

ILLINOIS STATE  
UNIVERSITY

BOARD OF  
TRUSTEES

Report No. 2019.07/4000.02  
Academic Plan 2019-2024

**Executive Summary**

The *Illinois State University Constitution* confers on the Provost of the University the responsibility for compiling an academic plan that charts the directions of academic programs and initiatives of the University. The Constitution directs the Provost to assist and encourage academic units in developing more specific academic plans of their own. The Constitution further provides for faculty involvement in establishing and disestablishing academic programs and for periodic review by faculty of all academic programs to ensure their effectiveness and viability. Annual reporting to the Board of Trustees regarding academic program changes and results of program reviews is provided for in the *Governing Document of the Board of Trustees*.

*Academic Plan 2019-2024*, which follows this executive summary, is presented to the Board of Trustees by the Provost in compliance with the aforementioned provisions of the *Illinois State University Constitution* and *Governing Document of the Board of Trustees*. *Academic Plan 2019-2024* includes a brief profile of the University; the university strategic plan; an inventory of academic programs at the University and academic program changes approved since June 30, 2018; an inventory of academic programs and units at the University recognized by specialized accreditation associations; an update regarding academic initiatives; college strategic plans and Fiscal 2020 objectives; summaries of academic program reviews conducted in Fiscal 2019; and a tentative schedule of academic program reviews from Fiscal 2020 through Fiscal 2027.

# ILLINOIS STATE UNIVERSITY

## ACADEMIC PLAN 2019-2024

### A REPORT TO THE BOARD OF TRUSTEES REGARDING ACADEMIC PROGRAMS AND INITIATIVES

Office of the Vice President for Academic Affairs and Provost  
Illinois State University



Submitted to the Academic Senate of Illinois State University  
May 8, 2019

Submitted to the Board of Trustees of Illinois State University  
July 26, 2019

Illinois State University formally reiterates and reaffirms its commitment to the principles of equal opportunity, affirmative action and diversity. Discrimination based upon race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity and expression, order of protection status, or veteran's status is a violation of federal and state law and university policy and will not be tolerated. This non-discrimination policy applies to all programs administered by the University. However, this policy should not be construed to infringe upon the free exchange of ideas essential to the academic environment. To the extent allowed by law, all employment decisions, including those affecting hiring, promotion, demotion, or transfer; recruitment; advertisement of vacancies; layoff and termination; compensation and benefits; or selection for training will be made consistent with established Illinois State University policy. Responsibility for communicating, interpreting, and monitoring the University's equal opportunity policy has been assigned to the Office of Equal Opportunity, Ethics, and Access.

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## **PREFACE**

This document serves the dual purposes of articulating near-term academic initiatives of Illinois State University and informing the Board of Trustees of the University regarding academic program changes and program reviews during the prior fiscal year. The document has been compiled by the Office of the Vice President for Academic Affairs and Provost, working closely with the Academic Planning Committee, an external committee of the Academic Senate, and with constituent units of the Division of Academic Affairs.

The *Illinois State University Constitution* confers on the Provost of the University the responsibility for drafting and periodically reviewing an academic plan which charts the directions of academic programs and initiatives of the University. Thus, this document includes a review of current and anticipated academic initiatives of the Division of Academic Affairs. The constitution further directs the Provost to assist and encourage academic units in developing more specific plans and proposals of their own. Thus, this document includes one-year and five-year objectives of each college in the division and for the Graduate School.

The Division of Academic Affairs approaches strategic planning as an iterative process that involves setting forth initiatives to be addressed over a five-year period and then annually reviewing those initiatives for changes that may be necessitated by factors internal or external to the University. This practice was first adopted with compilation of *Academic Plan 1973-1978*. In planning documents from that period, the Academic Planning Committee wrote that it “anticipates making an annual revision of the Academic Plan in order that the University may keep clearly in view the direction in which it is headed and the process by which it achieves its goal.” Thus, since adoption of the 1973-1978 plan, academic strategic planning at the University has involved annual compilation of a rolling five-year plan. *Academic Plan 2019-2024* is the 46th such plan in the series. Since adoption of the first university-wide strategic plan, *Educating Illinois 2000-2007*, the Division of Academic Affairs and its constituent units have aligned initiatives and priorities articulated in the Academic Plan with the vision, mission, values, goals, and strategies set forth in the university strategic plan.

At Illinois State University, its faculty has primary responsibility for academic programs of the institution. The *Illinois State University Constitution* provides for faculty involvement in establishing and disestablishing academic programs and for periodic review by faculty of all academic programs to ensure their effectiveness and viability. The *Governing Document of the Board of Trustees* calls for annual reports to the board regarding academic program changes and results of program reviews. Thus, this document includes an inventory of academic programs offered by the institution, changes to those programs during Fiscal 2019, and summaries of program reviews conducted during the last year.

### **A NOTE REGARDING COVERAGE YEARS OF MULTI-YEAR STRATEGIC PLANS**

The Vice President for Academic Affairs and Provost charges each college and the Graduate School with developing and implementing a five-year strategic plan that sets forth goals, objectives, and strategies that are consistent with the university strategic plan and with division priorities. The Provost asks that each unit have such a plan in place at all times. However, each academic unit is afforded flexibility in determining the years covered by their multi-year plan. This permits each unit to establish a strategic planning process and planning period that best fits circumstances unique to the unit, such as changes in unit leadership or faculty ranks. As a result of this practice, planning periods of multi-year strategic plans included in this report may differ.



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# ACKNOWLEDGEMENTS

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Jack Whitsitt, Undergraduate Student (Fall 2018)

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN  
2019-2024

A REPORT TO THE BOARD OF TRUSTEES  
REGARDING ACADEMIC PROGRAMS AND INITIATIVES

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**SECTION I**

**UNIVERSITY PROFILE AND STRATEGIC PLAN**

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## UNIVERSITY PROFILE

Illinois State University was founded in 1857 as the first public institution of higher education in the state. Documents establishing the University were drafted by Abraham Lincoln. For its first 106 years the University was predominantly a teacher education institution. On January 1, 1964, the University officially became a comprehensive institution of higher education.

Illinois State is one of 12 public universities in the state. The institution is governed by an eight-member Board of Trustees. Seven board members are appointed by the Governor and confirmed by the Illinois Senate. The eighth member is a student elected annually by the student body. The University operates on the principle of shared governance. The Academic Senate is comprised of faculty, students, and staff members elected by their peers and advises the president in matters pertaining to academic policies, programs, and planning.

Academic programs of the University are administered by six colleges: Applied Science and Technology, Arts and Sciences, Business, Education, Fine Arts, and Nursing. Administration of graduate programs offered by the colleges is coordinated by the Graduate School. The 2018-2019 university catalog describes 78 undergraduate degree programs, 40 master's degree programs, 10 doctoral programs, and 33 graduate certificate programs offered by the University (see Inventory of Academic Programs and Centers in this document for a complete list). The University supports 10 research and service centers recognized by the Illinois Board of Higher Education. University academic and research programs are supported by the services and collections of Milner Library.

Illinois State University offers its academic programs through authority granted by the Illinois Board of Higher Education. The University is accredited by the Higher Learning Commission (HLC), one of six regional higher education accrediting bodies recognized by the U.S. Department of Education. HLC re-affirmed its accreditation of Illinois State University on July 27, 2015, as fully meeting all quality standards of the commission. The University submitted documentation to HLC on June 10, 2019 for its regularly-scheduled mid-cycle accreditation review and received a draft mid-cycle report from HLC on July 11, 2019. The mid-cycle review is expected to be finalized by HLC on or before August 5, 2019. In addition, Illinois State University is affiliated with 43 specialized accreditation associations that accredit or otherwise recognize the quality of academic units or plans of study. Approximately half of the 272 sequences of study offered by Illinois State are recognized by one or more of those professional associations (as of July 1, 2018). The teacher education unit, which consists of approximately 40 educator preparation plans of study, was accredited by the National Council for Accreditation of Teacher Education (NCATE) in 2012 for seven years. In 2019 the unit submitted a request for initial accreditation by the Council for the Accreditation of Educator Preparation (CAEP), which was formed in 2013 through the merger of NCATE and the Teacher Education Accreditation Council. Educator preparation programs also report annually to the Illinois State Board of Education.

Illinois State has a long-standing goal of enrolling between 20,000 and 21,000 students. In fall 2018 the institution enrolled 20,635 students, 88 percent (18,107) of whom were undergraduate students and 12 percent (2,528) of whom were graduate students. The mean ACT score for new beginning freshmen in fall 2018 was 23.2.

Nearly 79 percent of first-time-in-college students entering the University in fall 2017 returned for the fall 2018 semester. Sixty-nine percent of students who enrolled in the University as first-time-in college students in fall 2012 graduated within six years. In Fiscal 2018 the University conferred 5,348 degrees.

In fall 2018 Illinois State University employed 1,326 departmental faculty members (tenure track and non-tenure track), an increase of 36 faculty members from fall 2017. Illinois State maintains an undergraduate student-to-faculty ratio of 19:1. Hallmarks of the University include individualized attention to students and faculty involvement of students in collaborative research at both the graduate and undergraduate level.

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Data sources:  
Office of Planning, Research and Policy Analysis, Illinois State University  
Office of the Vice President for Academic Affairs and Provost, Illinois State University.



# UNIVERSITY STRATEGIC PLAN

## Educate, Connect, Elevate: Illinois State – The Strategic Plan for Illinois’ First Public University 2018-2023

### A MESSAGE FROM PRESIDENT DIETZ

Dear Friends,

I am pleased to present Illinois State University’s strategic plan, *Educate • Connect • Elevate: Illinois State - The Strategic Plan for Illinois’ First Public University 2018-2023*. This strategic plan is the embodiment of our culture of shared governance. Faculty, staff, students, and other campus stakeholders played an active role in developing this document. The new title for the plan emphasizes Illinois State’s broad educational reach, while building on the strength of our long-standing strategic plan, *Educating Illinois*.

As it served as Illinois State’s guiding document for nearly two decades, *Educating Illinois* went through several updates during its lifetime. As part of the periodic review process, I commissioned a 24-member task force to revise, update, and expand upon that plan. A great deal of thought, consultation, and input from campus stakeholders resulted in this new document.

*Educate • Connect • Elevate: Illinois State* will serve as a practical guide for all units within the University for planning and resource allocation decisions. In a much larger sense, it will serve as the guiding document for Illinois State as it charts its future. I, along with the rest of the University community, look forward to educating, connecting, and elevating Illinois State University.

Respectfully,

Larry H. Dietz  
President, Illinois State University

### INTRODUCTION

Welcome to *Educate • Connect • Elevate: Illinois State - The Strategic Plan for Illinois’ First Public University*. Since the release of *Educating Illinois* in 2000, and with each iteration of our comprehensive strategic plan, Illinois State University has achieved remarkable success. We are a nationally recognized leader in higher education, with numerous indicators of our positive impact on our students and the world.

The University is now poised to build on these strengths by taking the bold steps needed to respond to 21st century needs, while remaining true to our history and identity. Illinois’ first public university was originally founded to meet 19th century needs for teachers. This modest normal school became a comprehensive institution of higher education in today’s technologically complex world—a world in which communication, discovery, and change occur at a pace unimagined by the founders of our “grandest of enterprises.”

Our plan for the University’s next chapter of excellence is based on extensive consultation with campus stakeholders. The plan highlights four Strategic Directions to organize the University’s efforts to maintain our strength and grow where opportunities arise to support student success and contribute to our disciplines, to the state of Illinois, to the nation, and to the world.

This strategic plan is written broadly, to provide guidance, not constraint. The Strategic Directions, and the Core Values they express, are central to the success of the University and its students. Our intention is to provide a framework for all university divisions, colleges, and units to unleash their creativity and identify the ways they will help move the University toward our collective Vision. Each unit—depending on its specific purposes, strengths, and contexts—may at different times undertake initiatives that emphasize some Core Values and Strategic

Directions more than others, while exemplifying all of them. Each division, college, and unit is charged to align its plan with *Educate • Connect • Elevate: Illinois State* to maximize the effectiveness and efficiency of its contributions to student success.

A university-wide Implementation Team will coordinate accountability efforts and develop an assessment plan by which we will track our successes and identify where we need to do more or better. *Educate • Connect • Elevate: Illinois State* will be our roadmap as we attain higher levels of excellence in teaching, scholarship, and public service.

*Educate • Connect • Elevate: Illinois State* strikes a balance between an ambitious pursuit of our community's aspirations and the financial realities faced by any state institution. The plan provides a framework for the University to exhibit its characteristic financial discipline, while making the most of our finite resources in the service of our Mission and the advancement of our Vision.

This document is the result of extensive input from the campus community, including surveys, forums, and group discussions. The energetic engagement in this process from all university stakeholders—students, faculty, staff, alumni, community friends, and partners—is a reflection of the University's current success and a harbinger of great things to come. Together, we will exhibit our shared Values, pursue our Strategic Directions, and realize our shared aspirations.

## **VISION**

Illinois State University will remain a national leader and be recognized worldwide for educating high-achieving, motivated students who seek an individualized and transformative experience at an institution that:

- Offers premier undergraduate and graduate programs that integrate emerging and innovative ideas with traditional knowledge and methods;
- Generates knowledge through high-quality scholarship (research and creative activities);
- Supports student learning through a seamless integration of curricular and co-curricular activities that actively engage students and broaden their perspectives; and
- Serves the region, state, nation, and world through its commitments to responsible stewardship, meaningful civic engagement, cultural enrichment, and the development of global citizens.

## **MISSION**

We at Illinois State University work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. We promote the highest academic standards in our teaching, scholarship, public service, and the connections we build among them. We devote all of our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond.

## **CORE VALUES**

### **Learning and Scholarship**

Illinois State University works with students as partners in their educational development so they appreciate learning as an active and lifelong process. The University contributes new knowledge through research and creative activities in which all students, faculty, and staff are encouraged to participate. Faculty members embrace a model that values their contributions as both teachers and scholars in a balanced way.

### **Individualized Attention**

Illinois State University provides a supportive environment that focuses on each student as an individual. The University immerses learners in teaching and scholarship, fosters academic and personal growth, recognizes unique educational aspirations, and values each faculty and staff member's contributions to student success.

### **Diversity and Inclusion**

Illinois State University affirms and encourages community and a respect for differences. The University fosters an inclusive environment characterized by cultural understanding and engagement, ethical behavior, and a commitment to social justice. The University supports a diverse faculty and staff who mentor a diverse student population. The institution endeavors to provide opportunities for students, staff, and faculty to participate productively in a global society.

### **Civic Engagement**

Illinois State University prepares students to be informed and engaged global citizens; ethical leaders who will craft, promote, and further positive goals for the betterment of society. The University promotes active learning experiences, through which students gain an awareness and understanding of civic engagement as a lifelong responsibility.

### **Integrity**

Illinois State University promotes an environment defined by the highest ethical standards. Leadership of the University is characterized by stability, adherence to shared values, collaborative decision-making, and accountable stewardship of all university resources. Teaching and learning, including research and creative activities, are conducted at the highest level of academic quality and integrity.

### **Collaboration**

Illinois State University community members work collaboratively to ensure the success of the University. They are dedicated to participating in shared governance, building on prior accomplishments, and making ongoing improvements. The University partners with business, industry, government, and educational entities to provide leadership in local, statewide, national, and international initiatives; expand service and outreach; and enhance financial support for instructional, scholarly, and service activities.

### **Respect**

Illinois State University fosters a culture characterized by mutual respect, a civil exchange of ideas, and a collaborative approach to problem-solving. Faculty, staff, and students acknowledge others' rights to express differing opinions; they listen to opposing views conscientiously; and, when disagreeing, they do so responsibly.

## STRATEGIC DIRECTIONS, OBJECTIVES, AND ACTIONS

### I. Enhance Strength and Stability

#### A) Ensure strong enrollment and student success

1. Maintain high-quality academic student profile and increase enrollment of transfer, graduate, international, underrepresented, and non-traditional students
2. Ensure attendance at Illinois State University is affordable and accessible for more students and their families through increasing financial support for student scholarships
3. Increase retention and graduation rates
4. Support quality and the accessibility of graduate programs by increasing the number and value of graduate stipends/assistantships, among other strategies

#### B) Attract and retain exceptional faculty and staff

1. Increase the competitiveness of faculty and staff salaries
2. Maximize employee growth through learning and professional development opportunities
3. Foster a workplace culture that supports personal and community well-being

#### C) Strengthen financial position

1. Diversify and augment revenue
2. Explore alternative business models and support structures
3. Enrich the culture of philanthropy

#### D) Use best practices to continuously improve sustainability and institutional effectiveness

1. Review, update, and align university plans with *Educate, Connect, Elevate: Illinois State*
2. Increase collaboration across departments and divisions
3. Leverage data analytics to inform decision-making
4. Optimize space utilization and development to advance the University's mission
5. Ensure a safe and secure physical and virtual environment

### II. Foster Innovation

#### A) Support academic program offerings to meet enrollment demand in current and emerging fields of study

1. Develop and support online and distance education programs where pedagogically appropriate and feasible
2. Facilitate the development and growth of interdisciplinary programs
3. Refine processes for the development of new academic programs

#### B) Support advancement of research, creative works, and knowledge generation

1. Increase grant-writing activities and administrative support for scholarship
2. Enhance cross-disciplinary research and creative activities
3. Accelerate development and marketing of mission-consistent intellectual property where promising

**C) Enhance organizational infrastructure to support innovation and collaboration**

1. Create more spaces that encourage collaborative research, teaching, and other learning activities
2. Further integrate curricular and co-curricular programs that prepare students for success
3. Utilize technological solutions that enhance productivity and creativity

**III. Nurture Diversity and Inclusion**

**A) Enhance diversity of faculty, staff, and student populations across the inclusion spectrum**

1. Provide access to, and increase awareness of, resources for the recruitment of diverse faculty, staff, and students
2. Increase and promote practices that aid in the retention of diverse faculty, staff, and students that include individuals from all backgrounds
3. Optimize support services for onboarding diverse faculty, staff, and students that include individuals from all backgrounds

**B) Invigorate the campus community by providing a welcoming and inclusive environment**

1. Provide additional professional development toward cultural competency and inclusion
2. Create and invest in spaces that value and capitalize on diversity
3. Increase campus and community awareness of achievements and initiatives that promote diversity and inclusion

**C) Advance learning experiences that help faculty, staff, and students succeed in a global society**

1. Increase the number of, variety of, and accessibility for students to participate in study abroad and international experiences
2. Increase the number of faculty in international collaboration and exchanges
3. Infuse diverse perspectives into the curriculum, co-curriculum, and other programs and initiatives
4. Increase the number of, and participation in, interdisciplinary studies and programs that explore diversity and global perspectives

#### **IV. Enrich Engagement**

##### **A) Foster partnerships offering collaborative and mutually beneficial opportunities**

1. Increase opportunities for alumni, community members, and other partners to create enduring connections that promote knowledge and resource sharing
2. Facilitate new partnerships with individuals, businesses, governmental entities, and organizations
3. Sustain and grow existing relationships with external stakeholders

##### **B) Involve more faculty, staff, and students in outreach, engagement, and research opportunities locally, regionally, and globally**

1. Create awareness of opportunities for students to engage in research
2. Increase the number and quality of opportunities that engage students in research with faculty
3. Recognize, promote, and encourage civic engagement and service learning
4. Enhance the ability of members of the University community to engage with each other, internal and external resources, and university partners

##### **C) Deepen student engagement in activities that prepare them for lifelong learning and success**

1. Support efforts to assess student career outcomes and placement in graduate and professional school
2. Integrate career development and readiness opportunities throughout the collegiate career
3. Expand and promote opportunities for engagement in professional development
4. Infuse campus culture with opportunities that cultivate students' understanding of, appreciation for, and commitment to, personal and community well-being
5. Enhance student connections with alumni and employer networks

#### **PLANNING AND CONSULTATION PROCESSES**

President Larry Dietz appointed a 24-member Task Force to revise the University's strategic plan, *Educating Illinois 2013-2018: Individualized Attention, Shared Aspirations*. He charged the *Educating Illinois* Task Force to review and update the strategic plan, building upon the success the University has accomplished since the inception of the first iteration of *Educating Illinois*. The Task Force was further charged to consult with the campus community, be well informed regarding the internal and external environments, and develop a new strategic plan that sets forth a direction to further advance the University in coming years.

The Task Force sought input from students, faculty, staff, alumni, and the community through an online survey, open forums, and focused discussions. Groups consulted through the focused discussions phase include those listed. The Illinois State University Board of Trustees approved *Educate • Connect • Elevate: Illinois State* in May 2018.

Academic Advising Council

Academic Senate – Faculty Caucus

Administrative/Professional Council

Admissions Tour Team

Alumni Association

Civil Service Council

College of Applied Science and Technology Council  
College of Arts and Sciences Council  
College of Business Coordinating Team  
College of Education Council  
College of Fine Arts Council  
Department Chairs/School Directors Council  
Diverse Student Group  
Graduate Council  
Intercollegiate Athletics Leadership Team  
Mennonite College of Nursing Leadership Council  
Milner Library Faculty and Staff  
Student Affairs Council  
Student Government Association  
Student Leader Council  
University Research Council  
VP Finance and Planning Leadership Staff  
VP Provost/Academic Affairs Leadership Staff/Dean's Council  
VP University Advancement Leadership Staff

#### **TASK FORCE MEMBERS**

Brian Beam, Executive Director; University Marketing and Communications (co-chair)  
Hulda Black, Associate Professor; Marketing (beginning 8/1/17)  
Rachel Calhoun, Director; Research, Advancement and Foundation Operations  
Sam Catanzaro, Associate Vice President; Academic Administration, Policy, and Faculty Affairs (co-chair)  
Febin Chirayath; Student Government Association  
Jeff Clark; Chairs and Directors Council  
Angela Engel, Director; Planning, Research, and Policy Analysis (co-chair beginning 8/1/17)  
Laura Fox, Business Administrative Associate; University Police Department  
Paul Garris, Distinguished Professor; Biological Sciences  
Ron Gifford, Chair; Administrative/Professional Council  
Jamillah Gilbert, Instructional Assistant Professor; Special Education  
Rachel Hatch, Assistant Director; Media Relations  
Susan Kalter, Chair; Academic Senate  
Samantha Lewis, Student Government Association (beginning 8/1/17)  
Yongmei Liu, Associate Professor; Management and Quantitative Methods (through 7/31/17)  
Dwight Merillatt, Executive Associate Director; Intercollegiate Athletics  
Blanca Miller, Assistant Professor; Mennonite College of Nursing  
Danielle Miller-Schuster, Assistant Vice President; Student Affairs (co-chair)  
Hannah Picciola, Student Government Association  
Dean Plumadore; Civil Service Council (beginning 8/1/17)  
Ajay Samant, Dean; College of Business, Dean's Council

Jennifer Sharkey, Associate Professor; Milner Library

Sarah Smelser, Professor; School of Art

Amanda Smith, Chair; Civil Service Council (through 7/31/17)

Deb Smitley, Senior Associate Vice President; Planning, Finance and Facilities (co-chair through 7/31/17)

Aslihan Spaulding, Professor; Agriculture

Lenford Sutton, Department Chair; Educational Administration and Foundations

Jack Whitsitt, Student Government Association (beginning 8/1/17)

Ani Yazedjian; Chairs and Directors Council

**TASK FORCE STAFF**

Cheryl Fogler, Assistant Director; Planning, Research, and Policy Analysis



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## **SECTION II**

### **ACADEMIC AFFAIRS PROGRAMS AND INITIATIVES**

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## INVENTORY OF ACADEMIC PROGRAMS AND CENTERS

Academic programs and research and service centers at Illinois State University as of July 1, 2018 are listed below in six categories.

Bachelor's degree programs  
Undergraduate minor programs  
Master's degree programs  
Doctoral degree programs  
Graduate certificate programs  
Research and service centers

Listed with each degree program are sub-plans of study approved through the curriculum approval process internal to the University. The annotation "major plan of study" refers to the plan of study for students not enrolled in a sequence. Sub-plans of study that are not so annotated are sequences. In some programs students have the choice of the major plan of study and one or more sequences. Some programs have no major plan of study, only sequences.

The "CIP Code" following the plan of study name is the Classification of Instructional Programs Code (or CIP code). For more information about CIP codes, see Summaries of 2018-2019 Program Reviews in this document.

*Changes made to this program inventory during the year ended June 30, 2019 are listed in the Academic Program and Center Changes 2018-2019 section of this document.*

### BACHELOR'S DEGREE PROGRAMS

#### **Accountancy, B.S.**

CIP Code: 52.0301  
Accounting Information Systems  
Business Information Systems  
Career Specialty  
Financial Accounting

#### **Accountancy, Integrated B.S./M.P.A.**

CIP Code: 52.0301A  
Accountancy and Information Systems  
Professional Accountancy

#### **Agriculture, B.S.**

CIP Code: 01.0000  
Agribusiness  
Agriculture Communication and Leadership  
Agriculture Teacher Education  
Agronomy Management  
Animal Industry Management  
Animal Science  
Crop and Soil Science  
Food Industry Management  
Horticulture and Landscape Management  
Pre-Veterinary Medicine

#### **Anthropology, B.A., B.S.**

CIP Code: 45.0201  
Anthropology  
Anthropology Accelerated

#### **Art, B.A., B.S.**

CIP Code: 50.0701  
Art Teacher Education (B.S. only)  
Art History (B.A. only)  
Graphic Design  
Studio Arts

#### **Art, B.F.A.**

CIP Code: 50.0702  
Art (major plan of study)

#### **Arts Technology, B.A., B.S.**

CIP Code: 50.9999  
Arts Technology (major plan of study)

#### **Athletic Training, B.S.**

CIP Code: 51.0913  
Athletic Training (major plan of study)

**Biochemistry, B.S.**

CIP Code: 26.0202

Biochemistry (major plan of study)

**Biological Sciences, B.S.**

CIP Code: 26.0101

Conservation Biology

General Biology

Physiology, Neuroscience, and Behavior

Plant Biology

Zoology

**Biological Sciences Teacher Education, B.S.**

CIP Code: 13.1322

Biological Sciences Teacher Education (major plan of study)

**Business Administration, B.S.**

CIP Code: 52.0201

Business Administration (major plan of study)

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

CIP Code: 13.1303

Business Teacher Education

Training and Development (B.A., B.S. only)

**Business Information Systems, B.S.**

CIP Code: 52.1201

Business Information Systems (major plan of study)

**Chemistry, B.S.**

CIP Code: 40.0501

Chemistry (major plan of study)

Chemistry Teacher Education

Pedagogy Emphasis

**Communication Sciences and Disorders, B.S.**

CIP Code: 51.0204

Communication Sciences and Disorders (major plan of study)

**Communication Studies, B.A., B.S.**

CIP Code: 09.0101

Communication Studies (major plan of study)

Interpersonal Communication

Organizational and Leadership Communication

Political Communication

**Computer Science, B.S.**

CIP Code: 11.0701

General Computer Science

Web Computing

**Construction Management, B.S.**

CIP Code: 52.2001

Construction Management (major plan of study)

**Criminal Justice Sciences, B.A., B.S.**

CIP Code: 43.0104

Criminal Justice Sciences (major plan of study)

**Cybersecurity, B.S.**

CIP Code: 11.1103

Cybersecurity (major plan of study)

**Early Childhood Education, B.S., B.S.Ed.**

CIP Code: 13.1210

Early Childhood Education (major plan of study)

Pedagogy Emphasis

**Economics, B.A., B.S.**

CIP Code: 45.0601

General Economics

Managerial Economics

**Elementary Education, B.S., B.S.Ed.**

CIP Code: 13.1202

Elementary Education (major plan of study)

Bilingual/Bicultural Teacher Education (English-Spanish)

**Engineering Technology, B.S.**

CIP Code: 15.0000

Engineering Technology (major plan of study)

**English, B.A.**

CIP Code: 23.0101

English (major plan of study)

Creative Writing Studies

English Teacher Education

Publishing Studies

Technical Writing and Rhetorics

**Environmental Health, B.S.**

CIP Code: 51.2202

Environmental Health (major plan of study)

**European Studies, B.A.**

CIP Code: 05.0106

European Studies (major plan of study)

**Exercise Science, B.S.**

CIP Code: 31.0505

Exercise Science (major plan of study)

**Fashion Design and Merchandising, B.A., B.S.**

CIP Code: 19.0901

Fashion Design and Merchandising

Fashion Design and Merchandising Accelerated

**Food, Nutrition, and Dietetics, B.A., B.S.**

CIP Code: 51.3101

Dietetics

Dietetics Accelerated

Food and Nutrition Management

Food and Nutrition Management Accelerated

**Geography, B.A., B.S.**

CIP Code: 45.0701

Geography (major plan of study)

Geography Teacher Education

**German, B.A.**

CIP Code: 16.0501

German (major plan of study)

German Teacher Education

**Health Information Management, B.S.**

CIP Code: 51.0706

Health Information Management (HIM) On-Campus

Registered Health Information Technician to Health

Information Management (RHIT-HIM) Online

**History, B.A., B.S.**

CIP Code: 54.0101

History (major plan of study)

History-Social Sciences Teacher Education

**Industrial Technology, B.S.**

CIP Code: 15.0612

Computer Systems Technology

**Interdisciplinary Studies, B.A., B.S.**

CIP Code: 24.0101

Human and Educational Services

Individualized Studies

Multidisciplinary Studies

**International Business, B.A., B.S.**

CIP Code: 52.1101

International Business (major plan of study)

**Legal Studies, B.A., B.S.**

CIP Code: 22.0302

Legal Studies (major plan of study)

**Family and Consumer Sciences, B.A., B.S.**

CIP Code: 9.0101

Family and Consumer Sciences Teacher Education

General

**Finance, B.S.**

CIP Code: 52.0801

General Finance

**French and Francophone Studies, B.A.**

CIP Code: 16.0901

French and Francophone Studies (major plan of study)

French Teacher Education

**Geology, B.S.**

CIP Code: 40.0601

Geology (major plan of study)

Earth and Space Science Teacher Education

**Graphic Communications, B.S.**

CIP Code: 10.0301

Graphic Communications (major plan of study)

**Health Promotion and Education, B.S., B.S.Ed.**

CIP Code: 13.1307

Community Health Promotion

School Health Education

**Human Development and Family Science, B.A., B.S.**

CIP Code: 19.0701

Human Development and Family Science (major plan of study)

**Information Systems, B.S.**

CIP Code: 11.0103

Integration of Enterprise Systems

Systems Development/Analyst

Web Application Development

**Interior Design, B.A., B.S.**

CIP Code: 50.0408

Interior Design

Interior Design Accelerated

**Journalism, B.A., B.S.**

CIP Code: 09.0401

Journalism (major plan of study)

**Management, B.S.**

CIP Code: 52.1301

Entrepreneurship and Small Business Management

Human Resource Management

Organizational Leadership

**Marketing, B.S.**

CIP Code 52.1401  
Marketing (major plan of study)  
Advanced Marketing Analytics  
Integrated Marketing Communication  
Professional Sales

**Mathematics, B.A., B.S.**

CIP Code: 27.0101  
Mathematics (major plan of study)  
Actuarial Science  
Mathematics Teacher Education  
Pedagogy Emphasis  
Statistics

**Middle Level Teacher Education, B.S., B.S. Ed.**

CIP Code: 13.1203  
Middle Level Teacher Education (major plan of study)

**Music (Liberal Arts), B.A., B.S.**

CIP Code: 50.0901  
Music (major plan of study)  
Music Business

**Music (Performance), Bachelor of (B.M.)**

CIP Code: 50.0903  
Band and Orchestra Instruments Performance  
Classical Guitar Performance  
Composition  
Jazz Studies  
Keyboard Performance  
Music Therapy  
Voice Performance

**Nursing, B.S.N.**

CIP Code: 51.3801  
Pre-licensure BSN (sequence)  
RN to BSN (sequence)

**Physical Education, B.S., B.S.Ed.**

CIP Code: 13.1314  
Kinesiology Studies  
Physical Education Teacher Education

**Political Science, B.A., B.S.**

CIP Code: 45.1001  
Political Science (major plan of study)

**Public Relations, B.A., B.S.**

CIP Code: 09.0902  
Public Relations (major plan of study)

**Renewable Energy, B.S.**

CIP Code: 15.0503  
Renewable Energy (major plan of study)

**Safety, B.S.**

CIP Code: 51.2206  
Safety (major plan of study)

**Mass Media, B.A., B.S.**

CIP Code: 9.0102  
Interactive Media  
Media Management, Promotion, and Sales  
Radio  
Television Production

**Medical Laboratory Science, B.S.**

CIP Code: 51.1005  
Medical Laboratory Science (major plan of study)

**Molecular and Cellular Biology, B.S.**

CIP Code: 26.0406  
Molecular and Cellular Biology (major plan of study)

**Music Education, Bachelor of (B.M.E.)**

CIP Code: 13.1312  
Choral-General-Vocal  
Choral-General-Keyboard  
Instrumental-Band  
Instrumental-Orchestra

**Network and Telecommunications Management, B.S.**

CIP Code: 11.0901  
Network and Telecommunications Management  
(major plan of study)

**Philosophy, B.A.**

CIP Code: 38.0101  
Philosophy (major plan of study)

**Physics, B.S.**

CIP Code: 40.0801  
Physics (major plan of study)  
Computer Physics  
Engineering Physics with the University of Illinois  
Physics Teacher Education

**Psychology, B.A., B.S.**

CIP Code: 42.0101  
Psychology (major plan of study)

