 2018.

Enrollment in Meteorology undergraduate courses decreased from 531 (Fall 2013/Spring 2014) to 272 (Fall 2017/Spring 2018), or 48.8%. Enrollment in Non-General Education undergraduate courses decreased from 117 (Fall 2013/Spring 2014) to 31 (Fall 2017/Spring 2018), or 73.5%. Enrollment in General Education courses decreased from 414 (Fall 2013/Spring 2014) to 241 (Fall 2017/Spring 2018), or 41.8%. One General Education course - 120 - accounts for 1864 of 2271 student registrations, or 82.1% of all undergraduate registrations. No other course is more than 3%.

The number of majors declined after Meteorology lost its status as a signature program. The program has begun a new recruitment program, resulting in an increase in the number of new students attending WIU for the Meteorology program from 3 (three) students in Fall 2017, to 16 (sixteen - 13 freshmen and 3 transfer students) in Fall 2018.

## 2. Summary of Program (Major) Strengths and Weaknesses:

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>-When the new Doppler Radar unit is installed, it will be the only undergraduate Meteorology program in state with a doppler radar.</li> <li>-The new Doppler radar should create visibility for the program and University.</li> <li>-WIU's Meteorology program is the only one in Illinois offering a degree that meets National Weather Service employment criteria.</li> <li>-Strong outreach activities at area high schools and community colleges.</li> <li>-Majors with minors in GIS and broadcast communications have a 100% placement.</li> <li>-Students who attend graduate school are accepted at R1 universities.</li> <li>-Faculty mentor students participating in undergraduate research.</li> <li>-Advanced students provide math tutoring for beginning students.</li> <li>-Have developed a program that integrates technology with courses.</li> <li>-Full member of the University Corporation for Atmospheric Research; members must meet the criteria for admission, which includes an evaluation of the program of study and research, progress in the atmospheric sciences, and participation in UCAR activities. WIU was originally admitted in 2009 and successfully evaluated for renewal in 2017.</li> <li>-Faculty have received research grants for their work.</li> <li>-Occupational Outlook: 12%, faster than average.</li> </ul>	<ul style="list-style-type: none"> <li>-Meteorology fell short of the IBHE standards, with a three year average of 8 (eight) graduates and 23 (twenty-three) majors.</li> <li>-Enrollment in Non-General Education undergraduate courses decreased from 117 (Fall 2013/Spring 2014) to 31 (Fall 2017/Spring 2018), or 73.5%.</li> <li>-Enrollment in all Meteorology undergraduate courses decreased from 531 (Fall 2013/Spring 2014) to 272 (Fall 2017/Spring 2018), or 48.8%.</li> <li>-One General Education course - 120 - accounts for 1864 of 2271 student registrations, or 82.1% of all undergraduate registrations. No other course is more than 3%.</li> <li>-Enrollment in General Education courses decreased from 414 (Fall 2013/Spring 2014) to 241 (Fall 2017/Spring 2018), or 41.8%.</li> </ul>



### **3. Recommendations:**

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

Because of the recent department reorganization and renaming, and the actions taken by the program faculty in terms of promotion and recruitment, the Academic Program Elimination Review Committee unanimously recommends that no change take place with the Meteorology degree program. It is recommended that a review of the program take place in two years.

**APER Report and Recommendations on Western Illinois University's  
Program(Major) in Musical Theater**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

Julia Albarracin, College of Arts and Sciences  
Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the Musical Theater program (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

### **1. Overview of APER’s Concerns and Observations::**

Musical Theatre fell short of the IBHE standards, with a three year average of 7 (seven) graduates and 28 (twenty-eight) majors.

The Musical Theatre degree program relies upon courses in two areas, Dance and Theatre. The Bachelor of Music provides some overlap in the music electives.

Enrollment in undergraduate Dance courses decreased from 256 (Fall 2013/Spring 2014) to 195 (Fall 2017/Spring 2018), or 23.8%. None of the nineteen Dance Courses has a registration of more than 9.2%. The four courses with the greatest registrations - 110, 113, 212, and 213 - account for only 392 of 1214 student registrations, or just 32.3% of all undergraduate registrations. There are no General Education courses.

Enrollment in undergraduate Theatre courses decreased from 1329 (Fall 2013/Spring 2014) to 928 (Fall 2017/Spring 2018), or 30.2%. Enrollment in Non-General Education courses decreased from 446 (Fall 2013/Spring 2014) to 406 (Fall 2017/Spring 2018), or 9.0%. Enrollment in General Education courses decreased from 883 (Fall 2013/Spring 2014) to 522 (Fall 2017/Spring 2018), or 40.9%. Two courses, 101 and 110, account for 3908 of 7174 student registrations, or 54.5% of all undergraduate registrations in the total of 69 (sixty-nine) undergraduate courses.

The four General Education courses - 101, 110, 172 and 201 - account for 4570 of 7174 student registrations, or 63.7% of all undergraduate registrations.

The largest challenge for Musical Theater is in low enrollments and overall cost/s.c.h. The major consistently has less than the 39 majors recommended by the IBHE

guidelines. This is due to the self-imposed cap of 30 students and the fact that the program only accepts 10 students per year.

Similarly, it typically graduates only 3-4 students per year instead of the recommended 8. However, the graduation numbers have increased with 6 degrees conferred in 2016; 10 in 2017 and 6 in 2018. More troubling than the low enrollments is the growing cost/s.c.h. By 2015, this cost had risen to \$240, making Musical Theater among the most expensive majors at Western. However, the cost/s.c.h. has decreased to \$209 in 2017.

The great strength of the Musical Theater program (major) is its consistently high quality. As an "audition only" program, it attracts the best students from around the state and beyond. Further, the program expects these students to excel in all three areas: singing, dancing, and acting. This expectation is so high that a number of students do not complete the program.

In discussion with faculty, it appears that some students find jobs while they are doing their internships, and do not return to complete their degree. Others find the program too challenging and change their major to a related degree, either the Theatre Acting B.A. degree, or another related degree. Determining how to credit the Musical Theatre Program (major) for these students is difficult. In part, the program seems to be drawing a substantial number of students who begin the program, but are unable to finish. However, even those students who do not finish in Musical Theater do tend to finish in the Theater and Dance Departments.

## 2. Summary of Program (Major) Strengths and Weaknesses:

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>-No one Dance course of the nineteen includes a registration of more than 9.2%.</li> <li>-The four courses with the greatest registrations - 110, 113, 212, and 213 - account for only 392 of 1214 student registrations, or just 32.3% of all undergraduate registrations. There are no General Education courses in Dance.</li> <li>-Has one of the highest GPAs on campus.</li> <li>-One of the only conservatory style programs at a public university in the state.</li> <li>-Audition only program.</li> <li>-The ability of the program to attract excellent students to WIU, some who remain at the university even when unable to maintain the standards of the Musical Theatre program</li> <li>-Designated as a Signature Program.</li> <li>-A required internship leading to practical experience.</li> <li>-An 88% employment rate for graduates.</li> <li>-Enriches the community and region by providing access to performances, which in turn enhances University - Community relations.</li> </ul>	<ul style="list-style-type: none"> <li>-Musical Theatre fell short of the IBHE standards, with a three year average of 7 (seven) graduates and 28 (twenty-eight) majors. The Musical Theatre degree program relies upon courses in two areas, Dance and Theatre, There is also the Bachelor of Music with some overlap in the music electives.</li> <li>-Number of Majors is capped at 30 students.</li> <li>-Enrollment in undergraduate Dance courses decreased from 256 (Fall 2013/Spring 2014) to 195 (Fall 2017/Spring 2018), or 23.8%.</li> <li>-Enrollment in undergraduate Theatre courses decreased from 1329 (Fall 2013/Spring 2014) to 928 (Fall 2017/Spring 2018), or 30.2%.</li> <li>-Enrollment in Non-General Education Theatre courses decreased from 446 (Fall 2013/Spring 2014) to 406 (Fall 2017/Spring 2018), or 9.0%</li> <li>-Enrollment in General Education Theatre courses decreased from 883 (Fall 2013/Spring 2014) to 522 (Fall 2017/Spring 2018), or 40.9%</li> <li>Two of the sixty-nine courses - 101 and 110 - account for 3908 of 7174 student registrations, or 54.5% of all undergraduate registrations.</li> <li>-Note that the four General Education courses - 101, 110, 172 and 201 - account for 4570 of 7174 student registrations, or 63.7% of all undergraduate registrations.</li> <li>-Occupational outlook is 4%, slower than average, to 6%, which is average.</li> <li>-Music Theatre is a relatively high cost program with an average cost of \$209 per student credit hour.</li> </ul>