**Recreation and Park Administration, B.S.**

CIP Code: 31.0301  
Recreation Management  
Therapeutic Recreation

**Risk Management and Insurance, B.S.**

CIP Code: 52.1701  
Business Information Systems  
Risk Management and Insurance

**Social Work, Bachelor of (B.S.W.)**

CIP Code: 44.0701  
Social Work (major plan of study)

**Sociology, B.A., B.S.**

CIP Code: 5.1101  
 Sociology (major plan of study)

**Spanish, B.A.**

CIP Code: 16.0905  
 Spanish (major plan of study)  
 Spanish Teacher Education

**Special Education, B.S.Ed.**

CIP Code: 13.1001  
 Specialist in Deaf and Hard of Hearing  
 Specialist in Learning and Behavior  
 Specialist in Low Vision and Blindness

**Technology and Engineering Education, B.S.**

CIP Code: 13.1309  
 Technology and Engineering Education (major plan of study)

**Theatre, B.A., B.S.**

CIP Code: 50.0501  
 Acting  
 Dance  
 Dance Teacher Education  
 Design/Production  
 Theatre and Film Studies  
 Theatre Teacher Education

**University Studies, B.A., B.S.**

CIP Code: 24.0102  
 University Studies (major plan of study)

**UNDERGRADUATE MINOR PROGRAMS**

Accounting  
 African-American Studies  
 African Studies  
 Agriculture  
 Anthropology  
 Art  
 Athletic Coaching  
 Bilingual Education  
 Biological Sciences  
 Business Administration  
 Business Analytics  
 Business Environment and Sustainability  
 Chemistry  
 Children's Studies  
 Civic Engagement and Responsibility  
 Classical Studies  
 Cognitive Science  
 Communication Sciences and Disorders  
 Communication Studies  
 Computer Science  
 Criminal Justice Sciences  
 Dance  
 East Asian Studies  
 Economics  
 English  
 Environmental Health  
 Environmental Studies  
 Ethnic Studies  
 European Studies  
 Exercise Science  
 Family and Consumer Sciences  
 Film Studies  
 Financial Planning  
 French and Francophone Studies  
 Geography  
 Geology

German  
 Gerontology  
 Health and Wellness Coaching  
 History  
 Information Systems  
 Insurance  
 Interdisciplinary Studies  
 International Business  
 International Studies  
 Italian Studies  
 Jazz Performance  
 Latin American and Latino/a Studies  
 Legal Studies  
 Mass Media  
 Mathematics  
 Middle Eastern and South Asian Studies  
 Military Science  
 Music  
 Native American Studies  
 Organizational Leadership  
 Peace and Conflict Resolution Studies  
 Philosophy  
 Physics  
 Political Science  
 Psychology  
 Public Health  
 Recreation and Park Administration  
 Religious Studies  
 Safety  
 Sociology  
 Spanish  
 Teaching English to Speakers of Other Languages  
 Technology  
 Theatre  
 Urban Studies  
 Women's and Gender Studies  
 Writing



## MASTER'S DEGREE PROGRAMS

### **Accountancy, M.S.**

CIP Code: 52.0301

Accountancy (major plan of study)

### **Agriculture, M.S.**

CIP Code: 01.0000

Agribusiness

Agricultural Education and Leadership

Agriscience

### **Applied Economics, M.A., M.S.**

CIP Code: 45.0601

Applied Economics (major plan of study)

Applied Community and Economic Development

Electricity, Natural Gas, and Telecommunications Economics

Financial Economics

### **Art, M.F.A.**

CIP Code: 50.0702

Art (major plan of study)

### **Biological Sciences, M.S.**

CIP Code: 26.0101

Biological Sciences (major plan of study)

Behavior, Ecology, Evolution, and Systematics

Bioenergy Sciences

Biomathematics

Biotechnology

Conservation Biology

Neuroscience and Physiology

### **Chemistry, M.S.**

CIP Code: 40.0501

Chemistry (major plan of study)

### **Chemistry Education, Master of Science in (M.S.C.E.)**

CIP Code: 13.1323

Chemistry Education (major plan of study)

### **College Student Personnel Administration, M.S.**

CIP Code: 13.1102

College Student Personnel Administration (major plan of study)

### **Criminal Justice Sciences, M.A., M.S.**

CIP Code: 43.0104

Criminal Justice Sciences (major plan of study)

### **Accountancy, Integrated B.S./M.P.A.**

CIP Code: 52.0301A

Accounting and Information Systems

Professional Accountancy

### **Anthropology, M.A., M.S.**

CIP Code: 45.0201

Anthropology (major plan of study)

Applied Community and Economic Development

### **Art, M.A., M.S.**

CIP Code: 50.0701

Art Education (M.S. only)

Visual Culture (M.A. only)

### **Arts Technology, M.S.**

CIP Code: 50.9999

Arts Technology (major plan of study)

### **Business Administration, Master of (MBA)**

CIP Code: 52.0201

Business Administration (major plan of study)

### **Chemistry Education, Master of (M.C.E.)**

CIP Code: 13.1323

Chemistry Education (major plan of study)

### **Clinical-Counseling Psychology, M.A., M.S.**

CIP Code: 42.2803

Clinical-Counseling Psychology (major plan of study)

### **Communication, M.A., M.S.**

CIP Code: 09.0101

Communication (major plan of study)

### **Educational Administration, M.S., M.S.Ed.**

CIP Code: 13.0401

Educational Administration (major plan of study)

Principal (M.S.Ed. only)

Teacher Leader (M.S.Ed. only)

**English, M.A., M.S.**

CIP Code: 23.0101  
English (major plan of study)

**History, M.A., M.S.**

CIP Code: 54.0101  
History (major plan of study)

**Information Systems, M.S.**

CIP Code: 11.0103  
Information Systems (major plan of study)  
Geographic Information Systems  
Internet Application Development  
Network and Security Management  
Systems Development

**Languages, Literatures, and Cultures, M.A.**

CIP Code: 16.0101  
Languages, Literatures, and Cultures (major plan of study)

**Music, Master of (M.M.)**

CIP Code: 50.0901  
Collaborative Piano  
Composition  
Conducting  
Jazz Performance  
Music Therapy  
Performance  
String Pedagogy

**Nursing, Master of Science in**

CIP Code: 51.3801  
Family Nurse Practitioner  
Nursing Systems Administration

**Psychology, M.A., M.S.**

CIP Code: 42.0101  
Cognitive and Behavioral Sciences  
Developmental  
Industrial-Organizational-Social  
Quantitative

**Social Work, Master of (M.S.W.)**

CIP Code: 44.0701  
Child and Family Practice  
Gerontology Practice  
School Social Work

**Special Education, M.S., M.S.Ed.**

CIP Code: 13.1001  
Special Education (major plan of study)

**Family and Consumer Sciences, M.A., M.S.**

CIP Code: 19.0101  
Family and Consumer Sciences (major plan of study)  
Dietetic Internship

**Hydrogeology, M.S.**

CIP Code: 40.0699  
Hydrogeology (major plan of study)

**Kinesiology and Recreation, M.S.**

CIP Code: 31.0501  
Applied Community and Economic Development  
Athletic Training  
Biomechanics  
Exercise Physiology  
Physical Education Pedagogy  
Psychology of Sport and Physical Activity  
Recreation Administration  
Sport Management

**Mathematics, M.S.**

CIP Code: 27.0101  
Mathematics (major plan of study/no sequence)  
Actuarial Science  
Applied Statistics  
Biomathematics  
Elementary and Middle School Mathematics Education

**Music Education, Master of (M.M.Ed.)**

CIP Code: 13.1312  
Music Education (major plan of study)

**Political Science, M.A., M.S.**

CIP Code: 45.1001  
Political Science (major plan of study)  
Applied Community and Economic Development  
Global Politics and Culture  
Public Service

**Reading, M.S.Ed.**

CIP Code: 13.1315  
Reading (major plan of study)

**Sociology, M.A., M.S.**

CIP Code: 45.1101  
Sociology (major plan of study)  
Applied Community and Economic Development

**Speech-Language Pathology, M.A., M.S.**

CIP Code: 51.0204  
Speech-Language Pathology (major plan of study)

**Teaching and Learning, M.S.**  
CIP Code: 13.0301  
Teaching and Learning (Major plan of study)

**Technology, M.S.**  
CIP Code: 15.0612  
Technology (major plan of study)  
Project Management  
Quality Management and Analytics  
STEM Education and Leadership  
Training and Development

**Theatre, M.F.A.**  
CIP Code: 50.0501  
Theatre (major plan of study/no sequence)

**Theatre Studies, M.A., M.S.**  
CIP Code: 50.0501  
Theatre Studies (major plan of study)

## DOCTORAL DEGREE PROGRAMS

**Audiology, Doctor (Au.D.)**  
CIP Code: 51.0204  
Audiology (major plan of study)

**Biological Sciences, Ph.D.**  
CIP Code: 26.0101  
Biological Sciences (major plan of study)  
Behavior, Ecology, Evolution, and Systematics  
Molecular and Cellular Biology  
Neuroscience and Physiology

**Educational Administration, Ed.D., Ph.D.**  
CIP Code: 13.0401  
Educational Administration (major plan of study)

**English Studies, Ph.D.**  
CIP Code: 23.0101  
English Studies (major plan of study)

**Mathematics Education, Ph.D.**  
CIP Code: 13.1311  
Mathematics Education (major plan of study)

**Nursing, Ph.D.**  
CIP Code: 51.3808  
Nursing (major plan of study)

**Nursing Practice, Doctor of (D.N.P.)**  
CIP Code: 51.3818  
Nursing Practice (major plan of study)

**School Psychology, Ph.D.**  
CIP Code: 42.2805  
School Psychology (major plan of study)

**Special Education, Ed.D.**  
CIP Code: 13.1001  
Special Education (major plan of study)

**Teaching and Learning, Ed.D.**  
CIP Code: 13.0301  
Teaching and Learning (major plan of study)

## GRADUATE CERTIFICATE PROGRAMS

The number in parentheses following the certificate name is the Classification of Instructional Program (or CIP) code. For more information about CIP codes, see Summaries of 2018-2019 Program Reviews in this document.

Anthropology Geographic Information Systems (GIS) Graduate Certificate (45.0299)  
Behavior Intervention Specialist Graduate Certificate (13.1005)  
Biology Geographic Information Systems (GIS) Graduate Certificate (26.9999)  
Chief School Business Official, Post-Master's Graduate Certificate (13.0499)  
Curriculum Adaptation Specialist Graduate Certificate (13.1099)  
Deaf and Hard of Hearing Listening and Spoken Language Graduate Certificate (13.1003)  
Director of Special Education, Post-Master's Graduate Certificate for (13.0402)  
Early Intervention Vision Specialist Graduate Certificate (13.1009)  
Enterprise Computing Systems Graduate Certificate (11.1099)  
Family Nurse Practitioner Certificate, Post-Master's (51.3805)  
General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate (13.0409)  
Hydrogeology Geographic Information Systems (GIS) Graduate Certificate (40.0699)  
Information Assurance and Security Graduate Certificate (11.1003)  
Instructional Technology in World Languages Graduate Certificate (13.1306)  
Internet Application Development Graduate Certificate (11.0801)  
Library Information Specialist Certificate, Post-Baccalaureate (25.0101)

Multiple Disabilities Specialist Graduate Certificate (13.1007)  
Network and Telecommunications Management Graduate Certificate (11.0901)  
Organizational Leadership Graduate Certificate (52.0213)  
Project Management Graduate Certificate (52.0211)  
Quality Management and Analytics Graduate Certificate (15.0702)  
School Psychology, Specialist in (S.S.P.) (42.2805)  
Social Aspects of Aging Graduate Certificate (30.1101)  
STEM Education and Leadership Graduate Certificate (13.1399)  
Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate for (13.0411)  
Systems Analyst Graduate Certificate (11.0501)  
Teacher Leader Certificate, Post-Baccalaureate (13.0401)  
Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate (13.1401)  
Teaching of Writing in High School/Middle School, Post-Baccalaureate Graduate Certificate in (23.1301)  
Technology Specialist Graduate Certificate (13.0501)  
Training and Development Graduate Certificate (13.1320)  
Transition Specialist Graduate Certificate (13.1019)  
Women's and Gender Studies Graduate Certificate (05.0207)

## **RESEARCH AND SERVICE CENTERS**

As of July 1, 2018, Illinois State University had 10 research and service centers recognized by the Illinois Board of Higher Education (IBHE) for their contributions to research, public policy development and evaluation, and service to citizens of Illinois. Each center is briefly described below. Information provided was effective July 1, 2018.

In addition to these 10 centers, Illinois State also operates numerous centers and institutes not officially recognized by IBHE. Those additional centers primarily support academic programs or student services at the University or provide services locally or regionally. Information regarding those additional centers and institutes can be found on websites of the College of Applied Science and Technology, College of Arts and Sciences, College of Business, and College of Education.

### **Adlai Stevenson II Center for Community and Economic Development**

Approved by IBHE: October 2, 2001  
Location: Stevenson Hall 435  
Reports to: Office of the Vice President for Academic Affairs and Provost  
Website: <https://stevensoncenter.org/>

### **Center for Child Welfare and Adoption Studies**

Approved by IBHE: June 7, 2005  
Reports to: School of Social Work  
Website: <https://adoptionresearch.illinoisstate.edu/>

### **Center for Collaborative Studies in Mathematical Biology: Intercollegiate Biomathematics Alliance (IBA)**

Approved by IBHE: June 6, 2017 (temporary status through June 30, 2022)  
Reports to: Office of the Vice President for Academic Affairs and Provost  
Website: <https://about.illinoisstate.edu/iba/pages/default.aspx>

### **Center for Insurance and Risk Management (Katie School)**

Approved by IBHE: January 5, 1993  
Reports to: College of Business  
Website: <https://business.illinoisstate.edu/katie/>

### **Center for Mathematics, Science, and Technology (CeMaST)**

Approved by IBHE: July 1, 1997

Reports to: Office of the Vice President for Academic Affairs and Provost

Website: <https://cemast.illinoisstate.edu/>

### **Center for Teaching, Learning, and Technology (CTLT)**

Approved by IBHE: January 7, 1997

Reports to: Office of the Vice President for Academic Affairs and Provost

Website: <https://ctlt.illinoisstate.edu/>

### **Center for the Study of Education Policy (CSEP)**

Approved by IBHE: February 8, 1995

Reports to: Department of Educational Administration and Foundations

Website: <https://education.illinoisstate.edu/csep/>

### **Mary and Jean Borg Center for Reading and Literacy (Borg Center)**

Approved by IBHE: October 2, 2001

Reports to: School of Teaching and Learning

Website: <https://education.illinoisstate.edu/borg/>

### **National Center for Urban Education**

Approved by IBHE: August 31, 2016 (temporary status through September 30, 2021)

Reports to: College of Education

Website: <https://ncue.illinoisstate.edu/>

### **Radio Station WGLT**

Reports to: School of Communication

Website: <http://wgl.org/>

## **ACADEMIC PROGRAM AND CENTER CHANGES 2018-2019**

The following changes to plans of study and research and service centers at Illinois State University were approved during the fiscal year ended June 30, 2019. The responsible unit and effective date are indicated for each change.

### **NEWLY-ESTABLISHED PLANS OF STUDY OR CENTERS**

#### **Degree Programs**

Business Education, Master of Science (M.S.B.E.)  
Business Education Program, Department of Marketing, College of Business  
Effective May 20, 2019

Environmental Systems Science and Sustainability, B.S.  
Department of Geography, Geology, and the Environment, College of Arts and Sciences  
Effective May 20, 2019

#### **Sequences**

Applied Economics, M.A., M.S., Quantitative Economics sequence  
Department of Economics, College of Arts and Sciences  
Effective May 20, 2019

Art, B.F.A., Graphic Design sequence  
School of Art, College of Fine Arts  
Effective May 20, 2019

Art, B.F.A., Studio Arts sequence  
School of Art, College of Fine Arts  
Effective May 20, 2019

Criminal Justice Sciences, B.A., B.S., Criminal Justice Sciences sequence  
Department of Criminal Justice Sciences, College of Applied Science and Technology  
Effective May 18, 2020

Criminal Justice Sciences, Criminal Justice Sciences Accelerated sequence  
Department of Criminal Justice Sciences, College of Applied Science and Technology  
Effective May 18, 2020

Exercise Science, B.S., Allied Health Professions sequence  
School of Kinesiology and Recreation, College of Applied Science and Technology  
Effective May 20, 2019

Exercise Science, B.S., Health and Human Performance sequence  
School of Kinesiology and Recreation, College of Applied Science and Technology  
Effective May 20, 2019

Mathematics, B.A., B.S., Mathematics Accelerated sequence  
Department of Mathematics, College of Arts and Sciences  
Effective May 18, 2020

Music, B.A., B.S., Liberal Arts sequence  
School of Music, College of Fine Arts  
Effective May 20, 2019

(Music) Performance, Bachelor of (B.M.), Composition/Theory Emphasis sequence  
School of Music, College of Fine Arts  
Effective May 20, 2019

(Music) Performance, Bachelor of (B.M.), New Media Composition sequence  
School of Music, College of Fine Arts  
Effective May 20, 2019

Special Education, M.S, M.S.Ed., Special Education sequence  
Department of Special Education, College of Education  
Effective May 20, 2019

Special Education, M.S., M.S.Ed., Interdisciplinary Early Intervention Sensory Disabilities sequence  
Department of Special Education, College of Education  
Effective May 20, 2019

### **Certificates**

Business Analytics Graduate Certificate  
Department of Marketing, College of Business  
Effective May 20, 2019

Data Science: Computer Science Graduate Certificate  
School of Information Technology, College of Applied Science and Technology  
Effective May 18, 2020

Data Scientist: Business Information Systems in Accounting Graduate Certificate  
Department of Accounting, College of Business  
Effective May 20, 2019

Dietetic Internship Graduate Certificate  
Department of Family and Consumer Sciences, College of Applied Science and Technology  
Effective May 20, 2019

Forensic Accountant Graduate Certificate  
Department of Accounting, College of Business  
Effective May 20, 2019

IS Audit and Control Specialist Graduate Certificate  
Department of Accounting, College of Business  
Effective May 20, 2019

School Nurse Graduate Certificate  
Mennonite College of Nursing  
Effective May 20, 2019

### **Minors**

Entrepreneurship, Minor in  
Interdisciplinary: George R. and Martha Means Center, College of Business  
Effective May 18, 2020

Food Studies, Minor in  
Interdisciplinary: Department of Sociology and Anthropology and Department of Politics and Government,  
College of Arts and Sciences  
Effective May 20, 2019

## **DISESTABLISHED PLANS OF STUDY OR CENTERS**

### **Degree Programs**

Athletic Training, B.S.  
School of Kinesiology and Recreation, College of Applied Science and Technology  
Effective May 18, 2020

## **NAME CHANGES**

### **Degree Programs**

From Graphic Communications, B.S.  
To Graphic Communications Technology, B.S.  
Department of Technology, College of Applied Science and Technology  
Effective May 18, 2020

From Renewable Energy, B.S.  
To Sustainable and Renewable Energy, B.S.  
Department of Technology, College of Applied Science and Technology  
Effective May 20, 2019

### **Sequences**

English, B.A.  
From Creative Writing Studies sequence  
To Creative Writing sequence  
Department of English, College of Arts and Sciences  
Effective May 20, 2019

Physics, B.S.  
From Computer Physics sequence  
To Computational Physics sequence  
Department of Physics, College of Arts and Sciences  
Effective May 20, 2019

Physics, B.S.  
From Engineering Physics with the University of Illinois sequence  
To Engineering Physics Dual Degree Program sequence  
Department of Physics, College of Arts and Sciences  
Effective May 20, 2019

## **CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP) CODE CHANGES**

Radio Station WGLT  
From 60.0907 to 90.0907  
School of Communication, College of Arts and Sciences  
Effective July 1, 2019



## **INVENTORY OF ACCREDITED ACADEMIC PROGRAMS**

Illinois State University is accredited by the Higher Learning Commission (HLC), one of six regional accrediting agencies recognized by the U.S. Department of Education. Information regarding the terms of this accreditation is summarized in a Statement of Accreditation Status published by HLC on its website. Further information is available by contacting HLC at (800) 621-7440, (312) 263-0456, or [info@hlcommission.org](mailto:info@hlcommission.org).

In addition to HLC accreditation of the University, 43 specialized accreditation associations accredit or otherwise recognize the quality of individual academic programs or academic units of the institution as of June 30, 2019. Specialized accreditations are voluntarily sought and maintained by university faculty. Some specialized accreditations are necessary for graduates to qualify for professional certification or licensure.

Of the 43 specialized accreditation associations, 13 recognize educator preparation programs of the University. Those associations include the National Council for Accreditation of Teacher Education (NCATE), which last accredited the teacher education unit at Illinois State in 2012 for seven years. The teacher education unit consists of all educator preparation programs of the University. In 2019 the University submitted a request to the Council for the Accreditation of Educator Preparation (CAEP) for re-accreditation of the teacher education unit. CAEP was organized in 2010 through a merger of NCATE and the Teacher Education Accreditation Council (TEAC) and in 2013 became fully operational as the sole accrediting body for educator preparation providers.

The 12 other educator preparation program accreditors with which the University is affiliated recognize individual educator preparation programs. Faculty members have opted to discontinue program affiliations with seven of the 12 specialized accreditation associations to instead focus their efforts on seeking and maintaining CAEP accreditation and maintaining their programs in good standing with the Illinois State Board of Education, which approves all educator preparation plans of study in the state.

The tables that follow identify units and plans of study at the University with specialized accreditor affiliations as of June 30, 2019. A separate table is presented for each college. A comprehensive list of specialized accreditation associations with which the University is affiliated follows the tables.

## COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

UNIT	PROGRAMS	ACCREDITOR
Family and Consumer Sciences, Department of	Family and Consumer Sciences, Department of	American Association of Family and Consumer Sciences (AAFCS)
	Food, Nutrition, and Dietetics, B.A., B.S. Family and Consumer Sciences, M.A., M.S., Dietetic Internship sequence	Accreditation Council for Education in Nutrition and Dietetics (Academy of Nutrition and Dietetics) (ACEND)
	Interior Design, B.A., B.S.	Council for Interior Design Accreditation (CIDA)
	Child Care Center	National Association for the Education of Young Children (NAEYC)
Health Sciences, Department of	Safety, B.S.	Accreditation Board for Engineering and Technology/Applied and Natural Science Accreditation Commission (ABET-ANSAC)
	Health Promotion and Education, B.S., B.S.Ed., School Health Education sequence	American Association for Health Education (AAHE)
	Health Information Management, B.S.	Commission on Accreditation of Health Informatics and Information Management Education (American Health Information Management Association) (CAHIIM)
	Medical Laboratory Science, B.S.	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
	Environmental Health, B.S.	Association of Environmental Health Academic Programs, National Environmental Health Science and Protection Accreditation Council (AEHAP/EHAC)
Information Technology, School of	Computer Science, B.S.	Accreditation Board for Engineering and Technology/Computing Accreditation Commission (ABET-CAC)
	Information Systems, B.S.	
Kinesiology and Recreation, School of	Athletic Training, B.S. Kinesiology and Recreation, M.S., Athletic Training sequence	Commission on Accreditation of Athletic Training Education (CAATE)
	Physical Education, B.S., B.S.Ed., Physical Education Teacher Education sequence	National Association for Sport and Physical Education (NASPE)
	Recreation and Park Administration, B.S.	Council on Accreditation of Parks, Recreation, Tourism and Related Professions (National Recreation and Park Association) (COAPRT)
Technology, Department of	Graphic Communications, B.S.	Accrediting Council for Collegiate Graphic Communication (ACCGC)
	Construction Management, B.S.	American Council for Construction Education (ACCE)
	Engineering Technology, B.S. Industrial Technology, B.S., Computer Systems Technology sequence	Association of Technology Management and Applied Engineering (ATMAE)
	Technology and Engineering Education, B.S.	International Technology and Engineering Educators Association, Council on Technology and Engineering Teacher Education (ITEEA/CTETE)

## COLLEGE OF ARTS AND SCIENCES

UNIT	ACCREDITED PROGRAM(S)	ACCREDITOR
Biological Sciences, School of	Biological Sciences Teacher Education, B.S.	National Science Teachers Association (NSTA)
Chemistry, Department of	Chemistry, B.S.	American Chemical Society, Committee on Professional Training (ACS-CPT)
	Chemistry, B.S., Chemistry Teacher Education sequence	National Science Teachers Association (NSTA)
Communication, School of	Public Relations, B.A., B.S.	Public Relations Society of America (PRSA)
Communication Sciences and Disorders, Department of	Speech-Language Pathology, M.A., M.S.  Audiology, Doctor of (Au.D.)	Council on Academic Accreditation in Audiology and Speech-Language Pathology (American Speech-Language-Hearing Association) (CAA)
English, Department of	English, B.A., English Teacher Education sequence	National Council of Teachers of English (NCTE)
Geography, Geology, and the Environment, Department of	Geology, B.S. Earth and Space Science Teacher Education	National Science Teachers Association (NSTA)
Languages, Literatures, and Cultures, Department of	French and Francophone Studies, B.A., French Teacher Education sequence	American Council on the Teaching of Foreign Languages (ACTFL)
	German, B.A., German Teacher Education sequence	
	Spanish, B.A., Spanish Teacher Education sequence	
Mathematics, Department of	Mathematics, B.A., B.S., Mathematics Teacher Education sequence	National Council of Teachers of Mathematics (NCTM)
	Mathematics, B.A., B.S., Actuarial Science sequence	Society of Actuaries (SOA)
	Mathematics, M.S., Actuarial Science sequence	
Physics, Department of	Physics, B.S., Physics Teacher Education sequence	National Science Teachers Association (NSTA)
Politics and Government, Department of	Legal Studies, B.S.	American Bar Association (Standing Committee on Paralegals Approval Commission) (ABA)
	Legal Studies, Minor in	
Psychology, Department of	School Psychology, Ph.D.	American Psychological Association (APA)
	Pre-doctoral internship in Professional Psychology at Illinois State University	
	Student Counseling Services	
	School Psychology, Specialist in (S.S.P.)	National Association of School Psychologists (NASP)
Social Work, School of	School Psychology, Ph.D.	Council on Social Work Education, Commission on Accreditation (CSWE/COA)
	Social Work, Bachelor of (B.S.W.)  Social Work, Master of (M.S.W.)	

## COLLEGE OF BUSINESS

UNIT	ACCREDITED PROGRAM(S)	ACCREDITOR
Business, College of	Business, College of	Association to Advance Collegiate Schools of Business International (AACSB)
Accounting, Department of	Accountancy, B.S. Integrated B.S./M.P.A. in Accountancy Accountancy, M.S.	Association to Advance Collegiate Schools of Business International (AACSB)
Marketing, Department of	Marketing, B.S., Professional Sales sequence	Sales Education Foundation (SEF) University Sales Center Alliance (USCA)
Management and Quantitative Methods, Department of	International Business, B.A., B.S.	Consortium of Undergraduate International Business Education (CUIBE)
	Management, B.S., Human Resource Management sequence	Society for Human Resource Management (SHRM)

## COLLEGE OF EDUCATION

UNIT	ACCREDITED PROGRAM(S)	ACCREDITOR
Educational Administration and Foundations, Department of	Educational Administration, M.S., M.S.Ed. Educational Administration, Ed.D., Ph.D., P-12 concentration General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate for Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate for	Educational Leadership Constituent Council (ELCC)
Special Education, Department of	Special Education, B.S.Ed. Special Education, M.S., M.S.Ed., Learning Behavior Specialist 2 Transition Specialist concentration Director of Special Education, Post-Master's Graduate Certificate for	Council for Exceptional Children (CEC)
Teaching and Learning, School of	Early Childhood Education, B.S., B.S.Ed.	National Association for the Education of Young Children (NAEYC)
	Middle Level Teacher Education, B.S., B.S.Ed.	Association for Middle Level Education (AMLE)

## COLLEGE OF FINE ARTS

UNIT	PROGRAMS	ACCREDITOR
Art, School of	Art, B.A., B.S.  Art, B.F.A.,  Art, M.A., M.S.  Art, M.F.A.,	National Association of Schools of Art and Design (NASAD)
Arts Technology program	Arts Technology, B.A., B.S.  Arts Technology, M.S.	National Association of Schools of Art and Design (NASAD)
Music, School of	Music, Bachelor of (B.M.), Music Therapy sequence  Music, Master of (M.M.), Music Therapy sequence	American Music Therapy Association (AMTA)
	Music, B.A., B.S.  Music Education, Bachelor of (B.M.E.)  Music, Bachelor of (B.M.)  Music Education, Master of (M.M.Ed.)  Music, Master of  Community School for the Arts  String Project	National Association of Schools of Music (NASM)
Theatre and Dance, School of	Theatre, B.A., B.S., Acting sequence, Design/Production sequence, Theatre and Film Studies sequence, Theatre Teacher Education sequence  Theatre Studies, M.A., M.S.  Theatre, M.F.A.  Saturday Creative Drama	National Association of Schools of Theatre (NAST)

## MENNONITE COLLEGE OF NURSING

UNIT	PROGRAMS	ACCREDITOR
Mennonite College of Nursing	Nursing, Bachelor of Science in (B.S.N.)  Nursing, Master of Science in (M.S.N.)  Family Nurse Practitioner Certificate, Post-Master's  Nursing Practice, Doctor of (D.N.P.)	Commission on Collegiate Nursing Education (CCNE)

## MULTIPLE COLLEGES

UNIT	PROGRAMS	ACCREDITOR
Teacher education unit (coordinated by the Council for Teacher Education and assisted by the Cecilia J. Lauby Education Center)	All educator preparation programs regardless of college and department/school	National Council for Accreditation of Teacher Education (succeeded in 2013 by the Council for the Accreditation of Educator Preparation)

## **COMPREHENSIVE LIST OF SPECIALIZED ACCREDITATION ASSOCIATIONS RECOGNIZING ACADEMIC UNITS OR PROGRAMS AT ILLINOIS STATE UNIVERSITY**

Accreditation Board for Engineering and Technology/Applied and Natural Science Accreditation Commission (ABET-ANSAC)  
Accreditation Board for Engineering and Technology/Computing Accreditation Commission (ABET-CAC)  
Accreditation Council for Education in Nutrition and Dietetics (Academy of Nutrition and Dietetics) (ACEND)  
Accrediting Council for Collegiate Graphic Communication (ACCGC)  
American Association for Health Education (AAHE)  
American Association of Family and Consumer Sciences (AAFCS)  
American Bar Association (Standing Committee on Paralegals Approval Commission) (ABA)  
American Chemical Society, Committee on Professional Training (ACS-CPT)  
American Council for Construction Education (ACCE)  
American Council on the Teaching of Foreign Languages (ACTFL)  
American Music Therapy Association (AMTA)  
American Psychological Association (APA)  
Association for Middle Level Education (AMLE)  
Association of Environmental Health Academic Programs, National Environmental Health Science and Protection Accreditation Council (AEHAP/EHAC)  
Association of Technology Management and Applied Engineering (ATMAE)  
Association to Advance Collegiate Schools of Business International (AACSB)  
Commission on Accreditation of Athletic Training Education (CAATE)  
Commission on Accreditation of Health Informatics and Information Management Education (American Health Information Management Association) (CAHIM)  
Commission on Collegiate Nursing Education (CCNE)  
Consortium of Undergraduate International Business Education (CUIBE)  
Council for Exceptional Children (CEC)  
Council for Interior Design Accreditation (CIDA)  
Council on Academic Accreditation in Audiology and Speech-Language Pathology (American Speech-Language-Hearing Association) (CAA)  
Council on Accreditation of Parks, Recreation, Tourism and Related Professions (National Recreation and Park Association) (COAPRT)  
Council on Social Work Education, Commission on Accreditation (CSWE/COA)  
Educational Leadership Constituent Council (ELCC)  
International Technology and Engineering Educators Association, Council on Technology and Engineering Teacher Education (ITEEA/CTETE)  
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)  
National Association for Sport and Physical Education (NASPE)  
National Association for the Education of Young Children (NAEYC)  
National Association of Schools of Art and Design (NASAD)  
National Association of Schools of Music (NASM)  
National Association of Schools of Theatre (NAST)  
National Association of School Psychologists (NASP)  
National Council for Accreditation of Teacher Education (NCATE)\*  
National Council of Teachers of English (NCTE)  
National Council of Teachers of Mathematics (NCTM)  
National Science Teachers Association (NSTA)  
Public Relations Society of America (PRSA)  
Sales Education Foundation (SEF)  
Society for Human Resource Management (SHRM)  
Society of Actuaries (SOA)  
University Sales Center Alliance (USCA)

\* Replaced in 2013 by the Council for the Accreditation of Educator Preparation (CAEP)  
as the accreditor of educator preparation units

## **ACADEMIC INITIATIVES**

### **DEVELOPING NEW ACADEMIC PROGRAMS**

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#### **Replacement of the B.S. in Athletic Training Program with the Master of Athletic Training Program**

On February 22, 2019, the Board of Trustees authorized a request to the Illinois Board of Higher Education to replace the B.S. in Athletic Training program with a Master of Athletic Training program. The reason for this request is a change in the threshold degree required for certification and licensure to practice athletic training in the U.S., changing from the undergraduate degree to the master's degree. That change was made in May 2015 by an alliance of athletic training organizations, which includes the Commission on Accreditation of Athletic Training Education (CAATE). Students completing the Master of Athletic Training program will then be eligible to take the national Board of Certification examination to obtain the nationally-recognized Certified Athletic Trainer credential. That credential is required for athletic trainer licensure by the Illinois Department of Financial and Professional Regulation. A decision by IBHE regarding the request is expected on August 6, 2019.

#### **Development of a Master of Science in Computer Science Program**

On April 29, 2019, the Academic Senate approved a proposal by the School of Information Technology (IT) to establish a Master of Science program in Computer Science. The School of IT does not have a graduate degree in computer science that it can offer to prospective students who wish to further their career or expand their knowledge in the computer science field. This degree will be appropriate for a range of students, including industry computing professionals seeking career advancement, students wishing to expand on their undergraduate computer science background and/or prepare for a doctoral degree, and individuals wishing to make a career change. The proposed program emphasizes foundational knowledge in computer science and programmatic application of those fundamental concepts in leading-edge applications. The proposed program meets existing demand and fills a void that has existed in the school for many years. The proposal will next be considered by the Board of Trustees at its July 26, 2019 meeting. If approved by the board, the proposal will be submitted to the Illinois Board of Higher Education.

#### **Proposal for Establishing Mechanical Engineering and Electrical Engineering Programs**

An internal steering committee was established in early 2017 to study the feasibility of offering undergraduate engineering programs at Illinois State University. The steering committee commissioned EAB, a higher education consultant, to conduct a market demand and feasibility study. The steering committee also visited engineering programs at numerous universities in the Midwest, interacted with practitioners, and attended engineering-focused academic conferences to develop draft curricula and to understand resources needed to establish high-quality engineering programs (faculty, staff, facilities, lab equipment, and support services). Based on information gathered, the steering committee estimated costs associated with establishing engineering programs and projected revenues to develop a break-even analysis. Based on those analyses, the steering committee strongly recommended establishing mechanical engineering and electrical engineering programs at Illinois State. Any decision by university administration to pursue establishment of one or both of the engineering programs would require action by the President, the Board of Trustees, the Illinois Board of Higher Education, and the Higher Learning Commission in addition to reviews by academic units, the University Curriculum Committee, and the Academic Senate. The Division of Finance and Planning is working on a request for proposals to select a firm to provide a conceptual design for engineering facilities.

#### **Accelerated Master's Degree Programs**

In 2016 the Graduate School began investigating the feasibility of Illinois State University offering accelerated master's degree programs (aka 4+1 programs). Through such programs, the time it takes a student to complete both an undergraduate degree and a master's degree in the student's chosen discipline is reduced from six years to five years. That reduction is possible by allowing undergraduate students to take a limited number of graduate courses and to count up to 12 credit hours of those courses toward both an undergraduate degree and a graduate degree from

Illinois State. This practice is permitted by the Higher Learning Commission (the entity that accredits the University) if the practice is restricted to “well-prepared advanced students” (*Assumed Practices*, Higher Learning Commission, September 2017). Accelerated master’s degree programs benefit students by reducing the time and expense involved in earning a master’s degree. Such programs benefit the University by retaining its most talented undergraduate students for an additional year.

In 2017-2018 policies and procedures for establishing and implementing accelerated master’s degree programs at Illinois State were piloted by units in two departments in two colleges (Sociology and Anthropology in the College of Arts and Sciences and Family and Consumer Sciences in the College of Applied Science and Technology). These new opportunities became available to undergraduate students for the first time in 2018-2019. Accelerated programs in mathematics and criminal justice sciences have since been approved by the Academic Senate and are scheduled to begin in 2020-2021. In the coming years, the Graduate School will monitor effectiveness of these new opportunities.

## **GLOBALIZING THE UNIVERSITY AND ITS CURRICULA**

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### **INTO-ISU Partnership**

In his September 2016 State of the University address to the campus community, President Larry Dietz announced a goal to increase international enrollment at Illinois State University to 10 percent of total university enrollment by 2026. At the time of his address, international enrollment at Illinois State was approximately two percent. In seeking to enhance diversity and global learning while creating a global campus environment, the University chose to partner with INTO University Partners (INTO) to recruit and enroll international students. INTO has the largest, most geographically dispersed, and most thoroughly trained and managed international recruitment team in the world with 30 regional offices covering more than 75 countries. INTO has a strong track record of successful partnerships at universities in the United Kingdom and the United States, including Colorado State University, Drew University, George Mason University, Marshall University, Oregon State University, St. Louis University, the University of Alabama at Birmingham, the University of South Florida, and Washington State University. Since March 2017 Illinois State University staff has worked with faculty and with INTO staff to plan the initiative. In April 2018 a group of 120 INTO international student recruiters visited the Illinois State campus to learn about programs, facilities, and services of the University and about the local community.

The first group of international students recruited by INTO to Illinois State enrolled in fall 2018 and numbered 43 students. This was a good start to the joint venture given the later than expected start in recruitment. A larger entering cohort of 70 students enrolled in spring 2019. New enrollment for Fall 2019 is expected to number around 150 students. Each incoming international student is assigned to one of three tracks depending on his or her English proficiency: intensive English language preparation, a pathway that combines English language preparation with courses that count toward a major, or direct admission to a degree program without the need for English language preparation. Less than 40 percent of the international students enrolling over the past academic year were assigned to the intensive English language preparation track. Of the international students assigned to a pathway, approximately 80 percent enrolled in a graduate program. While this pattern of enrollment is expected to continue in the near future, the long-term projection is that 50 percent of pathway students enrolling will be undergraduate students. The Office of the Provost will continue to work with departments and schools to accommodate pathway students by providing a limited number of pre-selected courses based on the intended majors of those students. The Center for Teaching, Learning, and Technology will create additional professional development opportunities for faculty members who will be working most closely with the international students.

### **International Partnerships**

The Office of International Studies and Programs continues to develop and expand partnerships with other institutions around the world. One such partnership is with Shanghai Normal University-Tianhua College. Illinois State University has two 3+1 dual degree programs with Tianhua, one in the School of Art and one in the Department of Mathematics whereby students spend three years at Tianhua College, spend a year at Illinois State University, and graduate with bachelor’s degrees from both Tianhua College and Illinois State University. The first cohort of students for the School of Art will be arriving on campus in August 2019. The first cohort for the



Department of Mathematics will be enrolling at Tianhua in August 2019 and is anticipated to arrive at Illinois State University in August 2021.

Additionally, in partnership with Quality Leadership University (QLU) of Panama City, Republic of Panama, Illinois State University has launched its first cohort of QLU students seeking a B.S. in International Business degree from Illinois State. Nine of the thirteen international business courses have been taught as of April 2019 on the QLU campus by Illinois State University College of Business faculty. The first cohort of 37 international business students is expected to graduate from Illinois State in December 2019. Building on that collaboration, the two universities launched a Master of Business Administration (MBA) program on the QLU campus beginning in May 2018. The program includes 14 courses and an initial cohort of 19 students. The first cohort is scheduled to graduate in December 2019. In total, Illinois State will be graduating 56 Panamanian students this year. The agreement between the universities provides for instruction to up to two additional cohorts on the QLU campus, with the option to offer more upon the agreement of both parties. The collaborative work with QLU being done by the College of Business is expected to serve as a model for other academic units at Illinois State interested in developing similar collaborations with QLU or with other universities in Central America.

## **FOCUSING ON DIVERSITY AND INCLUSION**

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### **Proposed Graduation Requirement for a Course in U.S. Diversity**

Responding to recommendations of the Campus Climate Task Force and an ad hoc committee appointed by the Provost, the University Curriculum Committee approved a proposal for a new graduation requirement concentrating on diversity in the United States. Learning outcomes were proposed by the ad hoc committee and discussed at two university-wide open forums. Under the proposal, all undergraduates will be required to complete a course concentrating on issues related to Inclusion, Diversity, Equity, and Access in U.S. Society (IDEAS). The requirement would be fulfilled either as part of General Education, the student's major, or as an elective. The University Curriculum Committee has forwarded the proposal to the Academic Senate for review in fall 2019.

## **DOCUMENTING THE VALUE OF AN ILLINOIS STATE UNIVERSITY EDUCATION**

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### **Graduate Job and Salary Initiative**

The Graduate Job and Salary Initiative was started by University Assessment Services (UAS) in fall 2016. The initiative involved working with the Office of Planning, Research, and Policy Analysis and the Illinois Department of Employment Security (IDES) to match data for about 42,000 former students who graduated from Illinois State University with a bachelor's degree between 2003 and 2012 with state-level unemployment insurance records. IDES only maintains records of individuals who work in the state.

The initiative was successfully completed in fall 2017. A report was sent to all the department chairpersons and school directors for each major housed in their department or school. The report included 1) annual mean and median monthly wages by (post) year after graduation, 2) data regarding job stability (stable, ongoing employment when graduates hold the same job over continuous quarters and years), 3) the top five industries in which graduates are employed, and 4) the percentage of graduates from each academic program currently working in Illinois. The deans received the same reports for all academic programs in their respective colleges. Between spring 2018 and spring 2019, UAS conducted approximately 10 presentations to various campus programs and generated reports for nearly 10 academic programs. UAS is currently working with several campus units in updating the data to reflect information for Illinois State University students who graduated between 2003 and 2017. Having objective outcome data serves multiple purposes, including 1) maintaining university accreditation, 2) demonstrating that investment in Illinois State University leads to positive outcomes, 3) demonstrating to legislators that Illinois State University is a good steward of taxpayer dollars, 4) highlighting the role of the University in keeping college graduates in state, and 5) recruiting students to the University.

**SECTION III**

**COLLEGE PROGRAMS AND INITIATIVES**

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Each college at Illinois State University and its Graduate School has developed a multi-year strategic plan to guide the academic unit in furthering its mission and achieving its vision. Each plan is intended to align with the university strategic plan (currently *Educate Connect Elevate*) and with priorities and initiatives of the Division of Academic Affairs. In addition, each college develops annual (fiscal year) objectives intended to implement strategies identified in its strategic plan.

Section III of this report includes Fiscal 2020 objectives (i.e., for the year ending June 30, 2020) and the multi-year strategic plan for each college and for the Graduate School. All Fiscal 2020 objectives are presented first, followed by all unit strategic plans. In each set, the documents are presented in the following order.

College of Applied Science and Technology  
College of Arts and Sciences  
College of Business  
College of Education  
College of Fine Arts  
Mennonite College of Nursing  
Milner Library  
Graduate School

#### **NOTE REGARDING PLANNING PERIODS OF ACADEMIC UNIT STRATEGIC PLANS**

The Vice President for Academic Affairs and Provost at Illinois State University asks each college and the Graduate School to develop and implement a five-year strategic plan that sets forth goals, objectives, and strategies that are consistent with the university strategic plan. The Provost asks that each unit have such a plan in place at all times. However, each academic unit is afforded flexibility in determining the years covered by their multi-year plan. This permits each unit to establish a strategic planning process and planning period that best fits circumstances unique to the unit. For example, a new dean, working with college faculty and staff, may choose to initiate development of a new college strategic plan before expiration of the then-current plan, to incorporate the vision of the new administration. It is also sometimes the case that strategic planning may be delayed by a college when a change of college administration is anticipated. Either instance might also occur to accommodate significant changes in college faculty or staff ranks. As a result of this flexibility in academic unit strategic planning, coverage dates of the multi-year plans included in this Section III may differ.

**FISCAL YEAR 2020 OBJECTIVES**

## **FISCAL 2020 OBJECTIVES COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY**

For Goal 1: Integrate relevant applied learning and technologies to provide an exemplary educational experience focusing on individual goals for both undergraduate and graduate students.

- Seek additional scholarships and support opportunities to benefit student recruitment and retention.
- Strategically revise existing curricula at the undergraduate level and consider proposals for new programs (B.S. in Mechanical Engineering) with input from faculty, advisory boards, corporate partners, and accrediting agencies.
- Maintain a standard of excellence through national program recognition and accreditation where appropriate.
- Calibrate available resources and our commitment to individualized attention of students as considerations for program enrollments.
- Continue support of the Washington, D.C. Internship program and encourage participation by all academic units.
- Break ground on a dedicated laboratory space for the cybersecurity major.
- Renovate the interior and environmental design learning space in Turner Hall.
- Increase the number of graduate assistantships and the average award of stipends as resources permit.

For Goal 2: Foster a cohesive culture of diversity, inclusion, and equity that reaches all our students, faculty, and staff.

- Promote inclusion, respect, and equity by creating awareness and through the continuation of *Courageous Conversations* and other professional development programming.
- Promote diverse educational opportunities as a means of broadening life experience, encouraging professional conduct, and fostering a cross-cultural understanding for students and faculty.
- Seek opportunities for development of student and faculty exchange programs with international universities and ensure inclusion of all CAST units.

For Goal 3: Support a workplace that facilitates and rewards faculty and staff excellence.

- Conduct successful faculty searches as approved for FY20.
- Increase the overall scholarly output of tenure-track faculty members.
- Promote interdisciplinary and inter-departmental research projects where appropriate.
- Seek opportunities to unite the needs of corporate partners with available faculty expertise.
- Provide professional development support and opportunities for faculty, administrative professionals, and civil service staff.

For Goal 4: Develop and maintain productive relationships with external constituencies.

- Support activities of CAST RSOs geared toward service learning and civic engagement opportunities.
- Support efforts to host influential guest speakers and professional development opportunities for the benefit of students, faculty, and the community.
- Continue the development of a research center in CJS and a Center for Renewable and Sustainable Energy in TEC.
- Surpass college fundraising goal for the comprehensive campaign.
- Continue to encourage and utilize the expertise of advisory councils in the departments and schools in CAST.
- Expand cultivation and stewardship activities with key alumni, internal, and external constituencies.
- Maintain and seek new relationships with external stakeholders to provide students with professional practice experiences and meaningful corporate and agency networks.

**FISCAL 2020 OBJECTIVES  
COLLEGE OF ARTS AND SCIENCES**

The College of Arts and Sciences aims to continue building on its successes in line with all of its strategic goals as well as those highlighted in *Educate, Connect, Elevate*. As in years past, our principal focus will be to continue to maintain and build upon our academic excellence and to continue to enhance the systems and infrastructure critical in supporting this excellence.

The goals of our new Strategic Plan (2016-2021) align well with the seven core values of *Educate, Connect, Elevate* including the pursuit of learning and scholarship, individualized attention, diversity and inclusion, respect, civic engagement, collaboration, and integrity and the strategic goals articulated in the plan as outlined in this Table.

<b>CAS Strategic Goal</b>	<b>ECE Goal(s)</b>
<b>Strategic Focus 1: Facilitate academic excellence</b>	Goals 1, 2, 3, 4
Goal 1.1 Develop and maintain rigorous academic curricula	
Goal 1.2 Enhance and encourage support for individualized mentorship of student research and creative activity.	
Goal 1.3 Enhance support for our balanced teacher-scholar faculty in their teaching, research, and creative activities.	
<b>Strategic Focus 2: Enhance the communication and infrastructure supporting academic excellence</b>	Goals 1, 2, 3
Goal 2.1 Enhance communication and collaboration to support academic excellence.	
Goal 2.2 Develop and maintain technology infrastructure to support academic	
Goal 2.3 Enhance physical infrastructure to support academic excellence	
<b>Strategic Focus 3: Diversify and enhance financial support for recruitment and retention of faculty, staff and students</b>	Goals 1, 2, 3, 4
Goal 3.1 Increase funding from external research grants and contracts	
Goal 3.2 Maintain sufficient fiscal flexibility to respond to a rapidly changing environment	
Goal 3.3 Increase opportunities for resource generation via mission-consistent services and consulting	
Goal 3.4 Increase resources for recruitment and retention of diverse faculty and staff	
<b>Strategic Focus 4: Share and promote our accomplishments in inclusive academic excellence, diversity, and social engagement</b>	Goals 2, 3, 4
Goal 4.1 Increase mission-consistent outreach and partnerships with our on-campus constituencies, including students, staff and faculty in the formation of a diverse civil society	
Goal 4.2 Promote the local, state, national, and international visibility of the College's programs, student successes, and faculty and staff achievement with the off-campus constituencies.	

This planning document outlines the most pressing needs of our college for FY20. Support for these initiatives will help us achieve the outlined goals and will ensure that we continue to recruit and retain high-quality students to whom we are able to offer premier undergraduate and graduate educational experiences in the humanities, social, natural, and mathematical sciences in Illinois.



## **FISCAL 2020 OBJECTIVES COLLEGE OF BUSINESS**

### **Major Objectives and Goals for FY20**

Our mission is who we are, who we serve, and why we exist. We strive to achieve our vision. Our core values are the foundation for determining our goals and strategies. Our tactics provide direction for implementing our strategies. We recognize an *ever-changing external environment* and we will continue to monitor and assess the needs of our stakeholders in the future.

**Vision:** To be the first choice for business education in Illinois and beyond.

**Mission:** Within Illinois State University's College of Business, through our shared commitment to excellence in learning, we prepare students to become skilled business professionals who think critically, behave ethically, and make significant contributions to organizations, communities, and our global society.

### **Core Values**

- We value excellence in instruction and enhanced student learning through a holistic approach
- We value a dedication to knowledge creation through scholarship, teaching, and service
- We value balance excellence between teaching and research
- We value a culture of diversity and inclusion
- We value a commitment to civic engagement and social responsibility to our institution, state, nation, and global community
- We value the efficient and effective use of our resources, recognizing the fiscal challenges in higher education
- We value a culture of shared governance
- We value responsibility, honesty, trust, respect, and fairness as embodied in our Standards of Professional Behavior and Ethical Standards

### **FY20 College Objectives**

- ❖ Continue implementation of the 5-year strategic plan for the College.
- ❖ Utilize the Varner International Business Institute for international business (IB) programs and initiatives.
- ❖ Continue and grow the B.S. in International Business degree in Panama in partnership with Quality Leadership University, which began in March 2018.
- ❖ Continue and grow the MBA degree in Panama in partnership with Quality Leadership University, which began in May 2018.
- ❖ Continue implementation of the Redbird Career Portfolio (career and professionalism) Certificate program for all COB freshman and sophomores. Phase in COB juniors, and seniors.
- ❖ Further implement Suitable – a new software service that will track students' progress toward the Redbird Career Portfolio Certificate program. The software incorporates a points tracking system, issuance of badges, and the potential to partner with employers to provide students with vital career and professionalism skills.
- ❖ Increase the number of academic advisors in the COB.
- ❖ Increase collaboration space in the COB.

- ❖ Implement curriculum revisions for the MBA program.
- ❖ Continue recruitment efforts to attract high-quality students to the COB.
- ❖ Continue the priority of developing internship and other experiential learning opportunities with high academic quality and rigor.
- ❖ Create a strong marketing plan that will extend the reach of the COB brand.
- ❖ Develop new, and strengthen existing, internal and external partnerships.
- ❖ Continue building a strong sense of community, engagement, and satisfaction among students.
- ❖ Grow and enhance additional international opportunities for students and faculty.
- ❖ Recruit and retain high quality and diverse faculty and staff.
- ❖ Provide high quality graduate assistant support for faculty.
- ❖ Increase the number of business partners who seek to interview and hire our students.
- ❖ Increase the number of scholarships, endowed professorships, faculty scholars, and fellowships funded through private giving.
- ❖ Grow the COB “excellence fund” to provide support for maintaining a state-of-the-art teaching and learning environment in the COB.
- ❖ Continue an effective News & Views publication.
- ❖ Continue to develop capacity models that support client projects and individualized attention in major and elective classes.

## **FY20 COB Goals**

**Goal One: Prepare students for success in a diverse and global environment by providing excellent instruction and a transformative learning experience for every student.**

### **❖ Strategies (College-Wide)**

1. Maintain high expectations for excellence in student performance (E·C·E: I)<sup>1</sup>

#### **Tactics**

- A. Increase standards of excellence for student performance as outlined in our department and college assessment plans
  - B. Increase education across the curriculum in ethics, social responsibility, and sustainability
  - C. Enhance the professionalism of our students
  - D. Continue to provide an integrated and responsive curriculum with cutting edge knowledge by using outside sources (AACSB, PRiME, COB Advisory Board, etc.)
  - E. Monitor online education outcomes including quality of classes, quantity of classes, etc.
2. Develop a supportive, individualized, and transformative educational experience in and out of the classroom (E·C·E: II)

#### **Tactics**

- A. Provide the opportunity for a transformative learning experience for every student (e.g. study abroad, internships, client projects, service learning projects, entrepreneurship opportunities, etc.)
- B. Continue to offer class sizes of 30 or less in upper level courses
- C. Optimize course offering (COB core and require major classes) to support timely graduation

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<sup>1</sup> Throughout this planning document our strategies are linked to our support of Illinois State’s strategic plan: Educate·Connect·Elevate (E·C·E) and its strategic directions.

- D. Continue to offer co-curricular opportunities (RSOs, guest speakers, civic engagement projects, etc.)
  - E. Build a strong sense of community , engagement, and satisfaction among students
  - F. Increase internships and other experiential learning opportunities with high academic quality and rigor
  - G. Provide and monitor opportunities for students to pursue professional certifications
  - H. Monitor the number and success of students seeking and obtaining professional designations
  - I. Increase the number of advisers based on AACSB recommendations.
  - J. Create new, distinctive and innovative classes and programs to meet the needs of stakeholders
  - K. Support professionalism and career development for students
3. Strengthen graduate programs in the College of Business (E·C·E: I *and* E·C·E: III)

**Tactics**

- A. Build an MBA program with specialized tracks that differentiates itself from competitors
- B. Support opportunities for students to pursue graduate degrees
- C. Investigate new opportunities for MBA and other graduate education in the College of Business
- D. Pursue methods to encourage faculty to teach at the graduate level

❖ **Objectives: Accounting**

- ◆ Continue to provide professional development opportunities for our five departmental student groups. The groups are National Association of Black Accountants (NABA), the Student Accounting Society (SAS), the Accounting and Financial Women’s Alliance (AFWA), Beta Alpha Psi (BAP), and the Business Information Systems (BIS) Club.
- ◆ We have added an accounting ethics course that will start in the fall of 2019.
- ◆ We have added a forensic accounting course that will start in the Spring of 2020.
- ◆ Continue to grow and promote our internship programs in accounting and BIS.
- ◆ Continue to promote and develop data analytics and other technology course offerings so our students will be competitive in the job market.
- ◆ Imbed technology from the data analytics tools classes throughout the other accounting courses.
- ◆ Continue to promote and provide SCRUM Master Certifications for our students as well as other BIS certification.
- ◆ Continue to work with clients on projects in the BIS classes.
- ◆ Continue to develop our Jumpstart program to ensure retention in our accounting program.

❖ **Objectives: Finance, Insurance, and Law, & The Center of Insurance and Risk Management (“The Katie School”)**

- ◆ Provide instruction which meets or exceeds standards for the maintenance of AACSB accreditation.
- ◆ Continue to provide in FIL 185 a foundation in ethics, social responsibility and sustainability.
- ◆ Enhance the proficiency of students in data analytics.
- ◆ Provide opportunities for students to develop as professionals.

### ❖ Objectives: Marketing

- ◆ Substantially Increase enrollment in the Business Analytics Graduate Certificate program. Promote the certificate program to analysts and other business professionals at local employers.
- ◆ Substantially increase enrollment in the Masters of Science in Business Education program, by targeting Business Education alumni and other teachers, in-state and out-of-state, to enroll in the fully online MSBE Pedagogy sequence.
- ◆ Continue to involve freshmen and sophomores in the Professional Sales sequence by recruiting them into the Sales Excellence Academy, providing professional development and networking opportunities, and organizing them to work on projects of the Professional Sales Institute. Early involvement will increase sales student retention, Professional Sales sequence enrollment, and participation in sales internships.
- ◆ Lead the Marketing Advisory Board in implementation of a mentoring program for Marketing students as a part of the Redbird Career Portfolio Mentor Cloud.
- ◆ Continue the focus on developing relationships with corporate partners for the Advanced Marketing Analytics sequence. Work with corporate partners to provide our students professional development opportunities, internships and career placements, as well as gain partner input for curriculum development, client projects and data sets, and acquire funding for student scholarships and travel.
- ◆ General Marketing sequence faculty will complete their study on the redesign of the COB core Introduction to Marketing Management course for non-majors.
- ◆ Introduce a new undergraduate digital marketing elective course in the Integrated Marketing Communication sequence.
- ◆ Develop a new data management elective course in the Analytics sequence.
- ◆ Incorporate SAP training into the Purchasing course.
- ◆ The Professional Sales faculty will organize and Implement a new, regional sales management case competition for schools in the Midwest; we will host the sales management case competition in Fall 2019, and will sponsor the 3<sup>rd</sup> annual Redbird regional Sales Competition in Spring 2020.

### ❖ Objectives: Management and Quantitative Methods

- ◆ Promote the importance of analytics in Management sequences, per Association to Advance Collegiate Schools of Business (AACSB) recommendations.
- ◆ Continue to increase enrollment of MQM students in internships.
- ◆ Continue to increase the number of International Business (IB) students enrolled in transformational international learning experiences.
- ◆ Continue to grow the IB program in Panama.
- ◆ Fund-raising to support student travel to case competitions, study abroad, and international internships.
- ◆ SHRM is hosting the Illinois State Student Conference and Case Competition March 29-30, 2019, so the goal is to have students learn with hands-on experience how to plan and run a professional competition.

❖ **Objectives: MBA Program**

- ◆ Convert all traditional MBA courses to 50/50 blended format.
- ◆ Develop an MBA course in International Business.
- ◆ Develop an MBA course in Entrepreneurship.
- ◆ Develop new funding sources for student professional development opportunities such as case competitions, employment fairs, etc.

**Goal Two: Create a workplace that encourages and rewards excellence among faculty and staff.**

❖ **Strategies (College-Wide)**

1. Employ an excellent faculty and staff who meet the needs of COB stakeholders. (E·C·E: I and E·C·E: III)

**Tactics**

- A. Recruit and retain high quality and diverse faculty and staff
- B. Provide adequate Graduate Assistant support to faculty

2. Support research including contributions to practice, pedagogy, and interdisciplinary areas (E·C·E: II)

**Tactics**

- A. Continue to provide monetary support for research by finding new funding sources
- B. Reward research through awards and recognition
- C. Partner with organizations to conduct research that is beneficial to the faculty member, the College, and the organization
- D. Provide development opportunities to build faculty expertise

3. Support teaching excellence (E·C·E: I)

**Tactics**

- A. Continue to provide monetary support for teaching by finding new funding sources
- B. Reward teaching through awards and recognition
- C. Partner with organizations to provide opportunities such as client projects, service-learning projects, guest speakers, etc.
- D. Provide development opportunities to build faculty expertise

4. Provide leading edge facilities, technology, and technology services and support for students, faculty, and staff (E·C·E: II)

**Tactics**

- A. Maintain a building that provides a professional business setting
- B. Increase capabilities of students, faculty, and staff by ensuring evolving technologies are available to COB stakeholders
- C. Prioritize reinvestment in technology infrastructure and services

5. Reward excellent service through visible and meaningful awards (E·C·E: II)

**Tactics**

- A. Provide opportunities for public recognition and awards to faculty, civil service and AP staff
- B. Seek funding for monetary awards
- C. Continue to look for venues to reward excellent service
- D. Seek opportunities and activities that make all COB employees feel valued and appreciated

❖ **Objectives: Accounting**

- ◆ Continue to work with corporate partners to fund faculty fellowships and faculty support.
- ◆ Encourage faculty to apply for College and University awards.
- ◆ Continue to recruit for fit with a strong emphasis on diversity.
- ◆ Continue to support research workshops within the department.
- ◆ Bring in an expert on data analytics to speak to the faculty on embedding data analytics into most accounting courses.
- ◆ Continue to advocate for our advisors and administrative assistant with regard to awards and job promotions.
- ◆ Educate our faculty on applying for grants from outside the university.

❖ **Objectives: Finance, Insurance, and Law, & The Center of Insurance and Risk Management (“The Katie School”)**

- ◆ Recruit and retain high quality and diverse faculty and staff.
- ◆ Support research initiatives and recognize research excellence, including contributions to practice, pedagogy, and interdisciplinary areas.
- ◆ Support instructional development activities and recognize and reward teaching excellence.
- ◆ Develop a culture of service and recognize and reward excellence in institutional service.
- ◆ Provide leading edge facilities, technology, and technology services and support for students, faculty, and staff.

❖ **Objectives: Marketing**

- ◆ Facilitate faculty research by acquiring additional funding for purchase of datasets and access to panels for data collection.
- ◆ Maintain current levels of funding for faculty travel to conferences and for department sponsored research grants.
- ◆ Obtain funding for research initiatives requested by faculty: (1) equipment and software for eye tracking research, and (2) consumer behavior lab, with associated software for enrolling student subjects and managing the experiments.
- ◆ Effectively integrate two new faculty hires as instructors into the Integrated Marketing Communication and General Marketing sequences.
- ◆ Hire new faculty members in the Sales and Analytics sequences.

❖ **Objectives: Management and Quantitative Methods**

- ◆ Initiate, run, and complete a successful search for a department chair.
- ◆ Hire new faculty in Entrepreneurship and Operations Management to maintain current levels of instructional capacity.
- ◆ Hire additional office support staff to offer better support to faculty, staff, and students.
- ◆ Revise ASPT guidelines, paying special attention to how service is analyzed in the annual personnel evaluation process.
- ◆ Improve presence of alumni narratives on the MQM website, via the MQM Advisory Council.
- ◆ Hire a full-time Instructional Assistant Professor to teach Statistics (MQM 100).
- ◆ Nominate faculty and staff for College and University awards.

❖ **Objectives: MBA Program**

- ◆ Improve (in house) Graduate Assistant Hiring process to allow admitted international students to obtain I20/Visa in a timelier manner, thus improving possibility of their attendance.

**Goal Three: Create an engaging and committed culture of diversity and inclusion across multiple dimensions.**

❖ **Strategies (College-Wide)**

1. Provide opportunities that facilitate social and professional development within the college (E-C-E: IV)

**Tactics**

- A. Provide opportunities for faculty and staff development and engagement through participation in seminars and workshops
- B. Increase opportunities for hearing and interacting with speakers invited to campus
- C. Increase welcoming and celebratory events for students, faculty, staff and other selected constituents

2. Maintain a student body consisting of diverse individuals with high standards and high expectations (E-C-E: III)

**Tactics**

- A. Recruit and retain a diverse group of high-quality students
- B. Increase recruitment efforts targeting high achieving students, underrepresented students, students with financial need, and transfer students
- C. Develop programming to engage a wide spectrum of the COB student body
- D. Grow and enhance international opportunities for students and faculty

❖ **Objectives: Accounting**

- ◆ Continue to grow our departmental diversity student groups – NABA and AFWA.
- ◆ Actively recruit diverse faculty and students.
- ◆ Continue to develop student retention programs such as our Jumpstart Program to benefit all of our students but especially those who are transfers and/or underrepresented.
- ◆ Welcome students recruited through INTO ISU.

❖ **Objectives: Finance, Insurance, and Law, & The Center of Insurance and Risk Management (“The Katie School”)**

- ◆ Develop a sense of community among FIL students, faculty, staff and supporters.
- ◆ Develop in this community openness to diversity across multiple dimensions.

❖ **Objectives: Marketing**

- ◆ Encourage greater engagement by students of underrepresented minorities in the RSOs and other extra-curricular activities sponsored by our department. Greater engagement will result in transformative learning experiences and opportunities for leadership development.
- ◆ Work with other departments to implement the recommendations of the COB Diversity and Inclusion Initiative committee.
- ◆ Encourage faculty to develop more culturally diverse and global perspectives by teaching for two to three weeks in Panama in the ISU International Business and MBA programs at Quality Leadership University (QLU).

❖ **Objectives: Management and Quantitative Methods**

- ◆ Appoint a faculty-member to mentor and support students with diversity and inclusion concerns.
- ◆ Recruit more female faculty, since only 30% of the tenure-line faculty are women.
- ◆ Recruit more faculty from underrepresented groups, since only 12% of the faculty belongs to underrepresented groups.
- ◆ Recruit more women students into the major, since only 37% are female.
- ◆ Integrate International Business programming into Business Week.
- ◆ Continue to administer the Bachelor of Science in International Business at Quality Leadership University in Panama City, Panama.
- ◆ Continue to increase the number of students enrolled in the IB major and minor.
- ◆ Continue to sponsor and support visiting international scholars in a variety of capacities.

❖ **Objectives: MBA Program**

- ◆ Increase number of INTO students by 20%.
- ◆ Launch 2nd MBA Program taught on site in Panama.
- ◆ Award the new Catherine Chaplais Endowed Scholarship (preference is given to female applicants).



**Goal Four: Promote and communicate our brand including COB successes and our vision of excellence and national recognition.**

❖ **Strategies (College-Wide)**

1. Support and reward faculty, staff, and students in striving to develop nationally recognized expertise (E-C-E: II)

**Tactics**

- A. Encourage and reward leadership in professional organizations
  - B. Support activities related to intellectual contributions such a publication in quality journals, textbooks conference presentations, etc.
  - C. Increase private and federal grant research activity
  - D. Prioritize funding and encouragement for faculty professional development opportunities
2. Maintain AACSB International accreditation for business and accounting (E-C-E: I)

**Tactics**

- A. Develop and maintain a faculty-centered assurance of learning program
  - B. Develop and monitor faculty professional qualifications
  - C. Develop and monitor quality and impact measures
  - D. Maintain and ensure effective strategic management procedures
  - E. Monitor engagement, innovation, and impact
3. Continue developing an effective marketing communications strategy (E-C-E: I)

**Tactics**

- A. Increase communication inside and outside the college
  - B. Create and follow a marketing and media relations plan which includes a social media strategy
  - C. Create an appropriate brand for the COB within the ISU brand
4. Encourage national and international recognition of the COB brand (E-C-E: I)

**Tactics**

- A. Seek out opportunities for national rankings and recognition for all degree programs
- B. Promote our centers and institutes to enhance the reputation of COB.
- C. Obtain recognition for excellence through rankings and other third party information sources
- D. Obtain recognition for excellence through AACSB accreditation.
- E. Promote and recognize professional activities (consulting, board services, etc.)