	-Music Theatre has a number of low productivity courses. For example, voice faculty receive 12 Academic Credit Equivalent (ACEs) for working with eighteen students.
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**3. Recommendations:**

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

Given the high quality of the program and its status as a “Signature Program” at the university, the Academic Program Elimination Review committee unanimously recommends retaining the the program (major) in Musical Theater, with the provision that the number of students accepted be increased to 40, as was originally recommended by the IBHE in 2002. The Committee recommends the program be reviewed again in 2 years.

**APER Report and Recommendations on Western Illinois University's  
Program(Major) in Nutrition and Foodservice Management**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

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Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the Nutrition and Foodservice Management program (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

### **1. Overview of APER’s Concerns and Observations:**

Nutrition & Foodservice Management fell short of the IBHE standards, with a three year average of 0 (zero) graduates and 2 (two) majors. The program has grown from 1 major in 2015, to 3 majors in 2018. However, it has 47 minors in Fall 2018.

The Nutrition & Foodservice Management degree program relies upon courses in two areas, Hospitality Management and Nutrition, areas shared with degrees in Hospitality Management, and Dietetics. Therefore, specific trends in the course enrollments cannot be directly connected with the Nutrition & Foodservice Management program enrollments.

This program was created as an alternative degree to the Dietetics major for students who are either unable to achieve the 3.0 gpa requirement for Dietetics internships or those interested in Restaurant and Foodservice Management.

Enrollment in Hospitality Management courses decreased from 825 (Fall 2013/Spring 2014) to 369 (Fall 2017/Spring 2018), or 55.3%. Note that there are no General Education courses. Also, no course includes a registration of more than 9.2%. Five courses - 150, 151, 190, 250, 253 - account for 1134 of 3176 student registrations, or 35.7% of all undergraduate registrations. Of these, courses 151, 250 and 253 are required for Dietetics.

Enrollment in Nutrition courses decreased from 1424 (Fall 2013/Spring 2014) to 917 (Fall 2017/Spring 2018), or 35.6%. The two General Education courses - 109, 300 - account for 3624 of 7064 student registrations, or 51.3% of all undergraduate registrations. Enrollment in these General Education courses decreased from 681 to



496, or 27.2%. Three courses - 109, 300, 450 - account for 4283 of 7064 student registrations, or 60.6% of all undergraduate registrations. Two of these - 109 and 300 - are required for Dietetics. Enrollment in Non-General Education courses decreased from 743 to 421, or 43.3%.

Three courses - 109, 300, 450 - account for 4283 of 7064 student registrations, or 60.6% of all undergraduate registrations. Two General Education courses - 109, 300 - account for 3624 of 7064 student registrations, or 51.3% of all undergraduate registrations. Enrollment in General Education courses decreased from 681 (Fall 2013/Spring 2014) to 496 (Fall 2017/Spring 2018), or 27.2%. Enrollment in Non-General Education courses decreased from 743 (Fall 2013/Spring 2014) to 421 (Fall 2017/Spring 2018), or 43.3%. Enrollment in Nutrition courses decreased from 1424 (Fall 2013/Spring 2014) to 917 (Fall 2017/Spring 2018), or 35.6%.

## 2. Summary of Program (Major) Strengths and Weaknesses:

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>-There are 47 (forty-seven) minors.</li> <li>-Students take a combination of food service and hospitality courses.</li> <li>-The program prepares students for jobs in restaurant or food service industries (school, nursing home and hospital food service).</li> <li>-Proposal involves separating from Nutrition &amp; Food Service Management from RPTA for majors who are not interested in hotel management.</li> <li>-Option for students who do not meet the 3.0 GPA requirements for Dietetics.</li> <li>-No other program like this offered in Illinois.</li> <li>-Students receive ServSafe Certification.</li> <li>-Occupational outlook 9%, as fast as average.</li> </ul>	<ul style="list-style-type: none"> <li>-Nutrition &amp; Foodservice Management fell short of the IBHE standards, with a three year average of 0 (zero) graduates and 2 (two) majors.</li> <li>-Enrollment in Hospitality Management courses decreased from 825 (Fall 2013/Spring 2014) to 369 (Fall 2017/Spring 2018), or 55.3%. Note that there are no General Education courses. Also, no course includes a registration of more than 9.2%. Five courses - 150, 151, 190, 250, 253 - account for 1134 of 3176 student registrations, or 35.7% of all undergraduate registrations. Of these, courses 151, 250 and 253 are required for Nutrition and Foodservice Management.</li> <li>-Enrollment in Nutrition courses decreased from 1424 (Fall 2013/Spring 2014) to 917 (Fall 2017/Spring 2018), or 35.6%. The two General Education courses - 109, 300 - account for 3624 of 7064 student registrations, or 51.3% of all undergraduate registrations. Enrollment in these General Education courses decreased from 681 to 496, or 27.2%. Three courses - 109, 300, 450 - account for 4283 of 7064 student registrations, or 60.6% of all undergraduate registrations. Two of these - 109 and 300 - are required for Nutrition and Foodservice Management. Enrollment in Non-General Education courses decreased from 743 to 421, or 43.3%.</li> <li>-No marketing of the program</li> <li>-Program does not offer any general education courses</li> </ul>

### **3. Recommendations:**

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

There is considerable overlap between the Nutrition and Foodservice Management and Hospitality Management degree programs. The Academic Program Elimination Review Committee unanimously recommends the major of Nutrition and Foodservice Management be eliminated and become an option within the Hospitality Management degree.

**APER Report and Recommendations on Western Illinois University's  
Program(Major) in Physics**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

Julia Albarracin, College of Arts and Sciences  
Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the Physics program (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

### **1. Overview of APER’s Concerns and Observations:**

Physics fell short of the IBHE standards, with a three year average of 7 (seven) graduates and 18 (eighteen) majors.

A concern with the Physics program is the reduction in course enrollments, which closely follow those of the University as a whole. Enrollment in undergraduate Physics courses decreased from 1174 (Fall 2013/Spring 2014) to 807 (Fall 2017/Spring 2018), or 31.3%.

In particular, enrollment in General Education courses decreased from 763 (Fall 2013/Spring 2014) to 569 (Fall 2017/Spring 2018), or 25.4%, while enrollment in Non-General Education undergraduate courses decreased from 411 (Fall 2013/Spring 2014) to 238 (Fall 2017/Spring 2018), or 42.1%. Enrollment is also highly concentrated in only a few courses, with General Education courses - 100, 101, 114, 115, 150, 182, and 211 - accounting for 3890 of 5648 student registrations, or 68.9% of all undergraduate registrations. Two of thirty-two undergraduate courses - 101 and 211 - account for 2945 of 5648 student registrations, or 52.1% of all undergraduate registrations. However, the number of undergraduate majors and degrees conferred have held relatively stable during the past three years, varying from 16 to 21 majors, and 6 to 9 degrees conferred.

The BS in Physics directly contributes to the nationally ranked MS program in Physics.

The Engineering Physics Option, which prepares students with the skills needed for engineering, has grown in popularity, and feeds students to the Quad Cities Engineering Degree.

## 2. Summary of Program (Major) Strengths and Weaknesses:

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>-There are 7 (seven) minors.</li> <li>-30% of undergraduate students move into the Masters of Science program.</li> <li>-Occupational outlook is 14%, higher than average.</li> <li>-All Physics Majors receive a Math Minor.</li> <li>-Faculty mentor and supervise undergraduates research; many students receive undergraduate research grants.</li> <li>-Engineering Physics option.</li> <li>-Physics program has strong retention rate.</li> <li>-The program directly supports a highly ranked Masters Program, which has 17 students.</li> <li>-A number of other degree programs require Physics coursework, including Science Education, Biology, Geology, Chemistry, Meteorology and Engineering.</li> </ul>	<ul style="list-style-type: none"> <li>-Physics fell short of the IBHE standards, with a three year average of 7 (seven) graduates and 18 (eighteen) majors.</li> <li>-Enrollment in undergraduate Physics courses decreased from 1174 (Fall 2013/Spring 2014) to 807 (Fall 2017/Spring 2018), or 31.3%.</li> <li>-Enrollment in Non-General Education undergraduate courses decreased from 411 (Fall 2013/Spring 2014) to 238 (Fall 2017/Spring 2018), or 42.1%.</li> <li>-Enrollment in General Education courses decreased from 763 (Fall 2013/Spring 2014) to 569 (Fall 2017/Spring 2018), or 25.4%</li> <li>-General Education courses - 100, 101, 114, 115, 150, 182, and 211 - account for 3890 of 5648 student registrations, or 68.9% of all undergraduate registrations.</li> <li>-Two of thirty-two undergraduate courses, 101 and 211, account for 2945 of 5648 student registrations, or 52.1% of all undergraduate registrations.</li> </ul>