❖ **Objectives: Accounting**

- ◆ Continue to hold AACSB separate accounting accreditation and prepare for our next visit in 2021.
- ◆ Continues to publish an annual newsletter that is sent to all alumni in the summer.
- ◆ Continue to promote and nominate our students and faculty for external awards and programs such those sponsored by the Illinois CPA Society.
- ◆ Continue to promote the CPA exam and consider ways to assist students with passing such as additional CPA review scholarships.
- ◆ Continue to compete with University of Illinois and Northern Illinois University for CPA exam pass rates.
- ◆ Continue to present our goals and accomplishments at the Student Accounting Society (SAS) Banquet.
- ◆ Continue to present to Department of Accounting Advisory Board about our annual accomplishments.
- ◆ Continue to promote our new endorsement from the Institute of Management Accountants (IMA), for curriculum leading to certification as a management accountant (CMA).
- ◆ Continue to promote our ranking by College Factual as the Best Accounting Program for the Money in Illinois and 14<sup>th</sup> nationally.
- ◆ Continue to promote our departmental teaching award from CTLT.
- ◆ Continue to share our successes with alumni through Linked In and other College Media.

❖ **Objectives: Finance, Insurance, and Law, & The Center of Insurance and Risk Management (“The Katie School”)**

- ◆ Provide instruction and sustain a level of scholarly activity which meets or exceeds standards for the maintenance of AACSB accreditation.
- ◆ Provide instructional and scholarly activities that bring national and international recognition to the Department.
- ◆ Encourage and reward leadership in professional organizations.

❖ **Objectives: Marketing**

- ◆ Work with our Marketing Advisory Board to communicate our student, faculty and department accomplishments to our Marketing alumni, to motivate alumni to donate funds for the expansion of our support for students and faculty.

❖ **Objectives: Management and Quantitative Methods**

- ◆ Initiate a “Startup Summit” to supplement programming in the Means Center.
- ◆ Continue progress on the Means Center’s 5-year strategic plan.
- ◆ Continue involving civic engagement through the Organizational Leadership Institute plan.

❖ **Objectives: MBA Program**

- ◆ Develop a comprehensive marketing plan to increase awareness of the MBA brand.
- ◆ Develop a social media strategy for the MBA program.
- ◆ Use video vignettes to enhance the MBA website.

**Goal Five: Create and strengthen partnerships with alumni and business organizations.**

❖ **Strategies (College-Wide)**

1. Continue existing and create new programs that strengthen partnerships (E·C·E: IV)

**Tactics**

- A. Create and support centers and institutes central to our mission
- B. Develop and maintain appropriate initiatives and partnerships

2. Maintain existing and create new relationships with businesses and organizations that partner with the COB and hire our graduates (E·C·E: IV)

**Tactics**

- A. Increase opportunities for business partners to meet and interact with students
- B. Increase number of business partners who seek to interview and hire our students
- C. Increase student awareness of career options and the soft skills needed to succeed in a career

3. Increase private financial support (E·C·E: I)

**Tactics**

- A. Increase private giving for College priorities: scholarships, attracting and retaining faculty, databases, research, faculty development, and student development
- B. Increase the number of endowed professorships and faculty scholars
- C. Grow the COB “excellence fund” to provide support for programming central to the mission of the College of Business

4. Maintain an active and vibrant COB Alumni network (E·C·E: IV)

**Tactics**

- A. Use social media outlets to support the COB Alumni Network
- B. Support opportunities for alumni to reconnect and become involved in the life of the College
- C. Continue to refine and publish News & Views

❖ **Objectives: Accounting**

- ◆ Continue to expand the Department of Accounting Advisory Board with new corporate partners. Corporate partners will contribute financially to the department Foundation accounts.
- ◆ Continue our program with ADM for an accounting faculty scholar.
- ◆ Continue field trips to ADM and Caterpillar.
- ◆ Continue our scholarship golf outing. Work with our partner from Sikich to coordinate the event with the assistance of the department. Work to increase financial contributions from this event for scholarships.
- ◆ Continue the Student Accounting Society (SAS) annual banquet with a guest speaker from industry and with partner firms present.
- ◆ Continue to have Department of Accounting Advisory board members speak in classes and hold mock interviews for students.
- ◆ Continue Department of Accounting Advisory board meetings three times per year.
- ◆ Continue and grow the fall accounting career fair in September of 2019.

- ◆ Continue and grow Meet the Firms, our spring accounting career fair.
  - ◆ Continue to work with Ron Thein, State Farm Executive, in mentoring students in small groups.
  - ◆ Continue to connect with alumni through Linked In.
  - ◆ Continue the annual awards banquet and grow the amount of scholarships awarded.
  - ◆ Continue to host a luncheon for our alumni at the Midwest Accounting and Finance Showcase in Chicago in August of each year at the Illinois CPA Society Showcase.
  - ◆ Continue to have many firms and speakers present in the classroom and at student RSO meetings.
- ❖ **Objectives: Finance, Insurance, and Law, & The Center of Insurance and Risk Management (“The Katie School”)**
- ◆ Maintain existing, and create new, relationships with businesses and organizations.
  - ◆ Create and support centers and institutes.
  - ◆ Support opportunities for alumni to reconnect and become involved in the life of the College.
- ❖ **Objectives: Marketing**
- ◆ Expand Marketing Advisory Board involvement in mentoring and fundraising.
  - ◆ Continue our extensive community engagement through client projects supporting local for-profit businesses, nonprofits and community agencies.
- ❖ **Objectives: Management and Quantitative Methods**
- ◆ Continue fund-raising for scholarships, the Accelerator Program, and faculty development, following up in particular on alumni in New York.
  - ◆ Continue developing the Entrepreneur of the Year Award Dinner, including awarding the Alumnus or Alumna Award of the Year to deserving alumni.
- ❖ **Objectives: MBA Program**
- ◆ Further explore 4 + 1 MBA degree within COB and other colleges on campus.
  - ◆ Determine eligibility of a STEM designation for the MBA program or a specific sequence of the program.
  - ◆ Develop a formal communication plan for MBA alumni to provide more networking opportunities for current MBA students, especially international students.
  - ◆ Encourage more MBA students to partake in the Innovation Consulting Community.
  - ◆ Recruit for 2019-2021 CMBA programs.

**FISCAL 2020 OBJECTIVES  
COLLEGE OF EDUCATION**

The priority objectives for FY20 are to strategically increase enrollment and diversity among students, faculty, and staff, as well as to increase the number of distance education courses, pursue mutually beneficial partnerships with school districts and community colleges, and to increase alumni relations and events.

## **FISCAL 2020 OBJECTIVES COLLEGE OF FINE ARTS**

**CFA Strategic Focus 1: Enrich Academic and Artistic Excellence** (*Educate, Connect, Elevate, Strategic Direction II: Foster Innovation, Strategic Direction IV. Enrich Engagement*)

*I.B. Attract and Train Exceptional Faculty and Staff*

*II.B. Support Advancement of Research, Creative Works, and Knowledge Generation*

*IV.B. Involve More Faculty, Staff, and Students in Outreach, Engagement, and Research Opportunities Locally, Regionally, and Globally*

In FY19 the College of Fine Arts (CFA) conducted seven tenure track (TT) searches, with the intent to recruit highly qualified pools of diverse candidates. This commitment was aimed at enhancing the campus and community culture, supporting relevant and evolving curriculum, leading in the scholarship of teaching and learning, and contributing to ISU's impressive research and creative activities. These searches attracted diverse candidates and were all successful, with expectations that these faculty members will advance the College's programs into new and innovative directions. New TT faculty in the areas of Game Design, Art/Graphic Design + Arts Technology, Graphic Design, Art History, Dance, Musical Theatre, and Music Education will begin in fall 2019.

CFA is requesting eight TT positions for FY20 that will replace retiring faculty and/or serve to develop new programs and curriculum, support excellence in teaching, and create a diverse and inclusive culture. The PERS 936a spreadsheet reflects this priority order.

- School of Music, TT in Music History/Literature;
- School of Art, TT in Video Production;
- School of Art, TT in Digital Photography;
- School of Art, TT in Art Education;
- School of Theatre and Dance, TT in Theatre Management/Director, Illinois Shakespeare Festival
- School of Theatre and Dance, TT in Acting and Movement
- School of Music, TT Associate Directors of Bands, wind ensembles, Big Red Marching Machine, athletic bands;
- School of Music, TT in Choral Music Education Specialist;

The requests for positions of TT in Video Production, TT in Digital Photography, TT in Art Education, and TT in Acting and Movement are the result of May 2019 retirements. The justification for the TT Associate Director of Bands (currently a Non-Tenure Track position) is due to the significant turnover this position has experienced in recent years (four NTT Associate Directors in the last four years). This turnover is a result of directors leaving ISU to pursue tenure track positions elsewhere. The TT in Music History/Literature was requested in FY18 and FY19. Every music major, music minor, and several general education students will be enrolled in the courses taught by this faculty member. The TT in Choral Music Education will replace an NTT faculty member who retired two years ago. The student interest in Choral Music Education and ensembles continues to grow. The TT in Theatre Management is a new position that combines teaching Theatre Management undergraduate and graduate courses, with managing director responsibilities of the Illinois Shakespeare Festival.

Request for two new staff positions are included on the PERM spreadsheet and include:

- Full-Time Advisor in the School of Music to provide professional advising
- Full-Time CFA-IT Technology Support Specialist to serve CFA's increasing technology program(s) demands

The FT Advisor in the School of Music was requested previously in the past two budget cycles. This position will replace a long-time NTT faculty member/advisor who is planning to retire. The FT CFA-IT Technology Support Specialist is requested due to growth and expansion in the Graphic Design, Digital Media, and Arts Technology Program, along with anticipated needs of 7 new TT faculty, including those requiring technology support (Game Design, Graphic Design, Graphic Design/Arts Technology Program) in the classroom.

Increasing numbers of summer study abroad opportunities are being offered to both faculty and students in CFA. This growth has been stimulated in part by the 3 + 1 Graphic Design partnership between CFA's School of Art and Tianhua College in Shanghai and the continuing visits by Southwest Normal University (SWU-Chongqing, China) music and art students. The partnership with SWU is expanding to include faculty participation July 8-19, 2019 in the Southwest University International Immersion Program. In addition, international faculty and Fulbright Scholars are presenting travel and study options to CFA students. INTO/ISU students enrolled in fine arts are also expanding the College's world view. OISP continues to be a valuable partner and resource to the College of Fine Arts.

In summer 2019, CFA faculty-led study abroad opportunities were offered in Uganda, Italy, Australia, England, and Prague. In summer 2020, the CFA anticipates 3-5 study abroad opportunities, with planning for travel to Korea, Italy, and Africa in progress.

To provide a rich educational environment, CFA offers over 300 events, lectures, performances, and exhibitions each year on campus at the Center for the Performing Arts, Braden Auditorium, Westhoff Theatre, Dance Studio Space, Kemp Recital Hall, Transpace Galleries in CVA, the Quad, University Galleries in Uptown Normal, and at Ewing Manor Cultural Center. In FY20, the College will open a School of Art gallery called Transpace II, in a prime location at the Central Illinois Regional Airport (CIRA). All CFA events are open to the public, including the new Transpace II Gallery.

The CFA continues to support excellence in online teaching, encouraging faculty to create new online course offerings. Two faculty in the School of Theatre and Dance completed DART training in FY19 and are creating/revising online courses that will launch during the 2019-2020 academic year. Additional faculty are scheduled for DART training during FY20.

During the academic year, 317 students in the Big Red Marching Machine (BRMM) and Pep Band, led and taught by School of Music faculty, perform at football, volleyball, and basketball games. They participate in parades, campus events, and civic engagement events. BRMM and the Pep Band provide students with a group of ISU friends from freshman through senior years, and beyond. The students' shared history, challenges, and successes enhance retention and alumni engagement in CFA and the other colleges.

### **CFA Strategic Focus 2: Foster a Diverse and Inclusive Environment** (*Educate, Connect, Elevate, Strategic Direction I. Nurture Diversity and Inclusion*)

The College of Fine Arts' new TT faculty, starting in August 2019, will enhance diversity in the School of Art, Arts Technology Program, and the School of Theatre and Dance. The new faculty hires possess expertise from a variety of educational experiences and represent a range of diverse backgrounds.

In FY20, University Galleries will continue to promote equity, diversity and inclusion by exhibiting artists from traditionally underrepresented backgrounds, while developing programming that facilitates dialogue about current issues and events. The Galleries will partner with community organizations and schools to expand audiences. The senior curator will expand University Galleries' permanent collection of artists representing diverse backgrounds and present the collected works to the public. ISU students will use the collection as a resource for their studies.

The Crossroads Project in the School of Theatre and Dance (SOTD) is in its 18<sup>th</sup> year. The organization promotes the profile of Black theatre and collaborates across campus units to offer residencies for playwrights, master classes for students, productions, lectures, and co-curricular activities. It will continue these initiatives in FY20.

The SOTD will support non-traditional casting and continue to have auditions and opportunities open to all students campus wide. SOTD's practices strive to identify and eliminate unfair biases, stereotypes, or barriers that may limit full participation of ISU and CFA students.

Through the School of Art's Visiting Artist Program, the School of Music's many choral and instrumental programs, Community School for the Arts, the String Project, Saturday Morning Creative Art and Drama classes, the School of Theatre and Dance's productions, student organizations, and guest artists/lecturers/speakers, CFA has endless opportunities to enhance its diversity. This has been a priority in FY17, FY18, FY19, and will continue to be in FY20.

### **CFA Strategic Focus 3: Enhance Student Success Through Enrollment, Retention, and Civic Engagement** (*Educate, Connect, Elevate, Strategic Direction I: Enhance Strength and Stability*)

CFA's undergraduate major and graduate enrollment for FY19 increased 3%. Notable increases occurred in the Arts Technology Program and the School of Music. It is anticipated this growth will continue in FY20.

The academic directors, dean, associate and assistant deans, and advisors are working together to attain the goal of 1500 fine arts majors and graduate students by FY23. Given the CFA enrollment number for fall 2018 was 1,055, with second majors numbering 98 and minors 90, the College is confident it will experience sustained growth. In summer/fall 2020, the first cohort of Graphic Design students from Tianhua College in Shanghai will start at ISU. This group is anticipated to be 30-60 students. Continuing cohorts in the Tianhua-ISU track will start at ISU every summer after summer 2020. Game Design and the Arts Technology Program will attract additional students. Curriculum is being developed across the College to be inclusive of technology including the areas of theatre, dance and music.

In January 2020, the School of Theatre and Dance will host 4,600 Illinois high school students and teachers on campus for a week during the Illinois High School Theatre Festival. This week will provide opportunities to recruit prospective students for ISU, promote the new Musical Theatre option, and share recent CFA study abroad opportunities.

### **CFA Strategic Focus 4: Expand and Promote Research and Creative Scholarship** (*Educate, Connect, Elevate, Strategic Direction II Foster Innovation, Strategic Direction IV Enrich Engagement*)

The CFA dean and directors and University Advancement have been successful in securing scholarships and undergraduate/graduate research and travel funds for students. In FY20, the College will make efforts to increase faculty and staff support funds through college and unit funding and donor gifts. The associate dean for research and planning will work with faculty and staff to seek internal and external grants and continue to act as the liaison to the Office of Research and Sponsored Programs and facilitate CFA's College Research Committee.

The college will produce a biannual electronic newsletter, *Profiles*, to showcase the research and creative activity of faculty and staff. Currently, there is not an individual printed piece for communicating the scholarship within the College of Fine Arts. Faculty will be recognized at both the mid-year and end-of-year CFA meeting, for their outstanding research and creative activity accomplishments.

In FY20, art historian, Dr. Lea Cline (CFA), and historian Dr. Kathryn Jasper (CAS) will develop their plan to secure an exclusive agreement to conduct field studies of the Ville Gianni archeological site in Italy. This opportunity grew from their research and successful study abroad trips to Orvieto, Italy in recent years. Cline and Jasper will act as the conveners of Illinois universities to support the project, since this is an expansive research initiative that will require additional resources, faculty, and students to work at the site, apply conservation practices, and document findings. In summer 2019, they will escort 21 students to Italy for study abroad courses in Italian language, culture, and history.



In FY19, a grant administration workshop was offered to CFA faculty by Research and Sponsored Programs. Plans to expand workshop opportunities and encourage new and continuing faculty to use college grant writing resources, will be a focus in FY20.

**CFA Strategic Focus 5: Improve Teaching and Learning Spaces and Infrastructure** (*Educate, Connect, Elevate, Strategic Direction I: Enhance Strength and Stability*)

CFA facilities continue to fail. Roof and water leaks in the Center for the Performing Arts, Cook Hall, and Centennial East and West are a regular occurrence. The downtown Bloomington M.F.A. art studios are in poor condition and have no cooling during the summer months. Demands for additional CFA offices related to new TT hires and additional spaces and classrooms needed for the new programs in Game Design, Graphic Design, and Arts Technology are putting additional stresses on current space allocations.

In FY20, ISU Facilities Planning will work with CFA leadership to plan for the \$3.01M and \$9.6M distributions released during FY19 for CFA upgrades, while the College awaits final approval of the \$61.9M Fine Arts Project.

*FY20 Provost Enhancement requests to improve teaching and learning include:*

- The School of Art's Vitro House (Glass Studio/Classroom) needs upgrades for health and safety reasons. Necessary work includes replacing existing transite panels at the hood; replacing a manual overhead door with an electrical overhead door, track, and controller; replacing the existing ceiling in 103; removing existing gypsum board and install a new suspended ceiling and grid; modifying the existing hoods and reconditioning the fans; and replacing most of the overhead lights.
- The School of Theatre and Dance requests funds to replace the Scene Shop floor in Centennial East. This is a safety consideration. Courses taught in this space include Stagecraft, Scene Painting, Theatre Production, and Theatre Practicum. Sets are built in this location.
- The School of Music requests improvements to Cook Hall 212. This space is used extensively days, evenings, and weekends for majors' classes, rehearsals, audition days, and the ISU String Project. Acoustical panels, blinds, patching and painting, and lights are needed.
- The School of Art is requesting funds for renovation of CVA 20 and CVA 11, its video teaching and lab spaces. With anticipated growth in the video production and digital/interactive tracks within the Graphic Design sequences and shared curriculum with the School of Art and Arts Technology Program, these teaching spaces need patching and painting, new lighting and carpet, appropriate video equipment and technology, and modifications to existing systems and student work stations.
- The School of Music requests funds for upgrades in Cook Hall 402 (guitar studio), 206 (string bass studio), 202 (voice studio), and 203 (viola studio). These studios are used by music majors and minors to take their weekly private lessons. This involves patching and painting, window coverings, and lighting.
- The School of Music requests funds to purchase large percussion instruments for use in Cook Hall rehearsal rooms. The instruments include a set of timpani in CH 305 and a set of chimes in CH 212.
- The School of Theatre and Dance requests funds for a used box truck. This vehicle is necessary to safely and efficiently transport all equipment and building supplies for SOTD and ISF productions from local vendors to campus.

- The Arts Technology Program requests technology upgrades to CVA 17, one of their two teaching spaces. Upgrades to the teacher’s station, media playback, lighting, acoustics, furnishings are needed to reflect the pedagogical needs of creative technologies.
- CFA-IT (Instructional Technology) requests funds to revitalize and improve CVA 140, the only CFA general use computer space. Often classes in Graphic Design or Arts Technology schedule this space, and it serves all CFA programs. Its fixtures and furniture are over 25 years old.
- University Galleries is requesting funds for iPads, Apple Pencils, and supporting technology tools for teaching art education students and community groups.
- The School of Theatre and Dance requests funds to refresh the Westhoff Theatre lobby in Centennial East. This area serves as a main entrance to the Centennial complex with high volumes of traffic from theatre, dance, and music patrons, in addition to all prospective and current students.
- The School of Theatre and Dance requests funds to replace aged lighting in the CPA Theatre with Intelligent Moving Lighting, which is automated beyond traditional stationary illumination. The current equipment is decades old and does not provide production design or directing graduate students with relevant learning experiences. It also limits production options for Musical Theatre, Opera, and Dance performances.

**CFA Strategic Focus 6: Strengthen Alumni and Friend Engagement and Development** (*Educate, Connect, Elevate, Strategic Direction I. Enhance Strength and Stability*)

In FY19, the College of Fine Arts made excellent progress in the *Redbirds Rising, Campaign for Illinois State*. CFA has attracted gifts for scholarships, visiting artists, international travel for students and faculty, corporate support, and increases to annual giving. CFA’s goal for *Redbirds Rising* is \$12.5M. As of February 2019, it has facilitated \$11M in gifts, with major gifts pending in FY20.

In June 2020, CFA will host its annual New York City Community Theatre Trip with 100 friends and donors. The trip includes an annual Alumni event hosted at a local New York restaurant. ISU will host Alumni Night at the Illinois Shakespeare Festival before the July 27 performance of *As You Like It*. College of Fine Arts Alumni Events are open to all ISU alumni, regardless of major.

Throughout the year, CFA works closely with the Office of Alumni Engagement to create arts immersion opportunities for alumni and donors. Friends of the Arts hosts fundraising events including the annual Gala at University Galleries in May. The Illinois Shakespeare Festival Board hosts the John Stevens Memorial Golf Outing in June and the ISF Bard Bash at Ewing Manor Cultural Center in August.

The School of Music and the Annual Giving office have coordinated efforts for a fall 2019 Hatch project to ‘Feed the Band.’ The funds raised will be used to provide a modest meal at each home football game to the members of the Big Red Marching Machine. The typical game day time commitment for band

## FISCAL 2020 OBJECTIVES MENNONITE COLLEGE OF NURSING

Below is an outline of college goals represented in the Mennonite College of Nursing 2018-2023 Strategic Plan. Those goals completed in the prior fiscal year are designated as completed, while others listed as a focal point for FY20 are listed as such. Goals to be addressed beyond FY20 and those that are on-going each year, though strategic, are also designated.

### STRATEGIC GOAL 1: TEACH OUR STUDENTS WITH EXCELLENCE

#### OBJECTIVE 1: PROGRAMS

- (Future goal) Goal 1: Plan, manage and explore growth of new and current programs (responsible: PCC, RN BSN, GPCC)

#### OBJECTIVE 2: CURRICULUM

**FY'20** Goal 1: Holistic review and adjustment of undergraduate and graduate curricula; align to identified best practices, industry needs, licensure requirements, and accrediting agencies (responsible: PCC, RN BSN, GPCC)

**FY'20** Goal 2: Integrate holistic health, vulnerable populations, cross-disciplinary experiences, and service into clinical experiences that align with curricula (responsible: PCC, RN BSN, GPCC)

- (Ongoing) Goal 3: Integrate and utilize simulation learning experiences to enable greater clinical competence (responsible: SC)

**FY'20** Goal 4: Align testing with NCLEX standards throughout undergraduate program (responsible: PCC)

- (Ongoing) Goal 5: Maintain standards of excellence using benchmark data, aspirant schools and NCLEX pass rates (responsible: ADA)

#### OBJECTIVE 3: LEADERSHIP & DEVELOPMENT

**FY'20** Goal 1: Integrate leadership development, service concepts, and work environment expectations into curriculum where appropriate (responsible: PCC, RN BSN, GPCC)

- (Future goal) Goal 2: Explore strategic campus-wide partnerships – MBA Program; Public Health; (completed MBA analysis FY19) (future goal: Public Health)
- (Ongoing) Goal 3: Conduct Leadership Academy (responsible: Dean)
  - Provide students with the knowledge, experience and exposure necessary to successfully navigate the business environment of healthcare

**FY'20** Goal 4: Provide support and learning opportunities for gender-specific challenges potentially facing our male and female students (responsible: PCC, RN BSN, GPCC)

**OBJECTIVE 4: TECHNOLOGY**

- (Future goal) Goal 1: Explore new technologies--virtual reality, robotics, telehealth, etc.
- (Ongoing) Goal 2: Further develop online learning offerings, distant education and methods to promote and support these offerings (responsible: PCC, RN BSN, GPCC)
- (Future goal) Goal 3: Further expand simulations learning; explore online simulation

**FY'20** Goal 4: Develop digital testing- online testing platform (responsible: PCC)

**STRATEGIC GOAL 2: STRATEGICALLY GROW RESEARCH AND SCHOLARLY WORKS**

**OBJECTIVE 1: REPUTATION**

- (Ongoing) Goal 1: Hire faculty with competence and motivation to achieve desired quality and quantity of research; assess needs and impending retirements of current faculty (responsible: DC)
- (Future goal) Goal 2: Consider faculty member for NIH Reviewer Training
- (Future goal) Goal 3: Increase quantity and quality of externally funded research, projects, and publications; engage faculty on focus area that are fundable

**FY'20** Goal 4: Increase number of research presentations both locally, nationally, and internationally (responsible: ADR, CRC)

- (Future goal) Goal 5: Using marketing strategies, develop alternative communication channels on research outcomes for internal and external audiences

**OBJECTIVE 2: FOCUS**

**FY'20** Goal 1: Define Research Focuses for College – diverse populations, vulnerable people, cross discipline, clinical practice (responsible: ADR, CRC)

- (Future goal) Goal 2: Balance funded and unfunded research
- (Ongoing) Goal 3: Hire and sustain tenure track faculty that support research focus (responsible: DC)

**OBJECTIVE 3: TECHNOLOGY**

- (Ongoing) Goal 1: Leverage technology to enhance programs that require research- PhD, DNP, etc. (responsible: ADR, CRC)
- (Complete FY19) Goal 2: Support large dataset studies

- (Complete FY19) Goal 3: Develop simple and transparent tracking system for timelines on grant submissions, IRB protocol submissions, all current research projects – especially ones that are happening with our students

### **STRATEGIC GOAL 3: COLLABORATE WITH OUR COMMUNITY**

#### **OBJECTIVE 1: STRENGTHEN & DEVELOP PARTNERSHIPS**

- (Ongoing) Goal 1: Explore health-related opportunities that help to educate our students and provide a benefit to the community – both on and off campus (responsible: APSP, ANEW, CAUSE)

**FY '20** Goal 2: Offer health-related service experiences through cross-agency collaboration that develop leadership skills, and understanding of vulnerable and diverse populations (responsible: APSP, ANEW, CAUSE, SEL)

#### **OBJECTIVE 2: DEVELOP STRONGER FOCUS ON HEALTHCARE DELIVERY OUTSIDE OF ACUTE ENVIRONMENT**

- (Ongoing) Goal 1: Ensure curriculum teaches nursing's role in community health, public health, wellness/prevention, primary health care, end of life, ambulatory centers, and other non-hospital based care (responsible: PCC, RN BSN, GPCC)
- (Ongoing) Goal 2: Lead community health, wellness, and prevention events in partnership with other community organizations -- focus skill development on leadership, communication, project management, teamwork, cross discipline knowledge/collaboration, public speaking, and education (responsible: APSP)

#### **OBJECTIVE 3: CAPTURE AND HIGHLIGHT COMMUNITY SERVICE OF COLLEGE**

**FY '20** Goal 1: Ensure nurse's role and responsibility in serving others is taught in curriculum and track faculty, staff, and student service work (responsible: ADA)

- (Complete FY19) Goal 2: Assess and track all service projects and work being done today and maintain data
- (Ongoing) Goal 3: Highlight health-related service work by college in branding stories about the college (responsible: DMR)
- (Ongoing) Goal 4: Target and strive for meaningful change through focused service work (responsible: TBD)

#### OBJECTIVE 4: STRENGTHEN ALUMNI ENGAGEMENT

- FY'20** Goal 1: Engage alumni in focus areas such as fund raising, developing clinical sites, collaborating on community service projects, assisting in classroom or simulation lab learning, and mentoring students in clinical settings and alumni relations (responsible: Dean)

### STRATEGIC GOAL 4: DEVELOP DIVERSE CLINICAL EXPERIENCES FOR STUDENTS

#### OBJECTIVE 1: ASSURE VARIED CLINICAL EXPERIENCES

- (Future goal) Goal 1: Offer experiences in diverse settings that align to industry shifts—outpatient and ambulatory environments, in-patient environments, mental health, chemical dependency, long-term care, end of life care, chronic disease care, and global health—assuring nursing students understand clinical practices beyond the traditional in-patient medical model
- (Future goal) Goal 2: Develop simulation situations in environments beyond acute care for both undergraduate and graduate students.

#### OBJECTIVE 2: EXPAND CLINICAL PARTNERSHIPS

- FY'20** Goal 1: Expand partnerships beyond inpatient acute care settings, partner with other health-related organizations (health department, cancer clinic, hospice, long-term care settings, etc.), assure cross disciplinary/multi-disciplinary experiences (responsible: DUP, DGP)

#### OBJECTIVE 3: EXPAND ROLE OF SIMULATION LEARNING TO ENHANCE CLINICAL EXPERIENCES

- (Ongoing) Goal 1: Utilize simulation to complement coursework, expand research and publication opportunities, and model clinical best practice (responsible: SC)

- FY'20** Goal 2: Expand faculty simulation expertise to promote quality student simulation-based learning opportunities (responsible: SC)

- FY'20** Goal 3: Explore additional spaces and opportunities to expand simulation programs (responsible: SC)

## **STRATEGIC GOAL 5: GROW AND PROMOTE A PREMIER INSTITUTION OF NURSING EXCELLENCE**

### **OBJECTIVE 1: CULTURE**

- (Ongoing) Goal 1: Provide and communicate clear and simple job responsibilities for roles (responsible: DC)

**FY'20** Goal 2: Assess culture and job satisfaction through faculty and staff engagement. Target areas for improvements (responsible: Culture Committee led by 1 CC Chair)

- (Future goal) Goal 3: Develop stronger faculty/staff connections and utilization
- (Ongoing) Goal 4: Hire faculty and staff that align to culture and College's needs (responsible: DC)

**FY'20** Goal 5: Consciously develop the culture elements that are meaningful; develop, foster, and hold people accountable to expected cultural norms (responsible: Culture Committee led by 1 CC Chair)

**FY'20** Goal 6: Assess and consider purpose and outcomes of all meetings; improve efficiency and effectiveness of meetings to decrease frequency of meetings (responsible: DC, Committee Chairs)

### **OBJECTIVE 2: MARKETING**

- (Ongoing) Goal 1: Curate and leverage content that illustrates MCN's value and nurtures relationships with students, community, and industry (responsible: DMR)
  - Use research excellence as a tool for attracting students and faculty; especially focusing on programs where growth is needed and beneficial to the college
  - (Completed FY19) Design, document, and implement a marketing and recruitment plan that is SMART (Specific, Measurable, Achievable, Relevant, and Time-bound)
- (Future goal) Goal 2: Recruit high caliber and diverse students, faculty, and staff

**FY'20** Goal 3: Increase brand awareness, perception, and affinity within Illinois; then expand beyond state (responsible: DMR)

- (Ongoing) Goal 4: Leverage technology and marketing automation (responsible: DMR)

### **OBJECTIVE 3: FOUNDATION BUILDING**

**FY'20** Goal 1: New Facility (responsible: Dean)

- Create a vision for the building and begin planning
- Communicate and inspire the community, alumni, and donors with the possibilities
- Begin seeking commitments of financial support
- Goal 2: Funding and Financial Security (responsible: Dean)
  - (Ongoing) Grow scholarships for students, faculty, and staff
  - (Ongoing) Seek novel and creative funding sources and solutions for the College

**FY'20** Review funding allocations for IT and Marketing given strategic intentions

**FY'20** Track annual funding from research grants

#### OBJECTIVE 4: FACULTY OUTREACH

- (Ongoing) Goal 1: Increase awareness of expertise internally to guest lecture in class or offer faculty development and externally to support outreach, partnership and reputation (responsible: ADA)
- (Future goal) Goal 2: Provide annual education event for nurses, community agencies, and other partners

#### OBJECTIVE 5: FACULTY AND STAFF DEVELOPMENT AND FUNDING

- (Ongoing) Goal 1: Assess needs and deliver development to faculty and staff (responsible: DC)

**FY'20** Goal 2: Develop succession plans (responsible: DC)

**FY'20** Goal 3: Redefine and implement a faculty mentoring program (responsible: ADA)

#### OBJECTIVE 6: 100<sup>TH</sup> ANNIVERSARY CELEBRATION

- (Complete FY19) Goal 1: Plan for celebration using opportunity to engage community, alumni, faculty, staff and students
- (Complete FY19) Goal 2: Consider goals of Capital Campaign and link with anniversary celebration

#### OBJECTIVE 7: BUSINESS PROCESS EXCELLENCE

**FY'20** Goal 1: Data

- Assess and refine data to better understand finances, performance, growth, and other meaningful outcomes (e.g. enrollment, application, retention, diversity) (responsible: AD-AS, BPE committee)

**FY'20** Goal 2: Processes

- Assess and improve MCN business processes for streamlining, automation, and reporting accuracy (responsible: AD-AS, BPE committee)
- Assess current systems for accuracy, and usefulness, and leverage automation for report generation (responsible: AD-AS, BPE committee)
- Assess job duties and reduce overlap and redundancies (responsible: DC)

**FY'20** Goal 3: Reporting (responsible: AD-AS and BPE committee)

- Identify MCN Scorecard with Key Performance Indicators
- Assess reporting needs – seek automation, simplicity and transparency
- Standardize reporting and report delivery



<b>Abbreviation</b>	<b>Committee / Role</b>
ADA	Associate Dean for Academics
AD-AS	Associate Dean for Academic Support
ANEW	Advanced Nursing Education Workforce
APSP	America's Promise School Project
BPE	Business Process Excellence
CAUSE	Change Agents for the Underserved: Service Education
CC	College Council
CRC	College Research Committee
DC	Deans Council
DGP	Director of Graduate Program
DMR	Director of Marketing and Recruitment
DUP	Director of Undergraduate Program
GPCC	Graduate Program Curriculum Committee
PCC	Prelicensure Curriculum Committee
PROUD	Pre-entry and Retention Opportunities for Undergraduate Diversity
RN BSN	RN to BSN Curriculum and Program Committee
SC	Simulation Committee
SEL	Student Engagement Leader
TBD	To be determined

## **FISCAL 2020 OBJECTIVES MILNER LIBRARY**

- A. Refine library systems and processes (*Connect*)
- The library information system shared among CARLI libraries is changing from “Voyager” to “Alma.” “Go live” is set for summer of 2020. This is the backbone of our catalog and discovery services, our acquisitions, our circulation. Preparing for the change will require data analysis and cleanup and staff training. Most of the technical work is done by CARLI, but we will be responsible for our local data.
  - Work with AT to process the appropriate local changes in conversion to Alma.
  - Continue to improve metadata work and address backlog
  - Complete communications toolkit
- B. Assess and communicate needs for faculty researchers (*Educate and Connect*)
- Complete report from Digital Humanities working group and begin implementation
  - Work with Office of Research and Graduate Studies to educate faculty on predatory journals, open access, and the changing landscape of academic publishing and library acquisitions.
  - Continue to expand and communicate the resources of Special Collections to ISU classes
  - Prepare digital collections short and mid term plans
- C. Promote faculty recruitment, retention, and development (*Elevate*)
- Work with Provost to identify mid to long term strategy for increasing number of tenure track positions in Milner.
  - Encourage faculty research through information sessions on grants and finding the right publisher for your work.
  - Work with CODSULI partners to create career fair for information professionals.
  - Celebrate and share faculty research.
- D. Begin construction of Student Success Center (*Educate*)
- Choose an architect, and work with them to develop a design plan as facilities completes repairs of floor one.
  - Begin contracting for construction as soon as possible.
  - Continue to work with advancements to find private dollars to support the Student Success Center into the future.
  - Develop plan for handling second entrance to Milner.
  - Work with campus partners to plan delivery of technology support in SSC
- E. Continue to review resource allocation (*Elevate*)
- Continue refinement of comprehensive collection development plan, including collection analysis associated with the programs undergoing Program Review.
  - Establish baselines for collection and item usage, and improve our consistency in making decisions about acquisition and deacquisition that are informed by this data.
  - Where financially feasible, convert existing serials to electronic backfiles
  - Return IRMA annex to first floor (when construction complete), as well as returning IRMA volumes stored off campus to compact first floor storage

- Develop zero-based personnel plan for public services to help assess work distribution and inform future hiring; refine similar plan for cataloging and acquisitions
- Integrate collection development plan in to next round of program reviews

## **FISCAL YEAR 2020 OBJECTIVES GRADUATE SCHOOL**

The Graduate School has recently updated its strategic plan. This plan as well as all four goals within *Educate Connect Elevate Illinois State* will drive the FY 20 Planning document:

Below are the 10 strategies and associated tactics that will guide the Graduate School over the next 6 years.