### **3. Recommendations:**

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

Due to the nature of the area of study and its impact on other STEM degrees and programs, the APER committee unanimously recommends that no action be taken at this time. There are currently efforts by the program to increase enrollment and improve retention. The APER Committee recommends the review of the Physics program again in 3 years.

**APER Report and Recommendations on Western Illinois University's  
Program(Major) in Public Health**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
Academic Program Elimination Review Committee Membership:**



As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

Julia Albarracin, College of Arts and Sciences  
Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the Public Health program (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

### **1. Overview of APER’s Concerns and Observations:**

Public Health fell short of the IBHE standards, with a three year average of 6 (six) graduates and 22 (twenty-two) majors.

Enrollment in Public Health courses increased from 305 (Fall 2013/Spring 2014) to 321 (Fall 2017/Spring 2018), or 5.2%. Three courses - 211, 250, and 410 - account for 939 of 1790 student registrations, or 52.5% of all undergraduate registrations. There are no General Education courses in Public Health. Public Health faculty do teach general education courses in the Health Education program (HE 120 and HE 123), and in the minor Environmental & Occupational Safety (EOS).

The Health Science Department also includes two other bachelor programs: Health Services Management (HSM) and Emergency Management (EM). HSM has three options, including a Public Sector option. There is a large degree of overlap between the course requirements for the Public Health major and the Public Sector option of Health Services Management. Core foundation classes are very similar, and directed electives in the major are very comparable. With few courses differentiating the Public Health degree from the Health Services Management (public sector option), the recruitment of students to this major may be difficult.

## 2. Summary of Program (Major) Strengths and Weaknesses:

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>-Enrollment in Public Health courses increased from 305 (Fall 2013/Spring 2014) to 321 (Fall 2017/Spring 2018), or 5.2%.</li> <li>-Multidisciplinary approach to disaster preparedness.</li> <li>-Prepares students to sit for exams for Occupational Safety &amp; Health Administration (OSHA) and Federal Emergency Management Agency (FEMA) certifications.</li> <li>-Supports the underserved regional public health needs and activities.</li> <li>-Formed a Public Health Advisory Board in 2016 to facilitate continued improvement of the program.</li> <li>-The program was recently revised from a comprehensive to a non-comprehensive major.</li> <li>-Considering offering courses on the Quad Cities campus.</li> <li>-Occupational Outlook: Health Services employees in hospitals is 20%, much faster than average; Community Health: 16%, much faster than average; Emergency Management 8%, as fast as average</li> </ul>	<ul style="list-style-type: none"> <li>-Public Health fell short of the IBHE standards, with a three year average of 6 (six) graduates and 22 (twenty-two) majors.</li> <li>-Three courses - 211, 250, and 410 - account for 939 of 1790 student registrations, or 52.5% of all undergraduate registrations.</li> <li>-There are no General Education courses.</li> <li>-Lack of marketing support to define the major to prospective students.</li> <li>-Faculty shortage has prevented the creation and delivery of online and Quad Cities courses.</li> <li>-The Degree was renamed in 2013.</li> <li>-Course requirements very similar to Health Services Management (Public Sector option)</li> </ul>

### 3. Recommendations:

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

During our review of the Public Health major, the Public Health Department presented the APER Committee with a proposal to combine the 3 programs (Public Health, Emergency Management and Health Services Management) and create the *Health & Emergency Management* program. The program would be a single degree with 4 options: Public Health & Preparedness, Environmental & Occupational Safety, Emergency Management, and Health Services Management.

The Academic Program Elimination Review Committee, by a vote of 4 to 0, with 1 abstention, agrees with and recommends this proposal, with the recommendation that the degree should be known as *Public Health & Emergency Management*. If this proposal is accepted, this recommendation would supersede the recommendation made by the APER committee for Emergency Management. The APER committee recommends the new program *Public Health & Emergency Management* unify their course prefixes and develop the major both online and in person and be reviewed in 2 years.