1. Continue to improve the role of the Graduate School in problem-solving, customer service and leadership
  - a. Continue to look for ways to serve our constituents. (ongoing)
  - b. Seek to enhance customer service to faculty, staff, and students. (ongoing)
  
2. Advocate for graduate students, student services, and student scholarship and creative activity.
  - a. Work closely with the graduate student senator to communicate issues relevant to graduate students. (ongoing)
  - b. Continue to advocate for a second seat on the Academic Senate, which would create representation equal to the percentage of graduate students enrolled at the University. (FY 20)
  
3. Maintain standards across campus
  - a. Re-implement the first year graduate student survey to assess processes and how they chose ISU. (FY 20)
  
4. Review and improve the thesis/dissertation process including deadlines and formatting.
  - a. Increase the number of workshops aimed at assisting students with the thesis/dissertation process. (FY 20)
  - b. Develop new methods of delivering workshops and resources through the coordinator of outreach. (FY 20)
  
5. Provide recruitment assistance to programs.
  - a. Ensure that all program websites have the online information form to generate prospect lists. (FY 20)
  - b. Develop a communications plan with Admissions to detail how each unit on campus communicates with prospects. (FY 20)
  - c. Develop informational resources to recruit external graduate assistantships. (FY 20)
  
6. Integrate across campus the concept that graduate programs add value to the university in terms of prestige and scholarship.
  - a. Gather information and promote the research productivity of faculty who involve graduate students in the research process. (FY 20)
  - b. Coordinate with the new director of the Office of Student Research and Innovation on increasing awareness of graduate student research and creative works.
  
7. Build on the value faculty members have for graduate education to expand program offerings
  - a. Investigate the feasibility of an interdisciplinary degree through stackable certificates or other plans of study. (FY 20)

8. Reposition graduate programs so they get more institutional recognition than they currently receive.
  - a. Elevate the position of the Graduate School in the minds of upper administration so they are a part of the President's Points of Pride, mentioned in talking points to community groups, etc. (FY 20)
  - b. Request permanent funding for a communications coordinator that would be responsible for marketing including social media, recruitment incentives, and writing stories of collaboration between faculty and students. (FY 20)
  
9. Advocate that graduate assistants are valuable resources.
  - a. Have discussions with colleges and their coordinators about growth of programs directly resulting in the growth of graduate assistants. (FY 20)
  - b. Explore opportunities to provide more work experiences for international students. (FY 20)
  - c. Continue to advocate our US Congressional representatives to change the tax code impacting graduate assistant tuition waivers. (FY 20)
  
10. Recognize that graduate students are different than undergraduate students and that different services are required to support them.
  - a. Investigate writing resources on campus for both domestic and international students. (FY 20)
  - b. Develop webinars of the professional development series so that part-time students may benefit from the workshops without being on campus. (FY 20)

**MULTI-YEAR STRATEGIC PLANS**

## **COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY STRATEGIC PLAN 2019-2024**

We are pleased to share the Strategic Plan for the College of Applied Science and Technology at Illinois State University. We are particularly proud of our faculty, staff, students, and alumni who masterfully teach, learn, innovate, and solve the challenges of today and tomorrow. In addition, we recognize a continuously evolving external environment; as such, we monitor and adapt to the needs of our stakeholders.

### **Our Values:**

We value:

- Responsibility, honesty, trust, respect for all people, and integrity in all that we do.
- Diversity, inclusion, and equity for students, faculty and staff.
- Applied learning.
- Individualized attention that includes recognition of each student as a significant contributor to our collective mission.
- Advancement of knowledge including interdisciplinary, collaborative research.
- Multidisciplinary traditions of our college.
- Shared governance.
- Civic engagement and outreach with our external constituents.
- Sustainable practices in our programs and awareness in our students.

### **Mission statement:**

Through applied learning, we prepare and empower students who will make lasting, positive contributions to their profession and the world. We leverage and celebrate the breadth of programs within the College of Applied Science and Technology that build upon a strong general education foundation.

### **Vision statement:**

CAST: Inspiring innovation, opportunity, and the discovery of knowledge through exceptional academic programs and experiential learning.

### **Goals:**

- I. Integrate relevant applied learning and technologies to provide an exemplary educational experience focusing on individual goals for both undergraduate and graduate students.**

Strategies:

1. Foster hands-on learning through an applied focus in the classroom and experiential learning opportunities when appropriate.
2. Cultivate individualized and transformative educational experiences including internships, study abroad, service-learning, and civic engagement.
3. Add new scholarships, graduate assistantships, and support opportunities to benefit student recruitment and retention.
4. Provide quality programs to students while exploring and developing new programs and courses that provide opportunities for growth of the College.
5. Seek input from external constituents, as appropriate, to integrate and improve the curricula.

6. Enhance facilities within budgetary constraints to provide student access to outstanding technology and learning experiences.
7. Calibrate available resources and our commitment to individualized attention of students as considerations for program enrollments.
8. Recruit and retain diverse, motivated, and academically talented students.

**II. Foster a cohesive culture of diversity, inclusion, and equity that reaches all our students, faculty, and staff.**

Strategies:

1. Celebrate the collegial spirit of the College.
2. Promote inclusion, respect, and equity for all persons in our classrooms by creating awareness and programming for faculty and staff.
3. Continue to diversify and promote equity among the faculty, staff, and student body.
4. Increase and reward collaboration among students and faculty across disciplines throughout the College and University.
5. Enhance and expand international opportunities related to teaching, research, and cultural immersion for students and faculty.
6. Support globalization of curricula, where appropriate, to emphasize economic, technologic, and social factors that influence the world.

**III. Support a workplace that facilitates and rewards faculty and staff excellence.**

Strategies:

1. Ensure a successful transition to the College and University by effectively mentoring new faculty, administrative professionals, and civil service staff.
2. Provide professional development support and opportunities for faculty, administrative professionals, and civil service staff.
3. Recognize and disseminate the achievements of faculty, administrative professionals, and civil service staff.
4. Employ and retain diverse faculty who are equally motivated by high quality teaching and scholarly activity.
5. Support teaching innovation and excellence.
  - a. Encourage and reward teaching innovations and excellence through awards and recognition.
  - b. Encourage interdisciplinary teaching as appropriate.
  - c. Partner with external constituencies to provide teaching opportunities such as client projects and service-learning projects.
  - d. Advance faculty teaching expertise through the availability of professional development support.
6. Support research excellence and collaboration.
  - a. Provide support for faculty research through grants, mentorship, and incentives.
  - b. Promote collaborative research between faculty and students through expanded graduate programs and undergraduate research opportunities that lead to peer-reviewed outcomes.
  - c. Support and reward interdisciplinary research.



7. Encourage and reward outstanding and meaningful service by faculty, administrative professionals, and civil service staff.

**IV. Develop and maintain productive relationships with external constituencies.**

Strategies:

1. Facilitate diverse, collaborative research between CAST and external partners.
2. Encourage and reward student, faculty, and staff engagement with external constituencies.
3. Partner with campus services to organize efforts to efficiently and effectively connect with the community and private sector.
4. Work with external constituencies to increase funding to the College and its programs.
5. Maintain and seek new relationships with external stakeholders to provide students with professional practice experiences and meaningful corporate and agency networks.
6. Raise the visibility of CAST through a sustained communications plan to inform and connect faculty, staff, students, and external constituencies.
7. Explore self-supporting, entrepreneurial opportunities that encourage civic engagement while raising the visibility of our programs.

## COLLEGE OF ARTS AND SCIENCES STRATEGIC PLAN 2016-2021

Illinois State University, the first public university in Illinois, has built on its historical legacy as one of the leading Normal Schools to establish a strong reputation for academic excellence in a broad array of academic disciplines. At the heart of this thriving, diverse University is the College of Arts and Sciences, which comprises students, faculty, and staff engaged in educational, research, and service activities in the core academic disciplines of the humanities, social sciences, natural sciences, and mathematics. The College exemplifies the University's multiple contemporary functions:

- with its strong commitment to the University's General Education program, the College affects the academic preparation of every undergraduate on campus;
- with its outstanding secondary education programs, the College continues the University's tradition of excellence in teacher preparation;
- with its strong disciplinary programs at undergraduate, master's, and doctoral levels, the College prepares students from diverse backgrounds to fulfil their lives and productive careers as global citizens;
- with its faculty deeply engaged in scholarly activity, the College advances knowledge; and
- with its service activities, the College fulfills its responsibility to contribute to the greater good.

The University began a remarkable period of success with the development and release of *Educating Illinois 2000-2007*. Since that time, *Educating Illinois* has been updated three times, most recently in 2013. Each iteration was marked by thorough consultation with a broad cross-section of University stakeholders and specification of concrete measures to ensure accountability.

Similarly, this plan updates the *College's Strategic Plan for 2010--2015*, which developed a distinctive identity for the College and shaped many achievements in the last five years. A few highlights among them are:

- Several new undergraduate programs were implemented including Legal Studies, Neuroscience and Behavior, as well as interdisciplinary programs such as European Studies and Environmental Studies.
- The College formalized Latin American and Latino/a Studies Program by acquiring a permanent curricular designation LAL and poised the unit to become a full-fledged academic program in the college.
- The Women's and Gender Studies Program (WGS) implemented a Queer Studies concentration.
- Teacher Education programs implemented the Teacher Performance Assessment (edTPA).
- The College initiated the Main Street College series, a program of lectures by faculty designed to present the scholarship of faculty in the College to a wider community audience.
- The Worldwide Campus Fund was established to provide study-abroad grants. This fund became endowed in 2017 due to the generosity of two donors and continues to receive cash gifts.
- The College began to offer a new Mid-career Faculty Professional Development Series, comprising a set of four workshops/discussion groups offered over the course of the year (two per semester) on topics related to research, teaching, administration, and promotion to full professor.

The new *CAS Strategic Plan 2016--2021* was developed in the midst of uncertain economic times. Nonetheless, the *Plan* attests to the vibrancy, diversity, and inclusive excellence of our intellectual community and provides an appropriately challenging set of goals for the coming years. It builds on the successes of the *College of Arts and Sciences Strategic Plan 2010--2015* while responding to contemporary concerns and anticipating future opportunities. It re-aligns the College's vision with that articulated in *Educating Illinois 2013--2018* and charts a course for continuing academic excellence in the College. With careful fiscal planning and strategic prioritization of initiatives, we will work diligently to move forward and realize our vision as responsibly and expeditiously as possible.

### ***The Planning Process***

The Strategic Planning Steering Committee was formed to be representative of all constituencies in the College, with elected representatives from among Department Chairs, tenure-track faculty, students, non-tenure track faculty, Administrative/Professionals, and Civil Service staff. Volunteers from the Emeritus Faculty, Community, and Chicago Advisory Boards also served. The committee worked together to update the existing mission, vision, and values statements in light of *Educating Illinois 2013--2018*, the existing strengths of the College, and the emerging opportunities suggested by local, national, and international trends. Each of these sections was carefully developed with opportunity for input from all constituencies through open forums. The newly defined areas of strategic focus and resulting goals grew out of these discussions. Concrete actions were developed, along with measurable outcomes, to ensure that we could document our progress on each goal.

The draft *Plan* was then presented for consideration to the Council of Chairs and the College Council, and was formally approved on April 12, 2017.

### The Strategic Plan Steering Committee

Taylor Bauer, Humanities Student Representative, Communications  
Ann Beck, Social Sciences Chair Representative, Communication Sciences & Disorders  
Leslie Bertagnolli, Chicago Advisory Board Representative  
Rachel Bowden, Sciences Faculty Representative, Biological Sciences  
Tom Buller, Humanities Chair Representative, Philosophy  
Cooper Cutting, Social Sciences Faculty Representative, Psychology  
Katherine Ellison, Humanities Faculty Representative, English  
John Freed, Emeritus Faculty Representative, History  
Craig Gatto, Sciences Chair Representative, Biological Sciences  
Larissa Kennedy, Non-Tenure Track Faculty Representative, History  
Megan Koch, A/P Staff Representative, Communications  
Nancy Lind, Social Sciences Faculty Representative, Politics and Government  
Rob McDade, Community Board Representative  
James Pancrazio, Humanities Faculty Representative, Languages, Literatures, and Cultures  
Eric Peterson, Sciences Faculty Representative, Geography-Geology  
Marla Reese-Weber, Associate Dean  
Kevin Stanley, Sciences Student Representative, Biological Sciences  
Christian Trujillo, Social Sciences Student Representative, Politics and Government  
Laura Vogel, Administrative Fellow, Biological Sciences  
Carrie Wieburg, CS Staff Representative, College Office

## MISSION STATEMENT

*To serve as the intellectual heart of the University through our commitment to the teacher-scholar model which imparts knowledge from a broad spectrum of the arts and sciences while preparing independent and resilient students from culturally, linguistically, and geographically diverse backgrounds to meet the challenges of a global society.*

## VISION STATEMENT

*To foster an inclusive community of exceptional teacher-scholars who will provide students with one of the nation's premiere public educational experiences.*

## VALUES STATEMENT

(**Bold** = values stated in *Educating Illinois*)

Consistent with the University-wide strategic plan, *Educating Illinois*, CAS values the **pursuit of learning and scholarship, individualized attention, diversity, integrity, and civic engagement**. We recognize these values to be interconnected and mutually reinforcing.

**The pursuit of learning and scholarship** advances knowledge, invigorates our curricula, and contributes to society. This includes:

- *a strong liberal arts and sciences tradition* that expands learners' horizons and provides a basis for continual learning;
- *innovation* in the search for new knowledge from diverse thinkers and in the development of curricular programs;
- *dissemination and application* of new knowledge in publication, teaching, and service activities including civic engagement;
- *promotion of diversity* innovations and inclusive curricula throughout the College;
- *on-campus partnerships* that enrich learning opportunities across disciplines and for the entire University;
- *integration* of theory and practice; and
- *academic freedom and responsibility* in creative expression and the uninhibited pursuit of truth and knowledge.

**Individualized attention** fosters students' development as life-long learners, critical thinkers, and engaged citizens who are knowledgeable in their fields. This includes:

- *faculty-student collaboration* in teaching, learning, and scholarship;
- *proactive and responsive advisement* and other academic services; and
- *co-curricular programs* that enhance the breadth and depth of intellectual and social life.

**Diversity** of ideas, backgrounds, and approaches to the pursuit of knowledge enriches and promotes the personal and intellectual development of all students, faculty, and staff. This includes:

- *embracing* the strengths of diversity, as arise from age, gender, ethnicity, physical ability, race, religious traditions, sexual orientation, and social class;
- *promoting* international dimensions to learning, research, and creative activity; and
- *encouraging* openness to and civil discussion of diverse views.

**Integrity** in how we conduct college affairs and in our interactions with students, faculty, and staff. This includes:

- *fostering an environment that promotes collegiality and mutual respect;*
- *participating in shared governance;*
- *accountability* to our stakeholders including fiscal responsibility and dissemination of accomplishments and contributions of students and faculty that enrich the reputation of the college.

**Civic** and community **engagement** are responsibilities of a state university. This includes:

- *continuing collaborative relationships* with culturally diverse communities, civic organizations, businesses, and their leaders that support and promote learning, research, service, culture, and quality of life on- and off-campus;
- *service-learning opportunities* that lend themselves to reflective intellectual and personal development of students while having a meaningful impact on local, regional, national, and international communities; and
- *celebrating and disseminating* the accomplishments and contributions of students and faculty that enrich community life.

## **AREAS OF STRATEGIC FOCUS**

To fulfill our Mission, achieve our Vision, and enact our Values, we work toward goals in the following Areas of Strategic Focus:

**Strategic Focus 1: Facilitate academic excellence.**

**Strategic Focus 2: Enhance the communication and infrastructure supporting academic excellence.**

**Strategic Focus 3: Diversify and enhance financial support for academic excellence.**

**Strategic Focus 4: Share and promote our accomplishments in inclusive academic excellence, diversity, and social engagement.**

### **Strategic Focus 1: Facilitate academic excellence**

*Goal 1.1 Develop and maintain rigorous and inclusive academic curricula.*

Action 1.1.1: Strengthen the College's commitment to, and administrative support of, continuous improvement of educational effectiveness for an increasingly diverse student body as reflected in student learning outcomes through effective integration of the assessment of student learning outcomes into the curricula and review process in all degree programs.

Action 1.1.2: Enhance and support rigorous and innovative undergraduate and graduate programs including potential program growth in areas where there is expertise and excellence, workforce needs, and societal demands with appropriate funding levels available.

Action 1.1.3: Work with OISP to support growth of faculty and student involvement in and enhancement of international curricular programs, such as the student exchange, study abroad programs, and research, teaching, and service partnerships with institutions in other countries and to devise opportunities for students who cannot leave the campus to gain a greater international perspective.

Action 1.1.4: Strengthen the College's commitment to fostering and maintaining safe and open environments for learning, growing, and living within a culturally diverse environment.

*Goal 1.2 Enhance and encourage support for individualized mentorship of student research and creative activity.*

Action 1.2.1: Increase opportunities for students to engage in high-quality, high-impact educational experiences within and outside the College and University, including enhanced funding for student travel, research and creative scholarship activities, and increased support for graduate teaching and research assistantships.

Action 1.2.2: Strengthen the College's commitment to civic and community engagement through increased curricular and co-curricular initiatives and activities that include civic and community engagement themes for faculty, staff, and students.

Action 1.2.3: Enhance opportunities for co-curricular learning activities through increased support for academically oriented student organizations, for departmental and inter-departmental colloquia that encourage student participation, and collaborations with OISP to support growth of student involvement in and enhancement of regional, national, and international co-curricular programs.

Action 1.2.4: Enhance support for the mentoring of "students like you and not like you" for leadership positions within the college

*Goal 1.3 Enhance support for our balanced teacher-scholar faculty in their teaching, research, and creative activities.*

Action 1.3.1: Use recruitment practices that emphasize candidate fit to the University's balanced teacher-scholar model, evaluation procedures that reinforce practices that emphasize the balanced teacher-scholar model, and provide professional development opportunities consistent with the model.

Action 1.3.2: Continue to collaborate with Research and Sponsored Programs to enhance materials that facilitate the pursuit and implementation of external grants and fellowships and to enhance funding for faculty travel to conduct and present research and creative works.

Action 1.3.3: Foster and support development of and administrative support for interdisciplinary teaching and scholarly collaborations.

Action 1.3.4: Use inclusive and equitable faculty hiring, promotion, and retention practices to promote a culturally responsive college.

Action 1.3.5 Implement and sustain College diversity initiatives through policies and practices, which adhere to best-practice standards and guidelines.

**Strategic Focus 1: Selected Accountability Measures**

- Number of 8-year program reviews rated as being in good standing
- Number of successful accreditation reports
- Number of program assessment plans and annual updates
- Number of faculty presentations and publications including counts of student and international co-authors
- Number of CAS-supported speakers, co-curricular events, and professional development workshops
- Increased numbers of faculty, students, and staff who are recruited, admitted, hired, and retained from underrepresented groups

**Strategic Focus 2: Enhance the communication and infrastructure supporting academic excellence**

*Goal 2.1 Enhance communication and collaboration to support academic excellence.*

Action 2.1.1: Enrich communication with Admissions, Honors, International Studies, Diversity Advocacy, Student Access and Accommodation Services, and Alumni Services to better serve current and future students.

Action 2.1.2: Facilitate improved communication with Research and Sponsored Programs to support faculty grant seeking and the role of CAS-IT in grant proposal development.

Action 2.1.3: Facilitate communication among units (departments/schools/programs), university-level organizations and associations that support diversity and equity, and university-level technology offices through the Technology Executive Committee of professionals employed in the College.

*Goal 2.2 Develop and maintain technology infrastructure to support academic excellence.*

Action 2.2.1: Support the professional development of CAS-IT members engaged with technology.

Action 2.2.2: Maintain web-based forms for submission of internal grant and sabbatical applications, productivity reports, and tenure and promotion applications.

Action 2.2.3: Increase percentage of course materials that are accessible electronically and in other appropriate media.

*Goal 2.3 Enhance physical infrastructure to support academic excellence.*

Action 2.3.1: Conduct systematic periodic reviews of buildings and facilities needed for long-term program growth based on the University Master Plan.

Action 2.3.2: Work with units to create disciplinary or shared spaces accessible to students for collaboration and study, including spaces for students of color, LGBTQ students, religiously diverse students, and students requiring disability services.

Action 2.3.3: Increase the number of faculty who participate in Emergency Preparedness, Department ERP, Rape Aggression Defense classes, cultural responsiveness, and equity, and disability-access training offered by the university and make training more consistent across units.

## **Strategic Focus 2: Selected Accountability Measures**

- Number of Honors students
- Number of meetings and minutes of Technology Executive Committee
- Amount of tech tuition provided
- Number of computer recaps
- Amount of funds provided towards equipment/instruments
- Number of faculty and staff who participate in safety, cultural responsiveness, and disability-access training.

## **Strategic Focus 3: Diversify and enhance financial support for recruitment and retention of faculty, staff and students**

*Goal 3.1 Increase funding from external research grants and contracts.*

Action 3.1.1: Work with Provost and Vice-President of Finance to get Research and Sponsored Program funding equivalent to that of CTLT.

Action 3.1.2: Work with Provost and Vice President of Finance to create spring and summer research institutes similar to CTLT's teaching institutes.

Action 3.1.3: Investigate feasibility of adding personnel for proposal writing and budget preparation (Unit must return buyout funds if an external grant is not submitted).

*Goal 3.2 Maintain sufficient fiscal flexibility to respond to a rapidly changing environment.*

Action 3.2.1: Work with HR to allow units to use grant buyout dollars to pay some faculty overload pay to teach an additional course, possibly increasing the diversity of courses to students.

Action 3.2.2: Engage in cooperative learning experiences with businesses.

Action 3.2.3: Research and implement best practices for inclusive hiring and mentoring of underrepresented groups.



*Goal 3.3 Increase opportunities for resource generation via mission-consistent services and consulting.*

Action 3.3.1: Help identify opportunities for faculty and staff to provide consulting services based on their professional expertise by updating the expertise list.

Action 3.3.2: Facilitate interdisciplinary and inter-collegiate connections for research projects.

Action 3.3.3: Work with CTLT to implement faculty and graduate teaching assistant training in classroom strategies for conversations regarding diversity and inclusiveness

*Goal 3.4 Increase resources for recruitment and retention of diverse faculty and staff*

Action 3.4.1: Work with higher administrators and HR to secure additional dollars for course buyouts

Action 3.4.2: Promote use of resources for mentoring of underrepresented groups

Action 3.4.3: Provide recognition or awards to departments/faculty/staff who engage in diversity and inclusion training programs

Action 3.4.4: Give chairs/directors access to funds for advertising in media outlets that attract prospective faculty from underrepresented groups

Action 3.4.5: Work with RSP to increase external funding to support the research endeavors of faculty from underrepresented groups

### **Strategic Focus 3: Selected Accountability Measures**

- Number of external grants and awards
- Amount of start-up funds provided to new faculty
- Amount of funds generated from CAS faculty driven services
- Number of creative collaborations within CAS units, as well as between CAS units and other University faculty
- Percentage of faculty, staff and students retained, paying attention to underrepresented groups

### **Strategic Focus 4: Share and promote our accomplishments in inclusive academic excellence, diversity, and social engagement**

*Goal 4.1 Increase mission-consistent outreach and partnerships with our on-campus constituencies, including students, staff and faculty in the formation of a diverse civil society.*

Action 4.1.1: Promote the importance of liberal arts and sciences skills, understanding diversity, equity, social justice, and critical thinking through contributions to General Education program.

Action 4.1.2: Share and promote how the individual units in CAS prepare students for future careers and graduate school.

Action 4.1.3: Continue to build and enhance civic engagement opportunities for diverse students at the local, national and international levels.

Action 4.1.4: Highlight the course offerings and programming of Women and Gender Studies, African American Studies, Latin American and Latino Studies, Middle Eastern Studies, East Asian Studies, Native American Studies, and Ethnic Studies and their relevance in a globalized world.

Action 4.1.5: Encourage enrollment in cross-disciplinary courses with core diversity content during Preview to incoming students.

*Goal 4.2 Promote the local, state, national, and international visibility of the College's programs, student successes, and faculty and staff achievement with the off-campus constituencies.*

Action 4.2.1: Develop mechanisms for connecting community organizations to faculty and staff with the research and consulting expertise they need. Develop web-based resources with a list of specialist/speakers or experts so that internal and external sources can find these individuals.

Action 4.2.2: Promote and encourage faculty participation in Main Street College as a form of outreach to the community; share participation in CAS and University publications, local market publications and WGLT as a means of outreach to the off-campus community. Use Main Street College as a means to showcase the academic expertise.

Action 4.2.3: Use new media and social networking technologies as appropriate to publicize College accomplishments to showcase the contributions of faculty, staff and students, particularly those from underrepresented groups, to keep internal and external stakeholders informed and connected with all of the College's programs and achievements. Continue to use CASNews, Redbird Scholar, Identity, College and Departmental newsletters, and University News Hub to promote the work of the College, and encourage the diffusion of CAS achievements to local and state media.

Action 4.2.4: Promote and encourage recruiting of culturally diverse populations in Illinois as well as internationally, and increase partnerships abroad so that students choose Illinois State as their place of study.

Action 4.2.5: Collaborate with the Division of Student Affairs to establish a multi-cultural center accessible to students, faculty, and staff.

#### **Strategic Focus 4: Selected Accountability Measures**

- Number of all General Education courses and sections taught by faculty members from CAS, number of courses dedicated to US and international diversity and report assessment data from those General Education courses.
- Report contributions to the ongoing work of the Career Task Force.
- Number of opportunities for civic engagement and the acquisition of intercultural communicative competency.

- Number of issues of CASNews, press releases made through University News Hub, and features in other university publications.
- Number of presentations made to the general public by faculty members of CAS, including Main Street College presentations.
- Number of students completing coursework and declaring minors in US-diversity and Area Studies (AMALI).

## COLLEGE OF BUSINESS STRATEGIC PLAN 2018-2023

Our mission is who we are, who we serve, and why we exist. We strive to achieve our vision. Our core values are the foundation for determining our goals and strategies. Our tactics provide direction for implementing our strategies. We recognize *an ever-changing external environment* and we will continue to monitor and assess the needs of our stakeholders in the future.

**Vision:** To be the first choice for business education in Illinois and beyond.

**Mission:** Within Illinois State University's College of Business, through our shared commitment to excellence in learning, we prepare students to become skilled business professionals who think critically, behave ethically, and make significant contributions to organizations, communities, and our global society.

### Core Values:

- We value excellence in instruction and enhanced student learning through a holistic approach.
- We value a dedication to knowledge creation through scholarship, teaching and service.
- We value balanced excellence between teaching and research.
- We value a culture of diversity and inclusion.
- We value a commitment to civic engagement and social responsibility to our institution, state, nation, and global community.
- We value the efficient and effective use of our resources, recognizing the fiscal challenges in higher education.
- We value a culture of shared governance.
- We value responsibility, honesty, trust, respect, and fairness as embodied in our Standards of Professional Behavior and Ethical Standards.

### Goal One

**Prepare students for success in a diverse and global environment by providing excellent instruction and a transformative learning experience for every student.**

### Strategies

1. Maintain high expectations for excellence in student performance.

#### Tactics

- A. Increase standards of excellence for student performance as outlined in our department and college assessment plans.
- B. Increase education across the curriculum in ethics, social responsibility, and sustainability.
- C. Enhance the professionalism of our students.
- D. Continue to provide an integrated and responsive curriculum with cutting edge knowledge by using outside sources (AACSB, PRiME, COB Advisory Board, etc.).
- E. Monitor online education outcomes including quality of classes, quantity of classes, etc.

2. Develop a supportive, individualized, and transformative educational experience in and out of the classroom.

**Tactics**

- A. Provide the opportunity for a transformative learning experience for every student (e.g. study abroad, internships, client projects, service learning projects, entrepreneurship opportunities, etc.)
- B. Continue to offer class sizes of 30 or less in upper level courses.
- C. Optimize course offerings (COB core and required major classes) to support timely graduation.
- D. Continue to offer co-curricular opportunities (RSOs, guest speakers, civic engagement projects, etc.)
- E. Build a strong sense of community, engagement, and satisfaction among students.
- F. Increase internships and other experiential learning opportunities with high academic quality and rigor.
- G. Provide and monitor opportunities for students to pursue professional certifications.
- H. Monitor the number and success of students seeking and obtaining professional designations.
- I. Increase the number of advisors based on AACSB recommendations.
- J. Create new, distinctive and innovative classes and programs to meet the needs of stakeholders.
- K. Support professionalism and career development for students.

3. Strengthen graduate programs in the College of Business.

**Tactics**

- A. Build an MBA program with specialized tracks that differentiates itself from competitors.
- B. Support opportunities for students to pursue graduate degrees.
- C. Investigate new opportunities for MBA and other graduate education in the College of Business.
- D. Pursue methods to encourage faculty to teach at the graduate level.

*Goal Two*

**Create a workplace that encourages and rewards excellence among faculty and staff.**

**Strategies**

1. Employ an excellent faculty and staff who meet the needs of COB stakeholders.

**Tactics**

- A. Recruit and retain high quality and diverse faculty and staff.
- B. Provide adequate Graduate Assistant support to faculty.

2. Support research including contributions to practice, pedagogy, and interdisciplinary areas.

**Tactics**

- A. Continue to provide monetary support for research by finding new funding sources.
- B. Reward research through awards and recognition.

- C. Partner with organizations to conduct research that is beneficial to the faculty member, the College, and the organization.
  - D. Provide development opportunities to build faculty expertise.
3. Support teaching excellence.