**APER Report and Recommendations on Western Illinois University's  
Program(Major) in Spanish Teacher Education**

**Prepared by the Academic Program Elimination Review Committee  
Submitted to Interim Provost William Clow  
Academic Program Elimination Review Committee Membership:**

As specified in the 2017-2021 UPI contract (26.2), the Academic Program Elimination Review Committee consists of one faculty member from each college and one member from the library, each chosen through elections conducted by the Faculty Senate. The members of the 2018-2019 APER committee include:

Julia Albarracin, College of Arts and Sciences  
Barton Jennings, College of Business and Technology  
Hal Marchand, College of Education and Human Services  
Henry Oursler, College of Fine Arts & Communication  
Linda Zellmer, WIU Libraries

Summary:

In section one, we outline our concerns/observations about the Spanish Teacher Education program (major). In section 2, we condense this information into a table of program “strengths and weaknesses.” In section 3, we offer recommendations to the administration on possible actions.

### **1. Overview of APER’s Concerns:**

Knowledge of foreign languages supports degree programs in the areas of education, law enforcement, business, and others. However, Spanish Teacher Education fell far short of the IBHE standards, with a three year average of 0 (zero) graduates and 8 (eight) majors (2016-2018). The program does have 216 minors as of Fall 2018, indicating the importance of the subject and minor to other degree fields.

The Spanish Education program has seen a significant decrease in General Education enrollment, from 305 (Fall 2013/Spring 2014) to 142 (Fall 2017/Spring 2018), or 53.4%. However, its Non-General Education course registration has held steady - 298 (Fall 2013/Spring 2014) to 299 (Fall 2017/Spring 2018). This means that General Education registration, which was once half of the program’s registrations, now represent only one-third of the registrations, with the program seeing a 26.9% decrease in registrations from Fall 2013/Spring 2014 to Fall 2017/Spring 2018 (603 to 441).

## 2. Summary of Program (Major) Strengths and Weaknesses:

Strengths	Weaknesses
<p>-Knowledge of foreign languages support degree programs in the areas of education, law enforcement, and business.</p> <p>-Spanish Education has a large number of minors, 216 during Fall 2018.</p> <p>-Non-General Education course registration has held steady - 298 (Fall 2013/Spring 2014) to 299 (Fall 2017/Spring 2018).</p> <p>-Illinois ranks 5th in its proportion of Latinos in the United States.</p>	<p>-Spanish Education fell far short of the IBHE standards, with a three year average of 0 (zero) graduates and 8 (eight) majors.</p> <p>-Three courses (121, 325, 326) account for 1378 of 3345 student registrations, or 41.2% of all undergraduate registrations.</p> <p>-Spanish Education General Education course registrations have seen a significant decrease, from 305 (Fall 2013/Spring 2014) to 142 (Fall 2017/Spring 2018), or 53.4%.</p> <p>-Registration in the four General Education courses (of 27 courses in total), represents 1254 of 3345 student registrations, or 37.5% of all undergraduate registrations.</p> <p>-The reduction in General Education registrations has led to a 26.9% decrease in total registrations from Fall 2013/Spring 2014 to Fall 2017/Spring 2018 (603 to 441).</p>

## 3. Recommendations:

The Illinois Board of Higher Education (IBHE) requires a report on low-producing programs from Fall 2018 forward. IBHE defines “low producing” programs as undergraduate programs (majors) that have an enrollment of less than 39 declared majors and confer less than 8 degrees annually. However, there is an exception for programs that do not meet this metric if they have “strong institutional justification.”

The Spanish Teacher Education degree program has already entered the phase-out process and changed to an option for the B.A. in Foreign Languages and Cultures degree program on the Macomb Campus, effective Fall 2019.

Based on the memo of November 1, 2018 from Interim Provost Neumann to Susan Martinelli-Fernandez, Dean of the College of Arts and Sciences, and Luciano Picanço, Chair of Foreign Languages and Literatures, B.A. in Foreign Languages and Cultures

New Options and Elimination of B.A. in French Teacher Education and B.A. in Spanish Teacher Education.

No further actions are recommended by the Academic Program Elimination Review Committee.