**Tactics**

- A. Continue to provide monetary support for teaching by finding new funding sources.
  - B. Reward teaching through awards and recognition.
  - C. Partner with organizations to provide opportunities such as client projects, service learning projects, guest speakers, etc.
  - D. Provide development opportunities to build faculty expertise.
4. Provide leading edge facilities, technology, and technology services and support for students, faculty, and staff.

**Tactics**

- A. Maintain a building that provides a professional business setting.
  - B. Increase capabilities of students, faculty, and staff by ensuring evolving technologies are available to COB stakeholders.
  - C. Prioritize reinvestment in technology infrastructure and services.
5. Reward excellent service through visible and meaningful awards.

**Tactics**

- A. Provide opportunities for public recognition and awards to faculty, civil service and AP staff.
- B. Seek funding for monetary awards.
- C. Continue to look for venues to reward excellent service.
- D. Seek opportunities and activities that make all COB employees feel valued and appreciated.

*Goal Three*

**Create an engaging and committed culture of diversity and inclusion across multiple dimensions**

**Strategies**

1. Provide opportunities that facilitate social and professional development within the college.

**Tactics**

- A. Provide opportunities for faculty and staff development and engagement through participation in seminars, and workshops.
- B. Increase opportunities for hearing and interacting with speakers invited to campus.
- C. Increase welcoming and celebratory events for students, faculty, staff and other selected constituents.

2. Maintain a student body consisting of diverse, individuals with high standards and high expectations.

**Tactics**

- A. Recruit and retain a diverse group of high-quality students.
- B. Increase recruitment efforts targeting high achieving students, underrepresented students, students with financial need, and transfer students.
- C. Develop programming to engage a wide spectrum of the COB student body.
- D. Grow and enhance international opportunities for students and faculty.

*Goal Four*

**Promote and communicate our brand including COB successes and our vision of excellence and national recognition.**

**Strategies**

1. Support and reward faculty, staff and students in striving to develop nationally recognized expertise.

**Tactics**

- A. Encourage and reward leadership in professional organizations.
  - B. Support activities related to intellectual contributions such as publication in quality journals, textbooks, conference presentations, etc.
  - C. Increase private and federal grant research activity.
  - D. Prioritize funding and encouragement for faculty professional development opportunities.
2. Maintain AACSB International accreditation for business and accounting.

**Tactics**

- A. Develop and maintain a faculty-centered assurance of learning program.
  - B. Develop and monitor faculty professional qualifications.
  - C. Develop and monitor quality and impact measures.
  - D. Maintain and ensure effective strategic management procedures.
  - E. Monitor engagement, innovation, and impact.
3. Continue developing an effective marketing communications strategy.

**Tactics**

- A. Increase communication inside and outside the college.
  - B. Create and follow a marketing and media relations plan which includes a social media strategy.
  - C. Create an appropriate brand for the COB within the ISU brand.
4. Encourage national and international recognition of the COB brand.

**Tactics**

- A. Seek out opportunities for national rankings and recognitions for all degree programs.
- B. Promote our centers and institutes to enhance the reputation of COB.
- C. Obtain recognition for excellence through rankings and other third party information sources.

- D. Obtain recognition for excellence through AACSB accreditation.
- E. Promote and recognize professional activities (consulting, board service, etc.).

*Goal Five*

**Create and strengthen partnerships with alumni and business organizations.**

**Strategies**

1. Continue existing and create new programs that strengthen partnerships.

**Tactics**

- A. Create and support centers and institutes central to our mission.
- B. Develop and maintain appropriate initiatives and partnerships.

2. Maintain existing and create new relationships with businesses and organizations that partner with the COB and hire our graduates.

**Tactics**

- A. Increase opportunities for business partners to meet and interact with students.
- B. Increase number of business partners who seek to interview and hire our students.
- C. Increase student awareness of career options and the soft skills needed to succeed in a career.

3. Increase private financial support.

**Tactics**

- A. Increase private giving for College priorities: scholarships, attracting and retaining faculty, databases, research, faculty development, and student development.
- B. Increase the number of endowed professorships and faculty scholars.
- C. Grow the COB “excellence fund” to provide support for programming central to the mission of the College of Business.

4. Maintain an active and vibrant COB Alumni network.

**Tactics**

- A. Use social media outlets to support the COB Alumni Network.
- B. Support opportunities for alumni to reconnect and become involved in the life of the College.
- C. Continue to refine and publish News & Views.



**COLLEGE OF EDUCATION  
STRATEGIC PLAN 2013-2018**

**NOTE: The College of Education Council has been working on a new strategic plan with the goal of implementing the new plan in fall of 2019.**

*Goal 1: Cultivate leaders for the education profession. Develop and support graduates who are globally-minded, socially and culturally competent, and knowledgeable; and professionals who are learner/school/district/university-ready, competent in integrating technology to enhance learning and differentiated instruction, and proficient in intentional, outcomes-driven instruction, assessment, and administration.*

- Objective 1.1: Develop globally-minded and culturally responsive COE graduates.
- Objective 1.2: Develop COE graduates who are competent in integrating technology to enhance learning and differentiate instruction
- Objective 1.3: Develop COE graduates who are proficient in providing differentiated instruction, intentional, outcomes-driven instruction, assessment and administration

*Goal 2: Establish and promote the standard for comprehensive educator and educational leader preparation by celebrating our strong reputation, developing strategic clinical experiences and partnerships strengthening our commitment to diversity and equity, and responding to changing needs of students and the field.*

- Objective 2.1: Develop strategies that strengthen, develop, support and explore partnerships and clinical experiences.
- Objective 2.2: Increase student opportunities for rich, meaningful, diverse and volunteer experiences
- Objective 2.3: Strive to be recognized as an international top-tier College of Education

*Goal 3: Support faculty and staff with diverse expertise: Recruit and retain college faculty and staff with diverse expertise through valuing a balance of effective teaching, scholarship, and service; promoting a positive and respectful professional workplace; and supporting scholarly and professional development.*

- Objective 3.1: Examine the College ASPT processes and procedures for assignment load that reflects an innovative balance that is attractive to recruit and retain high quality faculty. These processes and procedures demonstrate fairness, transparency, and appropriate recognition of one's contribution to the College and profession.
- Objective 3.2: Enhance the work environment by establishing a culture of partnership and a sense of communicate for all faculty and staff.
- Objective 3.3: Explore the creation of a system to provide ongoing support faculty, faculty associates, students, administration, alumni and community partners.
- Objective 3.4: Foster a dynamic learning community where shared expertise is valued by all COE constituents

- Objective 3.5: Promote a culture in the College of Education that respects all individuals and fosters creative problem solving and decision making.

*Goal 4: Cultivate and allocate College resources purposefully by fostering a culture of shared governance and resource allocation by priority to create academic environments conducive to engaging students in learning and enhancing scholarly productivity.*

- Objective 4.1: Continue to practice a shared governance model to achieve transparency in decision making and resource allocation
- Objective 4.2: Annually review and determine whether the allocation of funds is meeting the priorities of the 5-year plan and adjust as necessary
- Objective 4.3: Strengthen College relationships with alumni and external partners to foster our mutual commitment to the College and annual giving

*Goal 5: Advance and celebrate the virtues of public education and the teaching profession to support the principles of Realizing the Democratic Ideal by promoting rich, positive, dialogue among stakeholders and deliberately engaging them in pressing and future issues.*

- Objective 5.1: Affirm the role of public education for the common good and discuss pressing and future issues
- Objective 5.2: Highlight effective and innovative educational practices

## COLLEGE OF FINE ARTS STRATEGIC PLAN 2018-2023

The *CFA Strategic Plan 2018-2023* builds on the successes of the *College of Fine Arts Strategic Plan 2012-2017* while responding and preparing for the challenges and opportunities for the arts to contribute to a diverse society, the needs of our students, faculty, staff, alumni, emeriti, and community, and to the cultural and academic climate of our community.

### ***The Planning Process***

The Strategic Planning Steering Committee was formed to be representative of all internal and external stakeholders of the College of Fine Arts. Elected representatives from tenure-track and non-tenure-track faculty, Administrative/Professional and Civil Service staff, and the Dean's Advisory Group were assembled along with volunteers from the student body, emeriti faculty, alumni, and community members to begin the year-long process to update the existing strengths within the College while identifying the potential for growth and future opportunities suggested by local, national, and international trends. Each section within this document grew out of considerable discussion with input from all constituencies through three open forums and electronic surveys. New focus areas, goals, action items, and well-defined measurable outcomes were developed through this collaborative process and careful attention was given to re-aligning each with *Educating Illinois 2013-2018*. The draft *CFA Strategic Plan 2018-2023* was then presented to the College Council for their consideration and formal vote of approval on May 2, 2017.

### ***The Strategic Planning Steering Committee***

Deb Austin, NTT Faculty Representative, School of Music  
Wayne Beckner, TT Faculty Representative, School of Art  
Kristin Carlson, TT Faculty Representative, Arts Technology Program  
Lea Cline, TT Faculty Representative, School of Art  
Connie DeVeer, TT Faculty Representative, School of Theatre and Dance  
Ann Durand, Community Representative, Illinois Shakespeare Festival Society Board  
Amy Gilreath, CFA College Council Chair, School of Music  
Jeff Grabb, Community Representative, Friends of the Arts  
Don LaCasse, Emeritus Faculty Representative, School of Theatre and Dance  
Jianna Lubotsky, Student Representative, School of Theatre and Dance  
Sonali Mathur, Student Representative, Arts Technology Program  
Laurie Thompson Merriman, CFA Assistant Dean  
Kendra Paitz, CS Staff Representative, University Galleries  
Robert Quinlan, TT Faculty Representative, School of Theatre and Dance  
Alanna Santiago, Student Representative, School of Art  
Janet Tulley, CFA Assistant Dean  
Lindsay Vahl, Alumni Relations Representative, Chicago Office  
Matthew Vala, Student Representative, School of Music  
Eric Yeager, AP Staff Representative, CFA Instructional Technology  
Justin Vickers, TT Faculty Representative, School of Music  
Jane Walsh, CFA Director of Development  
Jean Miller, CFA Dean and the Dean's Leadership Group

## *Vision Statement, Mission Statement, and Values Statement*

### **Vision Statement**

The College of Fine Arts fosters creative living and aspires to be a leader in the preparation of world-class artists, performers, scholars, teachers, and therapists through pedagogic and creative excellence.

### **Mission Statement**

Invigorated by creative discourse and diversity of opinion, the College of Fine Arts advances the arts within a global context. Through collaboration, applied learning, and artistic practice, the College fosters curiosity and critical thinking to illuminate the human experience. Our creative and intellectual endeavors enrich the quality of life of the university, the community, and beyond.

### **Values Statement**

The College of Fine Arts shares Illinois State University's commitment to the pursuit of learning and scholarship, individualized attention, diversity, integrity, and civic engagement as expressed in *Educating Illinois*. These five core values are central to the University and the College as they influence and guide our priorities and plans.

***Pursuit of Learning and Scholarship:*** The College works with students, as partners, in their educational development to contribute new knowledge and creative expression as lifelong learners.

***Individualized Attention:*** The College fosters an educational process that recognizes each student as an individual with unique creative and intellectual potential.

***Diversity:*** The College commits to building an inclusive community founded on respect and dignity for all people, cutting across the lines of economics, race, age, ability, gender, sexuality, and identity.

***Integrity:*** The College works to ensure the highest level of academic quality and integrity, and requires ethical standards of our administration, faculty, staff, and students.

***Civic Engagement:*** As a bridge to the community, the College prepares informed and engaged artists and scholars who promote quality of life for all citizens through collaborative and individual action.

### **Areas of Strategic Focus**

Strategic Focus 1: *Enrich Academic and Artistic Excellence*

Strategic Focus 2: *Foster a Diverse and Inclusive Environment*

Strategic Focus 3: *Enhance Student Success through Enrollment, Retention, and Civic Engagement*

Strategic Focus 4: *Expand and Promote Research and Creative Scholarship*

Strategic Focus 5: *Improve Teaching and Learning Spaces and Infrastructure*

Strategic Focus 6: *Strengthen Alumni and Friend Engagement and Development*

Strategic Focus 7: *Create a Unified Voice for the College in Print and Social Media Publications*

**Strategic Focus 1:**  
Enrich Academic and Artistic Excellence

*Goal 1.1 Encourage cross-disciplinary engagement and collaboration among and between the College of Fine Arts programs.*

Action 1.1.1: Promote a culture of engagement in which CFA students support the work and attend events produced by all College entities.

Action 1.1.2: Create an intra-college committee that plans and promotes events hosted or produced by all College entities.

Action 1.1.3: Create a student lounge for the College that encourages interaction in a casual environment.

Action 1.1.4: Provide incentives for faculty and teaching staff to collaborate on programming and curricula across the College.

*Goal 1.2 Encourage and expand curricular offerings and events that explore diverse artistic traditions beyond the traditionally held Western canon.*

Action 1.2.1: Recruit and hire faculty who have expertise in areas not currently reflected in our curriculum.

Action 1.2.2: Increase the number of visiting artists, scholars, and performers who represent diverse fields of study in the arts.

*Goal 1.3 Mentor all new faculty, staff, and graduate students with teaching responsibilities.*

Action 1.3.1: Establish a college-wide program to provide appropriate mentorship to all new faculty, staff, and graduate students with teaching responsibilities.

*Goal 1.4 Encourage excellence in online teaching by implementing appropriate evaluation procedures.*

Action 1.4.1: Facilitate faculty training for the creation and delivery of online course offerings.

Action 1.4.2: Encourage excellence in online teaching by implementing evaluation procedures consistent with those applied to courses taught in classroom settings.

*Goal 1.5 Encourage and enable students to participate in international partnerships and study abroad programs.*

Action 1.5.1: Identify and establish relationships with academic-year or semester-long programs abroad that offer courses comparable to those required of majors in the College.

Action 1.5.2: Encourage faculty to design summer study abroad programs that are academically rigorous and that offer courses appropriate for students pursuing majors in the College.

Action 1.5.3: Create a 4-year plan-of-study incorporating study abroad for each major in the College.

Action 1.5.4: Establish strategic academic partnerships with international institutions including 3+1 programs and graduate studies.

*Goal 1.6 Establish endowed positions in the College that enrich academic and artistic excellence by rewarding career achievement.*

Action 1.6.1: Establish a rotating, endowed College of Fine Arts Fellow position that would fund the invitation of an outstanding visiting scholar or practitioner to teach and work with faculty and students.

Action 1.6.2: Create an Endowed Chair position in each of the schools in the College, allowing each discipline to better reward and retain high achieving tenured faculty.

Selected Accountability Measures:

- Number of CFA students attending events produced in the College
- Percentage of courses delivered online for which course evaluation data is collected
- Number of faculty, visiting artists/scholars/performers who represent diverse fields
- Percentage of new faculty, teaching staff, and graduate students with teaching responsibilities participating in sustained mentorship
- Number of students participating in and faculty creating study abroad programs

***Strategic Focus 2:  
Foster a Diverse and Inclusive Environment***

*Goal 2.1 Enhance the cultural responsiveness of the College to foster a socially rich, inclusive, and creative environment.*

Action 2.1.1: Recruit and retain diverse faculty to reflect the University's cultural values and support student engagement.

Action 2.1.2: Establish a diversity-focused funding opportunity that can be used to bring visiting artists to campus and support college-wide collaborative projects.

Action 2.1.3: Create promotional materials that affirm the uniqueness of every individual and their contributions to our College, University, and community.

Action 2.1.4: Include language in each School's mission statement that recognizes the spectrum of human diversity and embraces social justice.

*Goal 2.2 Expand curricular opportunities, structure, and guidance to heighten awareness of diversity and to emphasize the value of inclusivity in the students, faculty, and staff.*

Action 2.2.1: Encourage culturally responsive components across the curriculum.

Action 2.2.2: Incentivize student attendance at diversity-focused events.

*Goal 2.3 Foster development of diverse programming across the University and within the community.*

- Action 2.3.1: Develop a beginning-of-year college-wide event to articulate available resources and encourage meaningful engagement.
- Action 2.3.2: Encourage meaningful participation by students in diversity-focused faculty research and college programming.
- Action 2.3.3: Increase diversity-focused volunteer and internship opportunities in the local community to develop students' civic engagement skills.
- Action 2.3.4: Expand diversity-focused opportunities for students to interact with the public through site-specific performances and exhibitions outside of the College, in public spaces, and local businesses in the community.

*Goal 2.4 Enrich and broaden diversity-focused resources to foster accessibility and social justice.*

- Action 2.4.1: Appoint a College Diversity Liaison.
- Action 2.4.2: Consistent with University policy, establish a college-wide protocol for reporting concerns related to diversity and social justice issues.
- Action 2.4.3: Establish diversity training sessions for faculty, staff, and students.
- Action 2.4.4: Create a diversity portal on the College website with links to on-campus and community resources, including RSOs, Student Counseling Services, Diversity Advocacy, and the Campus Climate Task Force.
- Action 2.4.5: Evaluate and enhance equal access to facilities.

**Selected Accountability Measures**

- Increase faculty and student diversity by an additional 20% by 2023
- Percentage of College courses with a culturally responsive component
- Faculty and staff attend regular sessions on diversity training, and communicate challenges and achievements to the College
- Increase content on diversity and inclusivity research, collaboration, and student work contributions in the future College publication by an additional 20% by 2023
- Number of students participating in diversity-focused volunteer and internship opportunities

***Strategic Focus 3:  
Enhance Student Success through Enrollment, Retention, and Civic Engagement***

*Goal 3.1 Foster the admission, enrollment, and retention of a talented, diverse student body.*

- Action 3.1.1: Evaluate current admission practices and create best practices for our College to attract and retain a diverse student body.
- Action 3.1.2: Increase scholarships and assistantships for exceptionally talented applicants, traditionally underrepresented populations, and graduate students.
- Action 3.1.3: Enhance and support curriculum to reflect contemporary practices and inclusive values.
- Action 3.1.4: Increase student-alumni relations through the integration of alumni in the recruiting process, as well as the development of mentoring, networking, and collaborative opportunities for current students.

*Goal 3.2 Promote and increase civic engagement by preparing students to be responsible, lifelong contributors to our democratic society.*

- Action 3.2.1: Incorporate civic engagement into the curriculum by coordination and collaboration among current and new civic engagement activities.
- Action 3.2.2: Increase arts advocacy education.
- Action 3.2.3: Increase Fine Arts student engagement throughout the University campus and within the local community.

**Selected Accountability Measures**

- Percentage of increased enrollment across the College
- Percentage of participation in interdisciplinary studies both within and outside of the College curriculum
- Number of civic engagement and service-learning activities established
- Number of collaborative partnerships established with external groups in on-campus and community-based performances, exhibitions, and other activities
- Number of interdisciplinary partnerships formed that celebrate diversity and foster inclusion in the community
- Number of alumni actively engaged in the College on an annual basis



***Strategic Focus 4:  
Expand and Promote Research and Creative Scholarship***

*Goal 4.1 Increase the level of external funding across the College.*

- Action 4.1.1: Continue to pursue private foundation support for research, creative activity, and scholarship.
- Action 4.1.2: Encourage new and continuing faculty and staff to utilize the grant-writing resources available through the College.
- Action 4.1.3: Increase the number of interdisciplinary and cross-institutional collaborations.
- Action 4.1.4: Encourage and support student involvement in formal research endeavors with faculty mentors.
- Action 4.1.5: Pursue external funding to support research and creative activity by considering flexible and differential teaching and research loads.
- Action 4.1.6: Continue to work with our government relations specialist to promote state and federal creative initiatives and research projects.
- Action 4.1.7: Develop strategies with the Director of Development in the College to leverage matching or cost-sharing requirements of external funding agencies.

*Goal 4.2 Increase resources to enhance support for research endeavors across the College.*

- Action 4.2.1: Seek funding for an endowed, merit-based, competitive College Research Fellowship to enable significant research projects distinct from sabbatical periods.
- Action 4.2.2: Allocate resources to fund graduate research assistantships in each of the Schools, thus facilitating recruiting opportunities in the areas of academic research.
- Action 4.2.3: Increase indirect cost allocations generated by successfully funded research grants and contracts in the College.
- Action 4.2.4: Increase Dean's Travel Awards program.
- Action 4.2.5: Provide funding for faculty and student participation and presentation at academic and creative conferences.
- Action 4.2.6: Fund research and travel for staff and student research and creative activity.

*Goal 4.3 Celebrate and promote the outstanding research, scholarship, and creative pursuits of the College to strengthen the sense of our creative community.*

Action 4.3.1: Establish an annual Dean's Speaker Series to publicly recognize the research accomplishments of College faculty that represent scholarship of national and international prominence.

Action 4.3.2: Acknowledge award recipients and outstanding research and creative activity at the Annual CFA End-of-the-Year Meeting.

Action 4.3.3: Recognize faculty and staff who actively pursue and submit external grant proposals.

#### Selected Accountability Measures

- Increase the Dean's Travel Award Program by 20% in 2019
- Number of faculty participating in annual Dean's Speaker Series
- Number of competitively awarded College Research Fellowships each year
- Number of graduate research assistantships established in each School

### ***Strategic Focus 5: Improve Teaching and Learning Spaces and Infrastructure***

*Goal 5.1 Ensure a safe, efficient, pedagogically effective, artistically excellent, and welcoming physical environment.*

Action 5.1.1: Develop a plan for consistent and regular maintenance to all facilities that provide attractive, well-maintained, and safe areas.

Action 5.1.2: Clarify a college-wide procedure for reporting, prioritizing, and addressing facility concerns.

Action 5.1.3: Create and maintain flexible-use spaces for collaboration across majors, programs, and sequences.

Action 5.1.4: Evaluate the inventory in spaces provided for class instruction and performance to determine functionality and needs.

*Goal 5.2 Enhance services that support teaching, learning, performance, creation, exhibition, research, and collaboration.*

Action 5.2.1: Implement the use of digital portfolios or web spaces across the College containing deliverables from all coursework, providing students and alumni the ability to store and share work in their disciplines.

Action 5.2.2: Create a platform for ongoing training in arts-related digital tools available to students, faculty, and staff.

## Selected Accountability Measures

- Publish and distribute an Annual Maintenance Report
- 25% of students within the College using digital portfolios by 2023
- Create a collaborative space for the College by 2023
- Offer a minimum of one digital tools training session per semester

### ***Strategic Focus 6: Strengthen Alumni and Friend Engagement and Development***

#### *Goal 6.1 Promote and enhance the reputation of the College.*

- Action 6.1.1: Regularly communicate student, alumni, faculty, and staff success stories to feature fine arts career paths and professional accomplishments.
- Action 6.1.2: Promote and invite stakeholders to exhibitions, performances, awards, and special events.
- Action 6.1.3: Showcase philanthropic impact through donor and recipient testimonials and profiles.
- Action 6.1.4: Create donor-centric communications to share with all stakeholders.
- Action 6.1.5: Develop and maintain a College-specific database of alumni, emeritus faculty, donors, community patrons, parents of alumni, prospective students, and other interested and relevant stakeholders.

#### *Goal 6.2 Increase stakeholder engagement in the College.*

- Action 6.2.1: Strengthen ties to alumni through events and communications.
- Action 6.2.2: Create volunteer opportunities, internships, and mentorships that link alumni, emeritus faculty, students, and parents with arts organizations, businesses, and community members.
- Action 6.2.3: Engage academic leaders and faculty in efforts to identify and cultivate donors.
- Action 6.2.4: Educate current students and young alumni about the value and importance of philanthropy.
- Action 6.2.5: Create greater awareness about volunteer groups within the College, such as Friends of the Arts and the Illinois Shakespeare Festival Society.
- Action 6.2.6: Collaborate with all of the Colleges in the University to leverage fine arts events for alumni and community engagement.

*Goal 6.3 Grow the pipeline of major gift and annual fund donors.*

- Action 6.3.1: Increase major gift support through thoughtful and intentional relationship-building that identifies and matches donor passions with College needs and priorities.
- Action 6.3.2: Cultivate and steward major gift supporters and prospects through events that enhance community-building and networking opportunities.
- Action 6.3.3: Create compelling annual fund programs and appeals, including online crowdfunding initiatives with clear needs, goals, objectives, timelines, and leadership.
- Action 6.3.4: Increase annual giving from alumni and community members who identify with fine arts affinity groups, including performing ensembles, studio and visual arts, and outreach programs.

**Selected Accountability Measures**

- Increase the total number of major gift donors by 50%
- Increase the total dollars raised through major gifts by at least 30%
- Increase total number of alumni donors by 25%, including gifts from at least 5% of new graduates
- Increase annual fund contributions by 25%, including gifts from Friends of the Arts and the Illinois Shakespeare Festival Society
- Increase CFA event, performance, exhibition audience attendance by 25%

***Strategic Focus 7:***

***Create a Unified Voice for the College in Print and Social Media Publications***

*Goal 7.1 Promote research and creative scholarship by producing an annual print magazine that incorporates a dedicated scholarship essay from each area of the College.*

- Action 7.1.1: Appoint an editor and elect an editorial board.
- Action 7.1.2: The editorial board will solicit and commission essays that convey the diverse and lively scholarship of the College, ranging from non-specialist to scholarly essays that generate balanced coverage across the College, targeting each School's active alumni population.
- Action 7.1.3: Include distinct sections for alumni news, major upcoming events, current faculty and staff news, current student news, obituaries, donor recognition, and College initiatives.
- Action 7.1.4: Distribute the publication in multiple formats.

*Goal 7.2 Hire or appoint a College Marketing Specialist to improve College publicity.*

Action 7.2.1: Enhance an engaging social media presence that celebrates the entire College.

Action 7.2.2: Leverage traditional marketing strategies.

Action 7.2.3: Develop and streamline the existing unified calendar system to better communicate fine arts events.

Action 7.2.4: Establish a graduate assistantship supervised by the College marketing specialist.

Action 7.2.5: Create a Student Ambassador Program to promote events across the College, focused on the interests of current and future students.

Action 7.2.6: Develop a quarterly electronic College newsletter about student, faculty, staff, and alumni accomplishments and events.

**Selected Accountability Measures**

- Publish annual magazine by 2020
- Quarterly e-newsletter produced and shared by 2018
- Track the effect of marketing on enrollment, event attendance, and contributions, and increase by 10% annually
- Number of student ambassadors actively engaged in marketing and promotions

## MENNONITE COLLEGE OF NURSING STRATEGIC MAP 2018-2023

**Our Mission:** Promote excellence and innovation in education while striving to improve health locally and globally through exceptionally well-prepared nurses.

*Objective 1: Teaching Our Students with Excellence*

Strategic Focus Areas: Programs; Curriculum; Leadership & Development; Technology

*Objective 2: Strategically Grow Research and Scholarly Works*

Strategic Focus Areas: Reputation; Focus; Technology

*Objective 3: Collaborate with Our Community*

Strategic Focus Areas: Strengthen and Develop Partnerships; Develop stronger focus on healthcare delivery outside of acute environment; Capture and highlight community service of college

*Objective 4: Develop Diverse Clinical Experiences for Our Students*

Strategic Focus Areas: Assure varied clinical experiences; Expand clinical partnerships; Expand role of simulation learning to enhance clinical experiences

*Objective 5: Grow and Promote a Premier Institution of Nursing Excellence*

Strategic Focus Areas: Culture; Marketing; Foundation building; Faculty outreach; Faculty and staff development and funding; 100<sup>th</sup> Anniversary Celebration; Business process excellence

**Values:** We value life-long, curious learners and relationships with one another and our community. We strive to improve health, demonstrate excellence in our work; provide service to and care for others; and display empathy, openness, advocacy and purposeful action in an environment that welcomes diversity while promoting inclusion and the celebration of personal and professional accomplishments.

## **MILNER LIBRARY STRATEGIC MAP 2014-2019**

Build a dynamic and multifaceted library integrated into University learning and research

### Optimize access to information

- Determine campus information needs
- Guide campus and community to needed information
- Sustain collections that support learning and research
- Provide technologies for information, discovery, and use
- Enhance convenience of access

### Advance transformative teaching and learning

- Integrate library more fully into curriculum
- Implement program of information skills across the curriculum in collaboration with academic faculty and departments
- Develop repertoire of teaching methods and information content
- Advance teaching of primary source materials

### Enhance strategic partnerships

- Collaborate with students in library planning
- Partner with faculty to integrate library in teaching and research
- Work with University Advancement to increase donor contributions
- Pursue campus partnerships that support strategic priorities
- Collaborate with local libraries and consortia

### Design a facility that enhances learning and research

- Implement a comprehensive long-term space plan
- Enhance efficiency and sustainability of spaces and practices
- Improve the library's appearance, comfort, and functionality
- Engage in collaborations that co-locate services in and out of library
- Integrate campus into discussions about future renovation

### Encourage library faculty and staff excellence

- Nurture a supportive, just, and equitable library culture
- Recruit and retain diverse, qualified, and engaged faculty/staff
- Support continuous and strategic development of faculty and staff
- Support faculty research and creative activity

### Align library resources with strategic priorities

- Exercise efficient and effective stewardship of resources
- Optimize funding for materials, facilities, technology, and personnel
- Define and communicate fundraising priorities
- Align organizational structure with strategic priorities
- Assess library's activities against intended outcomes

# **GRADUATE SCHOOL STRATEGIC PLAN 2018-2023**

The Graduate School of Illinois State University  
Illinois State University  
Fall 2017

## **INTRODUCTION**

Student demographics on university campuses are changing significantly. We are seeing a declining number of high school graduates, shifts in racial/ethnic composition of students going to college, a large number of Illinois high school graduates leaving the state to attend other universities, slight increases in graduate students across the country, increased online graduate degree options, and increased numbers of international students coming to the United States to study. This results in a substantial challenge for ISU, undoubtedly a decline in the number of students who are classified as first time in college, and a prime graduate population to target. In order to meet university enrollment goals, the Graduate School must position itself for growth. With growth it can more readily and substantially contribute to meeting enrollment targets. This document will outline results of the strategic planning process, a ten-year aggressive vision, a SWOT analysis, and results of the three data collection techniques utilized. All of this resulted in 10 strategies (goals) and detailed tactics to achieve in fulfilling the strategies. The strategies and tactics will contribute to the goals and objectives of Educating Illinois. Once the newest version of Educating Illinois is released in spring 2018 these strategies and tactics will be reviewed to ensure they align with ISU's guiding plan.

## **A 10 YEAR VISION**

In 10 years the Graduate School will:

- Have 3,000-3,500 students.
- Offer non-traditional programs/degrees to meet the needs of the workforce including but not limited to accelerated master's degree programs; online opportunities; professional master's degrees; and badges, micro-degrees, and stackable certificates.
- Be staffed at the appropriate level to meet university and program growth goals with a top priority being student recruitment.
- Be valued at all levels of the university and viewed as an integral part of meeting university goals
- Be viewed as an essential part of enrollment management.
- Have at least 15 percent of all graduate students from underrepresented populations.

## **THE PROCESS**

The Graduate School worked with Jeri Beggs, professor in the Illinois State University College of Business, to complete the strategic planning process. It was the desire of the Graduate School to learn the perceptions of its services, what role it plays at the University, and what future direction it should take.

The research phase of this plan had three parts. The first part was a series of six focus groups conducted in November and December of 2015 with five different participant groups including 1) graduate coordinators, 2) graduate program administrative assistants, (3) department chairs/school directors, (4) graduate students and (5) a support group (International Studies, Registrar, Admissions, etc.). Beggs asked a series of questions including such things as:

- What is the role of the Graduate School on campus?
- What does the Graduate School do well?
- What could the Graduate School improve?



- What should the Graduate School be doing that it isn't?
- If you were the director of the Graduate School or the provost, what changes would you make to graduate education?

As the focus groups were being conducted, Beggs met with Troy Johnson, associate vice president for Enrollment Management to discuss the role of the Graduate School in enrollment management.

The second part of the process was a survey informed by the focus group findings. After a thorough review of the data, Beggs, Amy Hurd (director of the Graduate School), and Brent Beggs (professor, School of Kinesiology and Recreation and a survey design expert) collaborated to develop the survey questions. The survey was created using Select Survey and distributed to all ISU graduate faculty members in April 2016. The survey (Appendix B) was divided into six sections including:

- The Role of the Graduate School
- Graduate Students
- Thesis/Dissertation Process
- Perceptions of the Graduate School
- Priorities of the Graduate School
- Open ended general questions

Results included responses from 219 graduate faculty members. The data, analyzed by Brent Beggs, led to 10 research findings, or strategies, that were used as the impetus for establishing the tactics the Graduate School will use to guide its work over the next five years.

Responses were analyzed by faculty rank, college, and involvement with the thesis/dissertation process. Responses did not differ by faculty rank or college. However, a faculty member's involvement in the thesis/dissertation process did have an impact on their responses. The summary of the survey and the summaries by faculty rank, college, and involvement with the thesis/dissertation process are presented in the next section.

For the third part, once the draft strategies and tactics were completed, graduate coordinators and the Graduate Council members were invited to review the findings and provide additional input. Jeri Beggs facilitated this meeting and encouraged the participants to "think outside the box." The input from this meeting resulted in further refinement of the strategies and tactics.

## **STRATEGIES AND TACTICS**

### **Role of Graduate School**

1. Continue to improve the role of the Graduate School in problem-solving, customer service and leadership
  - a. Continue to look for ways to serve our constituents. (ongoing)
  - b. Seek to enhance customer service to faculty, staff, and students. (ongoing)
  - c. Advocate for electronic degree audits to aid faculty staff, and students. (FY 19)
  - d. Investigate graduate student payment options to understand the feasibility of graduate students having a different payment schedule with a first payment due after they receive their first GA stipend payment. (FY 21)
  
2. Advocate for graduate students, student services, and student scholarship and creative activity
  - a. Work closely with the graduate student senator to communicate issues relevant to graduate students. (ongoing)
  - b. Hold a "Coffee with the Director" event inviting all graduate students to share concerns with the staff on a regular basis. (FY 18)
  - c. Develop a plan to best utilize the Graduate Student Advisory Board. (FY 19)

- d. Work with Milner Library's Information Use and Fluency Department/Scholarly librarian to develop the "Grow a Researcher" program. (FY 19)
  - e. Continue to advocate for a second seat on the Academic Senate, which would create representation equal to the percentage of graduate students enrolled at the University. (FY 20)
  - f. Capitalize on establishing/growing programs that meet the demands of potential students and the job market such as:
    - i. Accelerated master's degree programs (FY 18)
    - ii. Online programs (FY 19)
    - iii. Professional master's degrees (FY 22)
    - iv. Interdisciplinary/joint programs (FY 22)
  - g. Investigate low retention rates for doctoral students and determine why students drop out of the program, what point they drop out, and if underrepresented students drop out at a higher rate than others. (FY 21)
3. Maintain standards across campus
- a. Work with departments to recruit more applicants to increase the quality of the applicant pool. (FY 18)
  - b. Review and develop a policy to deal with dual credit courses (300 level) and the lack of standardization for graduate student requirements within them. (FY 18)
  - c. Revise the Graduate Catalog to ensure degree requirements are detailed for each program. (FY 18)
  - d. Review and develop a policy to deal with decimalized courses and the lack of curriculum process review with them. (FY 19)
  - e. Develop an exit survey to determine the quality of the program. (FY 19)
  - f. Re-implement the first year graduate student survey to assess processes and why they chose ISU. (FY 20)
4. Review and improve the thesis/dissertation process including deadlines and formatting
- a. Review the thesis/dissertation process and formatting guidelines in both the Graduate School and the Registrar's Office in order to eliminate inefficiencies. (FY 18)
  - b. Once thesis and dissertations formatting and inefficiencies are reviewed, adjust dates and deadlines to give students more time to complete the thesis/dissertation. (FY 18)
  - c. Hold ProQuest drop-in hours to better serve students at the defense stage of the thesis/dissertation. (FY 18)
  - d. Remove thesis and dissertation proposal approval form submission deadlines to expedite the process. (FY 19)
  - e. Increase the number of workshops aimed at assisting students with the thesis/dissertation process. (FY 20)
  - f. Develop new methods of delivering workshops and resources through the coordinator of Outreach. (FY 20)
  - g. Create an internal research tools certificate for graduate students. (FY 21)
  - h. Develop an embargo policy for theses/dissertations. (FY 22)
  - i. Investigate eliminating ProQuest and using the ISU ReD as the repository. (FY 22)

5. Provide recruitment assistance to programs
  - a. Hold a recruitment workshop for faculty to build skills and learn best practices in recruiting quality graduate students. (FY 18)
  - b. Create the Graduate School summer fellowship where a faculty member works in the Graduate School to develop recruiting strategies, promotional talking points, marketing materials. (FY 18)
  - c. Survey those students accepted to ISU but who did not attend to determine reasons why we are losing graduate students. (FY 18)
  - d. Require departments to develop recruiting plans to receive recruitment funds. (FY 19)
  - e. Investigate EAB resources on graduate recruitment. (FY 19)
  - f. Ensure that all program websites have the online information form to generate prospect lists. (FY 20)
  - g. Develop a communications plan with Admissions to detail how each unit on campus communicates with prospects. (FY 20)
  - h. Develop informational resources to recruit external graduate assistantships. (FY 20)
  - i. Enhance recruitment efforts for underrepresented students. (FY 21)
  - j. Hire a recruiter to work on behalf of the University and the individual departments who will also be responsible for external graduate practicums. (FY 22)
  - k. Increase funding from the Graduate School for recruitment. (FY 22)
  - l. Establish an underrepresented student mentoring program with the Black Graduate Student Association. (FY 22)

### **Perceptions of the Graduate School and Graduate Programs**

6. Integrate across campus the concept that graduate programs add value to the University in terms of prestige and scholarship
  - a. Communicate work of graduate students to upper administration on a regular basis. (FY 18)
  - b. Continue to seek representation of the Graduate School on key committees and with key stakeholders. (FY 18)
  - c. Add dean of the Graduate School to the title of the associate vice president title or the director of the Graduate School to elevate the value of the position and the Graduate School both on campus and across the country. (FY 22)
  - d. Enhance promotion of graduate students and their work at ISU including recognizing awards, publications, and presentations (eg #ShareMyThesis). (FY 21)
  - e. Gather information and promote the research productivity of faculty who involve graduate students in the research process. (FY 20)
  - f. Develop stories for news feeds featuring graduate students. (FY 19)
  
7. Build on the value faculty members have for graduate education to expand program offerings
  - a. Implement the INTO program at the graduate level. (FY 19)
  - b. Create a plan to integrate badges, micro degrees (interdisciplinary studies), and stackable certificates. (FY 21)
  - c. Build strong graduate programs by reviewing underperforming programs and exploring new programs to meet the changing job market. (FY 22)
  - d. Investigate the feasibility of an interdisciplinary degree through stackable certificates or other plans of study. (FY 22)

8. Reposition graduate programs so they get more institutional recognition than they currently receive
  - a. Request that each college assign an associate dean within the college the responsibility of graduate education. (FY 18)
  - b. Elevate the position of the Graduate School in the minds of upper administration so they are a part of the President's Points of Pride, mentioned in talking points to community groups, etc. (FY 20)
  - c. Reinstigate the graduate assistant position within the Graduate School which was lost to budget reductions. The new position would be responsible for marketing including social media, recruitment initiatives, and writing stories of collaboration between students and faculty. (FY 20)
  - d. Create a university wide 3 Minute Project/Issue Competition to encompass non-thesis projects. (FY 21)
  - e. Develop a marketing plan for the Graduate School that showcases the value of graduate education at ISU including diversity, finances, etc. (FY 22)
  - f. In collaboration with the AVP of Research and Graduate Studies, investigate the feasibility of a Student Research Center to facilitate and showcase both undergraduate and graduate research, with undergraduate research leading to Graduate School prospects. (FY 22)

## Graduate Students

9. Advocate that graduate assistants are valuable resources
  - a. Analyze data examining loss of graduate assistants across campus. (FY 18)
  - b. Work with CTLT to provide a teaching certificate for graduate students due to the large number of credit hours they teach. (FY 19)
  - c. Implement a stipend incentive program to attract high quality graduate students. (FY 19)
  - d. Have discussions with colleges and their coordinators about growth of programs directly resulting in the growth of graduate assistants. (FY 20)
  - e. Explore opportunities to provide more work experience for international students. (FY 20)
  - f. Continue to advocate our U.S. Congressional representatives to change the tax code impacting graduate assistant tuition waivers. (FY 20)
  - g. Develop new external practicum graduate assistantships to fund additional positions. (FY 21)
  - h. Establish teaching resources for graduate teaching assistants through CTLT. (FY 21)
  - i. Provide more transparency within colleges in how graduate assistantships are distributed to programs. (FY 22)
  - j. Monitor graduate assistants (GAs) across campus including continued efforts to increase graduate student stipends to competitive national levels as the state and university budgets permit, the number of GA positions, and the distribution of GAs within programs and departments. (FY 22)
  
10. Recognize that graduate students are different than undergraduate students and that different services are required to support them.
  - a. Meet with Student Affairs to review services available to graduate students and market them to students. (FY 18)
  - b. Investigate the library services needed by graduate students. (FY 18)
  - c. Promote the resources available to graduate students such as Career Services, Milner Library, and CTLT. (FY 19)
  - d. Work with Milner Library to develop a section of the website that specifically targets the needs to graduate students. (FY 19)
  - e. Create an all graduate student orientation. (FY 19)
  - f. Investigate writing resources on campus for both domestic and international students. (FY 20)
  - g. Develop webinars of the professional development series so that part-time students may benefit from the workshops without being on campus. (FY 20)

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## **SECTION IV**

### **PROGRAM REVIEWS**

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## **SUMMARIES OF 2018-2019 PROGRAM REVIEWS**

During academic year 2018-2019, program review self-study reports were submitted by 18 academic programs. A summary report for each program is included in this Section IV. No research or service centers were scheduled for review during the 2018-2019 program review cycle.

### **ABOUT PROGRAM REVIEW AT ILLINOIS STATE UNIVERSITY**

Each degree program offered by the University is reviewed every eight years. Each certificate program is addressed in the review of its parent academic program. Research and service centers recognized by IBHE are reviewed every four years. A schedule of program, certificate, and center reviews is included at the end of this section, following the program review summaries.

Program review at Illinois State University is conducted in accordance with principles of shared governance set forth in university governing documents. Faculty members of the institution have primary responsibility for the quality of its academic programs. Accordingly, faculty members conduct extensive analyses of the programs they teach, with input from other program stakeholders such as students, alumni, program advisory board members, and employers of program graduates. Faculty members report findings of their analyses in self-study reports submitted to the Academic Planning Committee of the University through the department or school and college in which the program resides.

The Academic Planning Committee is an external committee of the Academic Senate charged with facilitating review of academic programs and centers by their faculty, reviewing self-study reports submitted by faculty, and making recommendations intended to maintain and enhance program and center quality. The Academic Planning Committee consists of faculty, students, and administrators. Faculty members include a representative appointed by each college dean and confirmed by the Faculty Caucus of the Academic Senate, the Academic Senate chairperson, and a representative from the Academic Affairs Committee of the Academic Senate. Students members include an undergraduate student selected by the Student Government Association and a graduate student selected by the Graduate Student Association. Administrators include the Associate Provost (who traditionally facilitates the committee), the Director of Graduate Studies, a staff member from University Assessment Services, and a staff member from the Office of the Provost (who is a non-voting member of the committee responsible for committee logistics).

The Academic Planning Committee reports its findings and recommendations to program and center faculty, the Academic Senate, and the Vice President for Academic Affairs and Provost. Findings and recommendations are finalized through their acceptance by the Provost and their publication in the Academic Plan.

Program review summaries included in this plan are based on review by the Academic Planning Committee of self-study reports compiled by faculty in 2017-2018 and submitted to the committee in fall 2018. The Academic Planning Committee extensively discussed the self-study reports beginning in October 2018 and continuing through March 2019. In April-May 2019, committee representatives conferred with faculty and administrators associated with each program regarding preliminary committee findings and recommendations. The committee took into consideration feedback received during the program consultations when finalizing the summary reports. Members of the Academic Planning Committee for 2018-2019 are listed in the Acknowledgements section of this plan.

Each program review summary report included in this section sets forth a review outcome as required by and in accordance with the Illinois Administrative Code. The code prescribes three possible review outcomes: Good Standing, Flagged for Review, and Temporary Suspension. Each summary also includes actions recommended by the Academic Planning Committee for maintaining and enhancing program quality during the period ending with the subsequent review of the program. In a few instances, the Academic Planning Committee has asked faculty to address issues and report back to the committee well prior to the subsequent program review.

For more information regarding the program review process at Illinois State, including the most recent summary report for every program and center at the institution, see <https://provost.illinoisstate.edu/planning/program/>.



## **ABOUT CLASSIFICATION OF INSTRUCTIONAL PROGRAM (CIP) CODES**

The header of each program review summary report that follows identifies the Classification of Instructional Programs code, or CIP code, associated with the program, followed by the title of the CIP code classification. The code for each program has been assigned by the Illinois Board of Higher Education from a taxonomic scheme originally developed by the National Center for Education Statistics in the U.S. Department of Education. The CIP taxonomy was introduced in 1980 and was revised in 1985, 1990, 2000, and 2010. The National Center for Education Statistics has initiated review and revision of the 2010 edition. Its release is expected by fall 2019, and its implementation is expected to begin in 2020-2021. For more information about CIP codes, see <https://nces.ed.gov/ipeds/cipcode>.

The CIP code assigned to each program is intended to reflect the field of study that is the focus of the program. Assignment of CIP codes by IBHE supports comparison of similar programs at universities across the state and nation. The CIP code identified in the header of each report that follows is most likely the code assigned to the program by IBHE at the time IBHE authorized Illinois State University to offer the program. In some instances CIP codes are changed as the CIP taxonomy is revised. In some instances the CIP code assigned to a program may have subsequently been changed by IBHE, typically at the request of the University, to account for changes in program focus and content.

# REVIEW OF THE B.S. IN ATHLETIC TRAINING

Classification of Instructional Programs (CIP) Code: 51.0913  
Athletic Training/Trainer

## OVERVIEW

The B.S. in Athletic Training program at Illinois State University is housed in the School of Kinesiology and Recreation within the College of Applied Science and Technology. The school also offers undergraduate minors in Athletic Coaching, Exercise Science, and Recreation and Park Administration; a B.S. in Exercise Science; a B.S., B.S.Ed. in Physical Education; a B.S. in Recreation and Park Administration; and an M.S. in Kinesiology and Recreation with eight sequences. The last review of the B.S. in Athletic Training program occurred in 2011-2012.

The B.S. in Athletic Training program is designed to qualify its graduates to take the national Board of Certification examination, passage of which is required to obtain the Certified Athletic Trainer (ATC) credential. Obtaining the undergraduate degree and the ATC credential is required for licensure to practice as an athletic trainer in Illinois.

This is the last program review for the B.S. in Athletic Training program. The consortium of organizations governing the athletic training profession nationally is transitioning the gateway degree for the profession from the bachelor's degree to the master's degree. Accordingly, the School of Kinesiology and Recreation has proposed establishment of a Master of Athletic Training program and disestablishment of the B.S. in Athletic Training program. The Master of Athletic Training proposal was approved by the Academic Senate of Illinois State University on November 28, 2018. On February 22, 2019, the Board of Trustees of the University authorized an application to the Illinois Board of Higher Education for authority to offer the Master of Athletic Training degree. That application is currently scheduled for review by the IBHE board at its August 6, 2019 meeting. A proposal to disestablish the B.S. in Athletic Training program was approved by the Academic Senate on April 5, 2019. The School of Kinesiology and Recreation has adopted a plan for helping students remaining in that program to complete it and take the national certification examination before the gateway degree transition has been completed nationally.

One of the eight sequences in the M.S. in Kinesiology and Recreation program is athletic training. That plan of study differs from the plan of study of the B.S. in Athletic Training program in that the former is intended to provide advanced training to licensed athletic trainers. The athletic training sequence will be retained after establishment of the Master of Athletic Training program to continue to serve those already licensed to practice in the field.

### Enrollment and Degrees Conferred, 2011-2018

#### B.S. in Athletic Training, Illinois State University

First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
Enrollment, fall census day	122	129	149	138	174	196	184	145
Degrees conferred, graduating fiscal year	23	24	18	27	23	30	23	28

Table note:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

**EXECUTIVE SUMMARY  
PROGRAM REVIEW SELF-STUDY REPORT**

**Program goals**

- To develop graduates who possess entry-level knowledge and skills in the prevention, recognition, treatment, and rehabilitation of athletic injuries while emphasizing integrated learning, problem-solving, critical thinking, and professionalism.
- To prepare graduates to successfully challenge the Board of Certification exam and become certified athletic trainers who foster excellence, either by entering the work force or continuing educational pursuits in seeking an advanced degree.

**Students learning outcomes**

Upon completion of the B.S. in Athletic Training degree, the athletic training student will ...

- Understand evidence-based practice concepts and their application.
- Possess the ability to develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses, optimizing patient overall health and quality of life.
- Possess strong clinical examination and reasoning skills, based on an understanding of anatomy, physiology, and biomechanics that will enable the athletic trainer to accurately formulate a differential diagnosis.
- Be knowledgeable and skilled in the evaluation and immediate management of acute illnesses and injuries.
- Be knowledgeable and skilled in the development and implementation of therapeutic interventions designed to maximize a patient's participation and health-related quality of life.
- Recognize abnormal social, emotional, and mental behaviors in their patients and possess the ability to intervene and refer these individuals as necessary.
- Understand risk management, health care delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.
- Embrace the need to practice within the limits of state and national regulation using moral and ethical judgment, while working collaboratively with other health care providers, referring patients appropriately when such referral is warranted.

**Program curriculum** (2018-2019)

Graduation requirements:

120 credit hours consisting of 15 credit hours in foundational kinesiology and recreation courses, 34 credit hours in athletic training core courses, at least 5 credit hours of professional practice, 6 credit hours of interdisciplinary courses in family and consumer sciences and health sciences, 39 credit hours of General Education courses, and electives needed to complete the 120 credit hours.

**Program delivery**

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

The School of Kinesiology and Recreation sponsors short-term cultural immersion experiences in Costa Rica, Poland, and Russia.

**School faculty** (Fall 2018)

24 tenure track faculty members (7 Professors, 8 Associate Professors, and 9 Assistant Professors)

17 non-tenure track faculty members (11 full-time and 6 part-time, totaling 13.99 FTE)

Undergraduate student to faculty ratio: 24.7 to 1

Undergraduate student to tenure-line faculty ratio: 38.1 to 1

Core faculty for the B.S. in Athletic Training program includes three tenure-line faculty members and one non-tenure track faculty member.

### **Specialized accreditation**

The B.S. in Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). That accreditation is necessary for graduates of the program to take the national Board of Certification examination and to apply for licensure in Illinois. CAATE last accredited the program in October 2012, and the program has remained in good standing with CAATE since then. With submission of the next request for re-accreditation, due July 1, 2022, the School of Kinesiology and Recreation will request transfer of the accreditation from the B.S. in Athletic Training program to the Master of Athletic Training program, if the latter program has been approved by the Illinois Board of Higher Education.

### **Changes in the academic discipline, field, societal need, and program demand**

The most notable change to the athletic training profession since the 2011-2012 review of the B.S. in Athletic Training program is the mandate from the national accrediting body for the discipline (CAATE) to move the entry-level degree for the profession to the master's level. This change has come with mixed feelings for athletic training faculty at Illinois State. As program metrics have indicated, the B.S. in Athletic Training program has been very successful in preparing entry-level professionals in the field. At the same time, faculty recognizes the benefits to the profession and to the educational experiences of the students by moving the entry-level degree to the master's level. In early 2018, CAATE released its *Standards for Accreditation of Professional Athletic Training Programs* at the master's level. The new standards will become effective in July 2020 and will guide accreditation of the new master's-level gateway programs. Timing of the release has allowed athletic training faculty in the School of Kinesiology and Recreation to begin planning implementation of the standards through the Master of Athletic Training program, which faculty has proposed to replace the B.S. in Athletic Training program (at this writing, approval of the Master of Athletic Training program is pending approval by the Illinois Board of Higher Education). Faculty members are excited to critically evaluate the undergraduate athletic training program and to incorporate findings of that evaluation with strategies used in the post-professional athletic training sequence of the M.S. in Kinesiology and Recreation program to design the new master's program. It is unclear how moving the gateway degree to the master's level will affect student demand for athletic training instruction offered by Illinois State. Faculty is optimistic that the reputation Illinois State has earned through its undergraduate athletic training program will attract Master of Athletic Training program cohorts enrolling between 25 and 30 students.

### **Responses to previous program review recommendations**

In response to previous program review recommendations, athletic training program faculty members have successfully undertaken several significant initiatives with respect to the B.S. in Athletic Training program. Faculty completed a comprehensive program self-study preparatory to a request to CAATE for continuing accreditation of the program. The request resulted in continuing accreditation of the program in 2012 for the maximum term granted by CAATE (10 years). Faculty has since continued to monitor the program for its compliance with accreditation standards as those standards have been revised by CAATE. As enrollment in the B.S. in Athletic Training program has increased, additional clinical sites have been needed to accommodate the additional students. Faculty members have arranged four additional clinical sites for the fall and spring semesters and four additional clinical sites for summer internships. Efforts have been made by the school to increase support for faculty professional development, especially for pre-tenured faculty. The school has supported faculty research through equipment purchases and travel awards for conference participation. The school also has made it possible for at least one faculty member to attend the CAATE accreditation conference each of the last three years. A major student-oriented program emphasis since the prior program review has been increasing involvement of students in research outside the classroom. Faculty members have encouraged undergraduate athletic training students to help them with their research. Numerous undergraduate students participating in the Honors program have developed and conducted their own research. In several instances, faculty and/or students have disseminated their research findings through professional presentations or publications.

## **Major findings**

This program review highlights the critical juncture for athletic training education across the United States. Since the last program review, the B.S. in Athletic Training program at Illinois State University has positioned itself as a premier preparer of athletic trainers in the Midwest and beyond. With the impending transition of the gateway degree for the profession to the master's level, the School of Kinesiology and Recreation will need to examine strategies for recruiting talented students to its new Master of Athletic Training program. More specifically, the school needs to identify and develop relations with other undergraduate programs at the University and at other institutions as preparers of students for enrollment in the Master of Athletic Training program. One local example includes the newly-developed Health Promotion and Fitness Management program at Illinois Wesleyan University. By collaborating with institutions that do not have or seek to have a master's-level professional athletic training program, the School of Kinesiology and Recreation can selectively recruit students who are prepared to succeed in its new master's program. Finally, while the process of transitioning the gateway degree to the master's level will not be without challenges, this mandate has allowed athletic training faculty to critically examine how they can best imbue students with the knowledge, skills, and attitudes needed to succeed in the athletic training profession.

## **Initiatives and plans**

- Complete the new graduate program proposal process.
- Successfully apply to the IBHE for a new professional athletic training program.
- Identify potential feeder programs on campus and throughout the state and region to examine possible collaborations.
- Fully implement the 2020 *Standards for Accreditation of Professional Athletic Training Programs* into the Master of Athletic Training program at Illinois State University.
- Prepare for and execute a successful self-study and site visit for continuation of accreditation at the master's level.
- Increase opportunities for the dissemination of graduate student research at state, district, and national conferences.

## **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

**Review Outcome.** The Academic Planning Committee, as a result of this review process, finds the B.S. in Athletic Training program to be in Good Standing.

The Academic Planning Committee recognizes this review of the B.S. in Athletic Training program as the last for the program before its disestablishment. At this writing, a proposal by the School of Kinesiology and Recreation to replace the program with a new Master of Athletic Training program is pending approval by the Illinois Board of Higher Education (IBHE). Prompting the change is a change in the athletic training profession nationally to require a master's degree in athletic training rather than a bachelor's degree to qualify for certification and licensure to practice in the field.

The committee thanks faculty of the B.S. in Athletic Training program for a concise program review report that critically assesses strengths and weaknesses of the program to inform development of the replacement Master of Athletic Training program. The committee commends faculty for its efforts to prepare the self-study report, particularly in light of concurrent efforts needed on the part of faculty to design the new program. The transition from an undergraduate athletic training degree to a master's degree has involved preparing applications for approval by internal curriculum committees, by the Board of Trustees of the University, and by IBHE. The transition has also involved work by athletic training faculty members with their colleagues in the B.S. in Exercise Science program to develop a new allied health professions sequence in that program. The new sequence is intended to enroll students working toward acceptance to the new Master of Athletic Training program or to other master's level programs designed to prepare students for certification and licensure in allied health fields including athletic training. The new sequence has been approved at all curricular levels and is expected to enroll its first students in fall 2019.

The committee congratulates faculty for maintaining the B.S. in Athletic Training program in good standing with the Commission on Accreditation of Athletic Training Education (CAATE), the specialized accreditation association in

the field. In September 2013 CAATE awarded the program continuing accreditation for up to 10 years. Faculty has maintained that accreditation in good standing since then. As a result, obtaining accreditation for the new Master of Athletic Training program, which is essential for its graduates to qualify for certification and licensure, will involve a request to transfer CAATE accreditation from the B.S. in Athletic Training program to the Master of Athletic Training program rather than submission of a voluminous application for initial accreditation.

The committee recognizes faculty and staff members for their efforts since the prior program review to recruit students to the B.S. in Athletic Training program and for accommodating enrollment increases resulting from those efforts. Enrollment has increased from 122 students (fall 2011) to 184 students (fall 2017). Since the prior review, the program has remained the largest undergraduate athletic training program in the state with respect to both enrollment and degrees conferred. The committee also recognizes faculty and staff for their successful efforts to increase diversity among students in the program with respect to race/ethnicity. The percentage of students in the program self-identifying with racial/ethnic groups traditionally underrepresented in the discipline increased from 21.7 percent in fall 2014 to 31.0 percent in fall 2017. The program has maintained a gender balance of approximately 55 percent women and 45 percent men. All program faculty members have received training in working with lesbian, gay, bisexual, transgender, and queer (LGBTQ+) members of the university community.

The committee commends faculty and staff members for their efforts to graduate students within four years of their enrollment in the program and for successfully preparing students for certification and licensure. Of students completing the program in Fiscal 2016, 100 percent graduated within four years compared to 63.9 percent across all undergraduate programs at the University. In Fiscal 2017, 83.3 percent of athletic training program graduates completed in four years compared to 67.3 percent university-wide. All CAATE-accredited athletic training programs are required to annually report to CAATE the three-year aggregate first-time pass rate for graduates taking the national certification examination. The most recent rate reported to CAATE by the School of Kinesiology and Recreation at Illinois State University is 96 percent, compared to 83 percent nationwide.

Critical to successes in preparing students for certification and licensure are the numerous clinical and practicum experiences available to students. The program of study includes 1,200 clock hours of supervised out-of-class clinical work (approximately 20 hours per week), through which students practice under the supervision of a preceptor. Students also complete a summer internship. Due to program enrollment increases, additional clinical opportunities have been needed to accommodate all students. Faculty and staff members have responded to the need by arranging new sites for out-of-class clinical work and for internships, among them Athletico Physical Therapy, Ivy Rehab, the Peoria Rivermen hockey club, McLean County Orthopedics, Hopedale Medical Complex, Carle Sports Medicine, USA Volleyball, and the Indianapolis Colts football organization. Having the additional sites will provide students entering the new Master of Athletic Training program with clinical options they would not otherwise have had. The committee also recognizes faculty and staff members for their contributions to the Sports Medicine and Rehabilitation Therapy (SMART) Clinic at the University, which provides on-campus clinical opportunities for athletic training students.

**Recommendations.** The Academic Planning Committee thanks faculty members of the B.S. in Athletic Training program for the opportunity to provide input regarding athletic training instruction at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations are provided in a spirit of collaboration with Athletic Training faculty members as they plan and implement the transition in professional athletic training education at Illinois State from the undergraduate level to the graduate level.

**Implement the plan for mentoring students still enrolled in the program.** Critical to disestablishing any academic program are efforts to honor the responsibility the institution has to students still enrolled in the program by helping them complete the degree. Making good on this responsibility is especially important for students in the B.S. in Athletic Training program, as beyond 2022-2023 a bachelor's degree in the field will no longer suffice for certification and licensure to practice. The committee recognizes faculty for its commitment to students remaining in the program through development of a teach-out plan. The committee encourages vigilance on the part of faculty with regard to implementation of the plan and timely graduation of all students eligible to do so.

**Collaborate with undergraduate programs to prepare students for the Master of Athletic Training program.**

Continued success at Illinois State in preparing students for athletic training careers will depend greatly on the ability of the School of Kinesiology and Recreation to recruit students with appropriate undergraduate credentials to the new Master of Athletic Training program. The committee concurs with faculty plans to identify and collaborate with undergraduate programs throughout the state and region that prepare students for graduate-level education in athletic training. Among such programs are the new allied health professions sequence of the B.S. in Exercise Science program in the School of Kinesiology and Recreation and the new Health Promotion and Fitness Management program at Illinois Wesleyan University. A critical aspect of those collaborations will be working with faculty at other institutions to identify their undergraduate courses that meet pre-requisite requirements of the new Master of Athletic Training program.

**Seek financial assistance to support students enrolling in the Master of Athletic Training program.** Another challenge facing athletic training faculty as it transitions to the new Master of Athletic Training program is finding sources of financial aid for students unable to pursue the degree without financial assistance. The challenge is made that much more difficult because students entering the Master of Athletic Training program will not already be eligible to work as athletic trainers while in the program, as is the case with students enrolling in the existing post-professional athletic training sequence of the M.S. in Kinesiology and Recreation program. The committee is concerned that the challenge of access to financial assistance may impede efforts on the part of faculty to recruit a diverse and academically well-prepared student population. The committee encourages athletic training faculty to work with the school, college, and Graduate School to seek solutions to this challenge.

**Increase faculty diversity.** The committee recognizes the School of Kinesiology and Recreation for the gender diversity among its full-time faculty members (59 percent women and 41 percent men in fall 2017). However, according to the program review self-study report, only one of the 35 full-time faculty members in the school self-identifies with a racial/ethnic group traditionally underrepresented in the discipline and field. The committee encourages athletic training faculty members to work with their faculty colleagues in the school to increase representation of persons of color on the faculty as faculty positions come open. The committee also recommends recruiting for diversity with respect to other identities and with respect to the expertise, interests, and perspectives faculty members bring to the school. One step in doing so might be for faculty to review and evaluate past efforts to recruit for diversity to identify recruitment strategies to continue and those to change. The newly-established Diversity and Inclusion Committee in the school could provide an appropriate venue for these efforts.

**Develop and implement a methodologically-sound student learning outcomes assessment plan for the Master of Athletic Training program.** The committee acknowledges work athletic training faculty has done since the prior program review to develop and implement a methodologically-sound student learning outcomes assessment plan for the B.S. in Athletic Training program and to utilize assessment findings to inform program evaluation and modification. The committee encourages faculty to draw on those experiences to develop and implement a methodologically-sound student learning outcomes assessment plan for the new Master of Athletic Training program. The committee recommends that faculty draw on findings obtained through implementation of the new plan to evaluate the program and identify the need for any program modifications. The committee recommends that faculty document any changes made to the program based on assessment findings and the rationale for those changes.

**Continue collaborating with Milner Library to provide research resources and information fluency instruction in support of the Master of Athletic Training program.** The committee recognizes ongoing collaborative efforts of School of Kinesiology and Recreation faculty and Milner Library faculty to assess and prioritize the kinesiology and recreation research collection maintained by the library, including periodical literature that supports the athletic training program. The committee encourages school and library faculty to continue its joint efforts to build and maintain a research collection that supports both professional and post-professional athletic training education at the graduate level. The committee also recognizes collaboration of school and library faculty in providing information fluency instruction to students in the school. The committee recommends a collaborative effort to develop a tiered approach to information fluency instruction in the new Master of Athletic Training program as faculty members finalize the curriculum, course content, and assessment plan.

# REVIEW OF THE B.S. IN EXERCISE SCIENCE

Classification of Instructional Programs (CIP) Code: 31.0505  
Kinesiology and Exercise Science

## OVERVIEW

The B.S. in Exercise Science program at Illinois State University is housed in the School of Kinesiology and Recreation within the College of Applied Science and Technology. The school also offers undergraduate minors in Athletic Coaching, Exercise Science, and Recreation and Park Administration; a B.S. in Athletic Training; a B.S., B.S.Ed. in Physical Education; a B.S. in Recreation and Park Administration; and an M.S. in Kinesiology and Recreation with eight sequences. The last review of the B.S. in Exercise Science program occurred in 2011-2012.

The B.S. in Exercise Science program provides instruction in physiology, biomechanics, and sports psychology to prepare students for careers in the fitness and wellness industry. In addition, the program serves students preparing for graduate training required to practice in an allied health profession such as physical therapy or occupational therapy. Enrollment in the Exercise Science program has surged 60 percent since the 2011-2012 program review, to an historical high of 308 students in fall 2018.

As this program review cycle concludes and a new one begins, the Exercise Science program is prepared to begin implementing a re-organized curriculum that offers separate sequences, one for students seeking to work in fitness and wellness and one for students working toward an allied health career. The latter sequence is expected to serve students who in prior years would have applied for admission to the B.S. in Athletic Training program offered by the School of Kinesiology and Recreation. That program is being phased out by the school due to a change in the gateway degree required for the athletic training profession, from the bachelor's degree to the master's degree.

### Enrollment and Degrees Conferred, 2011-2018

#### B.S. in Exercise Science, Illinois State University

First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
Enrollment, fall census day	193	188	176	197	218	252	261	308
Degrees conferred, graduating fiscal year	59	48	68	68	67	49	73	62

Table note:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

## EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

### Program goals

The Exercise Science major provides students with knowledge of the scientific principles underlying human movement and performance and with experiences applying that knowledge. The knowledge and experiences prepare graduates for life-long learning and careers in fitness, sports performance, health/wellness, rehabilitation, or exercise science research.

### Students learning outcomes

Upon completion of the B.S. in Exercise Science program, the exercise science student will ...

- Have acquired foundational knowledge pertaining to the study of human movement and physical activity.
- Be able to apply foundational knowledge of human movement and physical activity.



- Be able to demonstrate the ability to assess human performance related characteristics of individuals from diverse populations.
- Be able to demonstrate the ability to design, implement, manage, and evaluate safe and effective physical activity programs for individuals from diverse populations in a variety of settings.
- Be able to effectively engage in critical thinking and communication regarding contemporary issues related to human movement and physical activity.
- Be a proponent of leading a physically active lifestyle.

### **Program curriculum** (2018-2019)

Graduation requirements:

120 credit hours consisting of 55 credit hours in the major and 39 credit hours of General Education courses, with the balance earned through electives. The 55 credit hours in the major include 20 credit hours in foundational kinesiology and recreation courses, 23 credit hours in exercise science courses, and 12 credit hours earned by completing one of two options. Option 1 consists of 2 credit hours of a professional practice seminar and 10 credit hours of professional practice. Option 2 consists of 12 credit hours of advanced study through courses approved by exercise science faculty.

### **Program delivery**

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

The School of Kinesiology and Recreation sponsors short-term cultural immersion experiences in Costa Rica, Italy, New Zealand, Poland, and Russia.

### **School faculty** (Fall 2018)

24 tenure track faculty members (7 Professors, 8 Associate Professors, and 9 Assistant Professors)

17 non-tenure track faculty members (11 full-time and 6 part-time, totaling 13.99 FTE)

Undergraduate student to faculty ratio: 24.7 to 1

Undergraduate student to tenure-line faculty ratio: 38.1 to 1

Core faculty for the B.S. in Exercise Science program includes nine tenure-line faculty members and three non-tenure track faculty members.

### **Specialized accreditation**

The B.S. in Exercise Science program is not affiliated with a specialized accreditation association.

### **Changes in the academic discipline, field, societal need, and program demand**

The B.S. in Exercise Science program continues to experience enrollment growth due to sustained and growing interest in the program from two primary groups. One group consists of students seeking an undergraduate degree to qualify for positions related to fitness, wellness, sports enhancement, or strength and conditioning upon graduation from the program. In recent years more students in the B.S. in Exercise Science program have sought internships in those fields. Program faculty expect that level of interest to continue or increase in the coming years. A second group consists of students seeking an undergraduate degree to prepare them for advanced training in an allied health field that requires at least a master's degree to practice, such as physical therapy or occupational therapy. Demand from the latter group is expected to further increase in the coming years as the gateway degree for athletic trainers is transitioned by the accrediting body in the field from the bachelor's level to the master's level. That change has affected athletic training education offered by the School of Kinesiology and Recreation, which has disestablished its B.S. in Athletic Training program and applied to the Illinois Board of Higher Education for authority to confer a Master of Athletic Training degree instead. The Exercise Science program is well-prepared to meet additional demand for students seeking to prepare for allied health fields, including athletic training, through its new allied health sequence, which is scheduled to begin enrolling students in fall 2019.

### **Responses to previous program review recommendations**

The 2011-2012 program review resulted in recommendations to keep enrollment goals and program resources aligned, establish additional clinical sites to serve the growing number of students in the program, develop a plan to track alumni, and recruit faculty and students who self-identify with traditionally underrepresented racial/ethnic groups. Enrollment and instructional capacity have been carefully monitored by faculty over the last seven years. Enrollment increases have largely been accommodated by offering additional sections taught by existing faculty members and by slightly increasing class sizes. However, in 2018-2019 the provost authorized a search for an additional tenure-line faculty member to increase the instructional capacity of the program. The need for additional clinical sites to accommodate the growing number of students seeking internships was ameliorated in the short term by advising students to complete their internships in their hometowns during the summer following completion of their coursework. In the longer term, the demand for internships is expected to ease through reorganization of the curriculum into two sequences, only one of which requires an internship. Since the last review, the program has used contact information collected through administration of a student exit survey to increase communications with alumni. The program has also encouraged alumni to participate in profession- and career-oriented social media sites, such as a program alumni Facebook group and LinkedIn. Efforts to recruit for diversity among students and faculty, through recruitment fairs, tours, and informational meetings, continue.

### **Major findings**

When it was first established, the curriculum of the B.S. in Exercise Science program was intended to serve students interested in careers in the fitness and wellness industries upon graduation. The curriculum as it has evolved since then continues to serve those students well. However, at the time of the last program review, faculty noted an increase in the number of students enrolling in the program to prepare for graduate-level education in an allied health field. To accommodate those students, faculty modified the curriculum to allow an exemption from the fitness and wellness internship requirement, to permit students to instead take courses directly related to their chosen allied health field. The growing number of students seeking the exemption since its introduction demonstrates continued growth in the number of students working toward an allied health career. Such students will be even better served in the coming years through introduction of the allied health professions sequence in fall 2019, while students seeking fitness and wellness careers will be served through the new health and human performance sequence. A continuing issue for the program is the capacity of faculty to maintain program quality as demand for both plans of study continues to increase. Through changes in class offerings, increases in class sizes, and hiring a new tenure-line faculty member, the program has been able to serve additional students while maintaining program quality. In the coming years, however, creative approaches to course delivery may be necessary to continue to do so.

### **Initiatives and plans**

- Implement the new curriculum (i.e., the introduction of sequences).
- Continue to monitor and address the impact of the new curriculum on demand for upper-level classes, instructional capacity, and equipment needs.
- Continue to explore use of alternative revenue sources to maintain program quality in light of enrollment growth.

## **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

**Review Outcome.** The Academic Planning Committee, as a result of this review process, finds the B.S. in Exercise Science program to be in Good Standing.

The Academic Planning Committee thanks faculty and staff of the B.S. in Exercise Science program for a complete and forward-looking self-study report. A particularly noteworthy component of the report is the analysis of comparator and aspirational programs. The analysis evidences considerable research by faculty, including contacts with colleagues at other institutions. The section also evidences contextualization of findings, through articulation of action goals.

The committee acknowledges increasing enrollments in the B.S. in Exercise Science program since the prior program review and commends faculty and staff for accommodating the increases. Enrollment has grown from 168 students in fall 2010 to 308 students in fall 2018. Effectiveness of faculty and staff in accommodating the larger student population is evidenced by retention rates, graduation rates, and percentages of program completers graduating within four years that consistently exceed averages across all undergraduate programs at the University. For example, 84.6 percent of Fiscal 2016 graduates who had enrolled at the University as first-time-in-college students and earned the B.S. in Exercise Science degree graduated from the program within four years, compared to 63.9 percent across all undergraduate programs. The program has also worked toward timely graduation of students entering the program as external transfer students, through development of articulation agreements with community colleges. Success of those efforts is evidenced by average credits earned by transfer students at the time of graduation at or below the average across all undergraduate programs at the University.

The committee commends faculty for involving students in research and co-curricular activities. Students are encouraged by faculty members to assist them with their research and to collaborate in presenting research findings at regional and national conferences or in publishing research findings in academic journals of the discipline. The committee further commends faculty members for their intentional efforts to encourage students to participate in the Honors program (e.g., by providing information regarding honors opportunities in all course syllabi) and for accommodating students who choose to do so by arranging research projects with them. Those efforts have contributed to admission of program graduates into master's programs at research-intensive institutions such as Duke University, Washington University (St. Louis), and the University of Illinois at Chicago. The committee encourages faculty to continue engaging students in these research endeavors and to document both the collaborations and their outcomes. The program offers numerous co-curricular learning experiences in addition to the opportunities for research. The committee recognizes the multiple field observations designed to help students choose their career path; cultural immersion opportunities in Russia, Costa Rica, Poland, Italy, and New Zealand; and activities sponsored by the Exercise Science Club, the registered student organization for students in the program, such as the annual field trip to allied health facilities in nearby metropolitan areas.

The committee commends faculty for its work in recent years to plan the allied health professions sequence, which is designed to prepare students intending to seek admission to professional programs on the graduate level leading to work in athletic training, physical therapy, occupational therapy, or a related field. Those efforts are especially significant given planned replacement by the School of Kinesiology and Recreation of its long-standing B.S. in Athletic Training program with a Master of Athletic Training, in response to transition of the entry-level degree required to practice in that field from the bachelor's degree to the master's degree. The new allied health professions sequence will not only provide a path for students seeking to prepare for graduate athletic training study but will also provide a clearer path for students preparing for graduate work in other allied health fields.

The self-study report refers to stresses on faculty and on other program resources resulting from increases in enrollment since the last program review. Introduction of the allied health professions sequence in fall 2019 could exacerbate those stresses. Accordingly, the committee asks faculty and staff to further study enrollment and program resource needs for the coming program review cycle, adopt strategies for keeping enrollment goals and program resources aligned, and document those strategies in a follow-up report submitted to the Office of the Provost. The committee asks the School of Kinesiology and Recreation to submit the report on behalf of the program by December 15, 2019. The committee asks that the report at minimum set forth enrollment targets for first-time-in-college students, external transfer students, and internal transfer students for each sequence, instructional capacity needed to accommodate students if those targets are achieved, recruitment strategies for building applicant pools that are diverse with respect to race/ethnicity and gender, and strategies for promoting an inclusive environment conducive to maintaining diversity. Strategies faculty might deploy to recruit for diversity include outreach to high schools with high percentages of students identifying with traditionally underrepresented racial/ethnic groups, seeking articulation agreements with community colleges serving those high schools, and fundraising for scholarships for use in recruiting students to complement awards offered by the school for retention purposes. Strategies for maintaining an inclusive environment might include offering clinical experiences in a variety of settings involving a variety of client types, considering diversity when selecting course content, and recruiting for faculty diversity.

**Recommendations.** The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2026, the committee asks the program to describe actions taken and results achieved for each recommendation.

**Implement and evaluate the allied health professions sequence.** The committee recognizes that a key task ahead of exercise science faculty is implementing the new allied health professions sequence, which is scheduled to enroll its first students in summer/fall 2019. The committee encourages faculty to regularly monitor implementation of the sequence to identify any modifications that may be needed to best meet sequence goals. During the coming program review cycle, the sequence is expected to graduate its first students. The committee recommends that faculty evaluate the extent to which the sequence prepares students for admission to graduate study in allied health professions, including admission to the new Master of Athletic Training program. The committee supports the observation in the self-study report that adding professional practice experiences to the sequence curriculum may need to be considered. Through their study of aspirational programs for this self-study report, faculty members have already identified numerous options for doing so.

**Seek synergies between the allied health professions sequence and graduate allied health programs.** To best position students enrolling in the allied health professions sequence for admission to graduate allied health programs, the committee encourages exercise science faculty to seek synergies with graduate programs in the state and region, including the new Master of Athletic Training program to be offered by the School of Kinesiology and Recreation. Just as the school has negotiated articulation agreements with feeder community colleges to streamline matriculation of their students into the B.S. in Exercise Science program, the school might seek agreements with graduate schools into which completers of the allied health professions sequence may seek admission.

**Increase faculty diversity.** According to the program review self-study report, only one of the 35 full-time faculty members in the School of Kinesiology and Recreation as of fall 2017 self-identifies with a racial/ethnic group traditionally underrepresented in the discipline and field. With respect to gender, while 59 percent of full-time faculty members in the school are women, only one of nine tenure-line faculty members identified in the self-study report as teaching in the exercise science program is a woman. The committee encourages exercise science faculty members to collaborate with their faculty colleagues in the school to work toward increasing representation of persons of color and women among the tenure-line faculty members teaching in the exercise science program as faculty positions come open. The committee also recommends recruiting for diversity with respect to other identities and with respect to the expertise, interests, and perspectives faculty members bring to the school. One step in doing so might be for faculty to review and evaluate past efforts to recruit for diversity to identify recruitment strategies to continue and those to change. The newly-established Diversity and Inclusion Committee in the school could provide an appropriate venue for those efforts. Faculty might seek guidance with this endeavor from the Office of Equal Opportunity and Access and the Office of Human Resources at the University and from professional organizations in the discipline.

**Continue efforts to track program alumni.** The committee supports the program in its plans to expand alumni relations to include additional social media platforms. Maintaining a robust approach to alumni tracking is critical to seeking feedback regarding the effectiveness of the program in preparing students for their chosen career. Information gleaned from alumni contacts can also help faculty arrange additional clinical experiences, seek alumni help with mentoring students, and solicit funds to support program initiatives.

**Continue exploring alternative revenue streams to support the program.** The self-study report evidences exploration by exercise science faculty of alternative revenue streams to support the program. The report specifically references a plan whereby the program would be permitted to retain tuition generated by health and exercise classes offered to students regardless of their major. While commending exercise science faculty for exploring alternative revenue streams, the committee notes that the long-standing funding model used by the University does not permit retention of tuition revenue generated by a program or unit but instead provides for sharing of that revenue across all programs of the University. The committee encourages exercise science faculty to consider other revenue enhancement models. One such model is provision of fee-based services to individuals or organizations external to the University, as is done by several clinics affiliated with the University including the Eckelmann-Taylor Speech and Hearing Clinic, the Psychological Services Center, and the Sports Medicine and Rehabilitation Therapy (SMART) Clinic.

**Continue collaborating with Milner Library to provide resources and information fluency instruction in support of the program.** The committee recognizes collaboration between School of Kinesiology and Recreation faculty and Milner Library faculty in assessing and prioritizing the kinesiology and recreation research collection, including the collection that supports the exercise science program. The committee also recognizes collaboration between the school and library to provide information fluency instruction to students in kinesiology and recreation programs, including exercise science. The committee recommends continuation of those efforts. The committee further recommends that exercise science and library faculty work together to design and implement a tiered approach to information literacy instruction in the exercise science program. Such an approach involves identifying information literacy learning goals for the program, learning outcomes associated with each goal, strategies for achieving the learning outcomes, and courses in which information literacy instruction could occur.

**Continue implementation of the student learning outcomes assessment plan.** The committee recognizes the program for developing and implementing a methodologically-sound student learning outcomes assessment plan and for periodic review of assessment findings to evaluate the need for program changes. Particularly noteworthy is use of rubrics to assess student learning and alignment of the learning outcomes across both the classroom and clinical curricula. The committee encourages the program to continue its attention to student learning outcomes assessment during the next program review cycle. The committee encourages faculty to document any changes it makes to the program based on assessment findings and the rationale for those changes.

**Continue to explore specialized accreditation for the program.** The self-study report indicates that faculty has explored accreditation of the program by the American College of Sports Medicine and has decided not to pursue that accreditation because the costs of doing so would likely outweigh the benefits to the program and its students. Recognizing the importance of credentialing in allied health professions, the committee recommends that faculty continue to explore options for specialized accreditation of the exercise science program, perhaps through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). That association currently accredits 62 undergraduate exercise science programs nationwide including the exercise science program at Southern Illinois University Edwardsville. Given the competitive nature of recruiting students into undergraduate exercise science programs in the state, the committee believes further investigation of CAAHEP accreditation might be prudent.

# REVIEW OF THE B.S., B.S.ED. IN PHYSICAL EDUCATION

Classification of Instructional Programs (CIP) Code: 13.1314  
Physical Education Teaching and Coaching

## OVERVIEW

The B.S., B.S.Ed. in Physical Education program at Illinois State University is housed in the School of Kinesiology and Recreation within the College of Applied Science and Technology. The school also offers undergraduate minors in Athletic Coaching, Exercise Science, and Recreation and Park Administration; a B.S. in Athletic Training; a B.S., in Exercise Science; a B.S. in Recreation and Park Administration; and an M.S. in Kinesiology and Recreation with eight sequences. The last review of the B.S., B.S.Ed. in Physical Education program occurred in 2011-2012.

The B.S., B.S.Ed. in Physical Education program is designed primarily to prepare students for physical education teaching positions in elementary and secondary schools of the state. Students successfully completing the physical education teacher education sequence of the program qualify for initial teacher licensure by the Illinois State Board of Education with a Physical Education endorsement. Students who do not pursue teacher licensure are served by the kinesiology studies sequence of the program. The B.S., B.S.Ed. in Physical Education program is the largest among its numerous comparator programs in the state. Contrary to statewide and national trends in educator preparation programs, enrollment in the B.S., B.S.Ed. in Physical Education program has been increasing since 2015.

**Enrollment by Plan of Study, Fall Census Day, 2011-2018**  
**B.S., B.S.Ed. in Physical Education, Illinois State University**  
First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
Physical Education Teacher Education sequence	262	224	176	167	142	157	173	176
Kinesiology Studies sequence	44	54	58	39	3	57	55	65
No sequence					40			
<b>Total</b>	<b>306</b>	<b>278</b>	<b>234</b>	<b>206</b>	<b>185</b>	<b>214</b>	<b>228</b>	<b>241</b>

**Degrees Conferred by Plan of Study, Graduating Fiscal Year 2011-2018**  
**B.S., B.S.Ed. in Physical Education, Illinois State University**  
First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
Physical Education Teacher Education sequence	43	62	56	48	35	29	20	25
Kinesiology Studies sequence	6	10	21	17	14	15	15	15
<b>Total</b>	<b>49</b>	<b>72</b>	<b>77</b>	<b>65</b>	<b>49</b>	<b>44</b>	<b>35</b>	<b>40</b>

Table note:  
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

## **EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT**

### **Program goals**

- To provide premier undergraduate academic programs.
- To continue to conduct student outcomes assessment.
- To engage faculty and students in quality scholarship.
- To engage in service and outreach initiatives to enhance student recruitment and alumni relations.

### **Students learning outcomes**

In 2017 the Council for Teacher Education at Illinois State University adopted a new assessment process for all initial licensure educator preparation programs offered by the University, including the physical education teacher education sequence of the B.S., B.S.Ed. in Physical Education program. The new process is driven by accreditation standards of the Council for the Accreditation of Educator Preparation, which in 2013, as the successor to the National Council for Accreditation of Teacher Education, became the sole accrediting body for educator preparation providers including Illinois State University. The new process provides for annual assessment of student outcomes in five broad areas.

- Content knowledge
- Pedagogy (formative and content)
- Impact on student learning
- Clinical practice
- Dispositions

### **Program curriculum** (2018-2019)

The B.S., B.S.Ed. in Physical Education program consists of two sequences: physical education teacher education and kinesiology studies. The physical education teacher education sequence leads to initial teacher licensure in Illinois. The kinesiology studies sequence is intended for students who either choose not to seek initial teacher licensure or are unable to meet requirements of the physical education teacher education sequence.

Graduation requirements (physical education teacher education sequence):

120 credit hours consisting of 77 credit hours in the major, with the balance of credit hours earned in General Education courses or elective courses. The 77 credit hours in the major include 15 credit hours in core kinesiology and recreation courses, 36 credit hours in physical education teacher education courses, and 26 credit hours in professional education (educator preparation) courses that include two student teaching experiences (one in an elementary school and one in a secondary school).

Graduation requirements (kinesiology studies sequence):

120 credit hours consisting of 26 credit hours in core kinesiology and recreation courses, 14 additional credit hours from within the physical education program, and 39 credit hours in General Education courses, with the balance of credit hours earned in elective courses. Completion of a second major, a minor, or an individualized program by advisement is recommended.

### **Program delivery**

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

The School of Kinesiology and Recreation sponsors short-term cultural immersion experiences in Costa Rica, Italy, New Zealand, Poland, and Russia and a study abroad experience at the University of Limerick (Ireland).

### **School faculty** (Fall 2018)

24 tenure track faculty members (7 Professors, 8 Associate Professors, and 9 Assistant Professors)

17 non-tenure track faculty members (11 full-time and 6 part-time, totaling 13.99 FTE)

Undergraduate student to faculty ratio: 24.7 to 1

Undergraduate student to tenure-line faculty ratio: 38.1 to 1

Core faculty for the B.S., B.S.Ed. in Physical Education program includes three tenure-line faculty members and three full-time non-tenure track faculty members.

### **Specialized accreditation**

The physical education teacher education sequence of the B.S., B.S.Ed. in Physical Education program is affiliated with the teacher education unit at Illinois State University which was last accredited by the National Council for Accreditation of Teacher Education (NCATE) in 2012. The teacher education unit has applied for initial accreditation by the Council for the Accreditation of Educator Preparation (CAEP), which is the successor to NCATE. In addition to being part of an accredited teacher education unit, the physical education teacher education sequence of the B.S., B.S.Ed. in Physical Education program is currently recognized by the National Association for Sport and Physical Education (NASPE), a specialized professional association previously affiliated with NCATE. NASPE recognition of the program is scheduled to expire February 1, 2020. Faculty of the B.S., B.S.Ed. in Physical Education program has opted not to continue its affiliation with NASPE beyond that date, to instead focus on CAEP accreditation and compliance with state educator preparation program guidelines.

### **Changes in the academic discipline, field, societal need, and program demand**

Enrollments in educator preparation programs at colleges and universities statewide and nationwide have been declining since the 2011-2012 program review. Mirroring that trend, enrollment in the physical education teacher education sequence of the B.S., B.S.Ed. in Physical Education program declined from 262 students in fall 2011 to 142 students in fall 2015. Since then, however, enrollment in the sequence has steadily rebounded, to 176 students by fall 2018. Faculty anticipates that enrollment in the sequence will continue to increase due to a shortage of teachers in Illinois and the nation.

### **Responses to previous program review recommendations**

The 2011-2012 program review resulted in recommendations to continue responding to changes in the discipline with curricular and technological initiatives, continue efforts to recruit faculty and students self-identifying with groups traditionally underrepresented in the field, continue efforts to develop and utilize the student learning outcomes assessment plan for the program, continue efforts to increase participation in the university-wide Honors program, and continue monitoring time-to-degree. The program has since attempted to address each of the recommendations.

To maintain a curriculum that is current with changes in the discipline, faculty members have regularly consulted the program advisory council and have attended state and national conferences in the field. Since the last review, the program has implemented new technologies such as tablets and activity monitors in several courses. With regard to faculty diversity, the program succeeded in hiring tenure-line faculty members self-identifying with traditionally underrepresented racial/ethnic groups. However, the newly-hired faculty members have not been retained by the program, resulting in recurring underrepresentation of those groups. With regard to student diversity, faculty members are conducting a study of student recruitment and retention, in hopes of understanding how the program can better focus its recruitment efforts on prospective students from underrepresented groups. Student learning outcomes assessment for the program is ever changing due to ongoing changes promulgated by accrediting and program approval bodies. Since the last review, the program has collaborated with other educator preparation programs at the University to develop and implement an assessment process that meets standards of the Council for the Accreditation of Educator Preparation, the new national accrediting body for teacher education programs. With regard to Honors program participation, a concerted effort has been made by faculty and staff to inform students about Honors program opportunities. However, additional efforts will be needed in the coming years to increase student participation in the program. Time-to-degree is an ongoing concern of the program, as it takes some students



five or even six years to complete their degree. The primary reason for this phenomenon is the significant percentage of students who choose to complete requirements for a second teaching endorsement before leaving the University (typically school health education). Faculty continues to investigate this phenomenon for ways to streamline the plan of study for those students.

### **Major findings**

The increase in program enrollment since 2015 evidences continued demand for the B.S., B.S.Ed. in Physical Education program. That has not been the case for other physical education teacher education programs in the state. Since the 2011-2012 program review, the Physical Education program at Illinois State has been the largest of its kind in Illinois by an increasingly large margin. Student learning outcomes data for the B.S., B.S.Ed. in Physical Education program evidence preparedness of its graduates for employment in the field. Average scores on the capstone assessment required for initial teacher licensure in the state (i.e., edTPA) are consistently higher for students graduating from the Physical Education program at Illinois State than for students graduating from comparator programs in Illinois and higher than the average across all physical education teacher education programs nationwide. The B.S., B.S.Ed. in Physical Education program continues to provide a wealth of co-curricular opportunities for its students, including opportunities to connect with practicing teachers and program alumni. Areas of program improvement identified through this program review self-study include the need to track student involvement in scholarship and creative activities, to increase student participation in the university-wide Honors program, to decrease the average time it takes a student to graduate from the program, to increase enrollment of students self-identifying with traditionally underrepresented racial/ethnic groups, and to implement the new student learning outcomes assessment plan for the program.

### **Initiatives and plans**

- Investigate strategies to decrease time-to-degree of students in the program.
- Investigate strategies to recruit underrepresented students to the program.
- Explore methods to track student participation in research and creative activities.
- Increase student involvement in the university-wide Honors Program.
- Continue to develop and implement the student learning outcomes assessment plan for the program to reflect changing requirements of external accreditation and program approval bodies.
- Continue to modify academic course offerings to reflect changes in the field.
- Engage faculty and students in quality scholarship.
- Enhance alumni relations by establishing connections through social media.

## **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

**Review Outcome.** The Academic Planning Committee, as a result of this review process, finds the B.S., B.S.Ed. in Physical Education program to be in Good Standing.

The Academic Planning Committee thanks faculty and staff of the B.S., B.S.Ed. in Physical Education program for a concise, forward-looking self-study report. The document evidences collaboration among multiple stakeholders, including all faculty members, in identifying challenges facing the program and in embracing opportunities to address them. Initiatives set forth in the plan for the coming program review cycle follow logically from the issues and concerns discussed in the report.

The committee recognizes the program as the largest physical education teacher education program in Illinois with respect to enrollment. The program has maintained that standing since 2011. The program has also been the largest such program in Illinois with respect to degrees conferred since 2013. Since the last program review through Fiscal 2018, the program has graduated 275 students qualified for licensure by the Illinois State Board of Education (ISBE) to teach physical education in elementary and secondary schools in the state.

The committee recognizes program faculty and staff members for their efforts in recent years to study enrollment patterns and student recruitment efforts to establish target enrollments and prioritize recruitment initiatives. Those efforts have helped reverse enrollment decline in the physical education teacher education sequence that began at the

time of the prior program review and continued through fall 2015 (a decline from 262 students to 142). The reduction in enrollment mirrored the decline experienced by most secondary teacher education programs in Illinois during the last decade. However, since fall 2015 enrollment in the physical education teacher education sequence has steadily rebounded, to 176 students in fall 2018, bucking the state-wide trend. The increase is especially significant given the shortage of physical education teachers in the state.

The committee commends efforts faculty members have made and continue to make to review and modify the curriculum in response to changes in the discipline and educator preparation policies of the state. Since the last review, faculty has successfully integrated the state-mandated capstone student teaching assessment (edTPA) into the curriculum. Success in preparing students for the new capstone requirement is evidenced by mean edTPA scores for program completers that exceed state and national averages. Among the curricular changes under consideration by faculty at this time is adding content to better prepare graduates to serve the specialized needs of children with disabilities.

The committee recognizes the numerous co-curricular opportunities available to students in the program above and beyond the clinical experiences embedded in the curriculum (i.e., class observations and student teaching). Program faculty members facilitate and support the Physical Education Teacher Education (PETE) Club, a registered student organization that sponsors mock student teaching interviews and panel discussions with area school administrators. The program sponsors cultural immersion trips to Poland and Costa Rica and, since 2011, has offered students the opportunity to complete a semester-long study abroad experience at the University of Limerick (Ireland). Students are encouraged by faculty members to assist them with their research and to deliver presentations at state and national conferences. The committee agrees with the suggestion in the self-study report that faculty devise and implement strategies for documenting and archiving those student research contributions.

The committee asks faculty to submit a program review follow-up report related to one component of the self-study report. In the report faculty members identify indicators of program quality and a list of universities with physical education teacher education programs that excel with respect to one or more of those indicators. However, the report does not provide details regarding the aspirational programs nor does it set forth actions physical education program faculty at Illinois State could pursue to meet or exceed the levels of quality of those other programs. Accordingly, the committee asks faculty to revisit and complete the analysis of aspirational programs and to contextualize findings of the analysis in a report submitted by the School of Kinesiology and Recreation to the Office of the Provost by December 15, 2019. In conducting the additional analysis, faculty might choose to investigate programs that have successfully addressed the issues reflected in the list of initiatives set forth by faculty in the self-study report, such as recruiting students from traditionally underrepresented groups or enhancing alumni relations.

**Recommendations.** The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2026, the committee asks the program to describe actions taken and results achieved for each recommendation.

**Further investigate time-to-degree and strategies for reducing it.** Average time-to-degree for students completing the B.S., B.S.Ed. in Physical Education program is consistently higher than the average across all undergraduate programs at the University. For example, in Fiscal 2017, 20.0 percent of B.S., B.S.Ed. in Physical Education graduates who started the program as first-time-in-college students completed the program within four years, compared to 67.3 percent university-wide. The self-study report posits that the difference may be due to the choice by many students to complete additional courses to qualify for a second teaching endorsement, typically in school health education. While the committee recognizes that all educator preparation programs at the University are challenged to graduate students within four years due to state-mandated curriculum requirements, the committee believes that time-to-degree in the B.S., B.S.Ed. in Physical Education program merits further study by its faculty. The committee suggests further study to determine how many students are delayed in completing the program because they are pursuing a second endorsement and how many students are delayed for other reasons. With that information, faculty can develop strategies for streamlining the curriculum if that can be done and still meet all state-mandated curriculum requirements. The committee understands from the self-study report that faculty has already proposed actions to reduce the number of credit hours required for graduation and to eliminate duplication of content in the curriculum. The committee commends faculty for those efforts and urges their continuation.

**Seek articulation agreements with community colleges to minimize time-to-degree for external transfer students.** The self-study report states that faculty of the B.S., B.S.Ed. in Physical Education program has established an annual target of enrolling 15-20 students transferring from a community college or other institution. To promote completion of the B.S., B.S.Ed. in Physical Education program by transfer students within four years or as close to that as feasible, the committee recommends updating any existing articulation agreements with community colleges and developing agreements with select additional community colleges. The community colleges identified for articulation agreements might include those colleges from which most students in the physical education program transfer or community colleges with high percentages of students from traditionally underrepresented populations (see below). While faculty members may prefer that community college students transfer to Illinois State before completing an associate's degree, having articulation agreements would help community college students and their advisors select and sequence their community college courses to minimize obstacles to timely completion of the program at Illinois State. For community college students reluctant to transfer before receiving an associate's degree, the School of Kinesiology and Recreation can work with the University Registrar and with community college staff to arrange conferment by the community college of an associate's degree once the student has earned sufficient credits at Illinois State.

**Continue efforts to recruit and maintain a diverse student population.** The percentage of students enrolled in the B.S., B.S.Ed. in Physical Education program who self-identify with traditionally underrepresented racial or ethnic groups has increased from 8.1 percent in fall 2010 to 22.1 percent in fall 2017. Representation of women among students has also increased in recent years, from 28.2 percent in fall 2015 to 34.2 percent in fall 2017. The committee recognizes faculty and staff members for their efforts to recruit and retain students who identify with these groups and encourages continuation of those efforts. Strategies faculty might pursue include focusing recruitment efforts on high school districts in the state with high percentages of students self-identifying with traditionally underrepresented groups and seeking articulation agreements with community colleges that serve those districts. Faculty might also consider seeking private donors for additional scholarships that could be used for student recruitment, to complement awards used by the school to promote student retention. Further, the committee recommends a broad approach to diversity, to include diversity with respect to other identities and diversity among the experiences and perspectives incoming students bring to the program. Regarding retention, the committee recommends strategies for nurturing an environment of inclusion, such as considering diversity when inviting speakers to campus or when developing course content. The newly-established Diversity and Inclusion Committee in the school could provide an appropriate venue for these efforts.

**Enhance alumni tracking through use of social media.** Being able to contact alumni can benefit a program in many ways, such as in seeking feedback regarding the program, involving alumni in student mentoring, or in raising funds for program initiatives such as scholarships. The committee recognizes faculty and staff of the B.S., B.S.Ed. in Physical Education program for their efforts to track program alumni since the last program review, particularly for the multiple strategies adopted by the program to do so. The committee supports the initiative identified in the self-study report of further enhancing alumni relations through use of social media.

**Use the alumni tracking system to document placement rates for graduates.** The self-study report indicates that job placement rates for graduates of the B.S., B.S.Ed. in Physical Education program were 69 percent in 2015 and 60 percent in 2017. The report attributes those figures to ISBE. The committee is concerned with these rates in light of the continuing state-wide shortage of physical education teachers. However, the rates reported by ISBE may be misleading. For example, the rates are based not on teacher licensure records maintained by ISBE but on reports to ISBE by school districts. Only public schools are required to report that information, and not all of them do so. The committee encourages faculty to implement the alumni tracking system developed for the program to seek more complete data regarding placement of its graduates. For completers who qualified for teacher licensure but did not obtain a teaching job, the program might probe the reasons. That information could then be considered by faculty when discussing the need for program changes. The committee encourages to also seek information about students completing the non-licensure sequence of the program (i.e., kinesiology studies), because approximately one in four graduates complete that sequence rather than the physical education teacher education sequence.

**Increase faculty diversity.** According to the program review self-study report, only one of the 35 full-time faculty members in the School of Kinesiology and Recreation as of fall 2017 self-identifies with a racial/ethnic group traditionally underrepresented in the discipline. With respect to gender, although 41 percent of full-time faculty members in the school are men, only one male faculty member teaches full-time in the B.S., B.S.Ed. in Physical

Education program. The committee encourages physical education program faculty members to work with their faculty colleagues in the school to increase representation of persons of color and men among faculty members teaching in the physical education program as faculty positions come open. The committee also recommends recruiting for diversity with respect to other identities and with respect to the expertise, interests, and perspectives faculty members bring to the school. One step in doing so might be for faculty to review and evaluate past efforts to recruit for diversity to identify recruitment strategies to continue and those to change. The committee further suggests that faculty consider additional strategies the school might deploy to retain faculty members who identify with groups traditionally underrepresented in the discipline. The newly-established Diversity and Inclusion Committee in the school could provide an appropriate venue for those discussions.

**Continue collaborating with Milner Library to provide resources and information fluency instruction in support of the program.** The committee recognizes ongoing collaborative efforts of School of Kinesiology and Recreation faculty and Milner Library faculty to assess and prioritize the kinesiology and recreation collection maintained by the library, including physical education teacher resources of the Teaching Materials Center in the library and periodical literature that supports faculty and student research. The committee also recognizes collaboration between physical education program faculty and library faculty to provide information fluency instruction to students in the program to familiarize students with research resources in the discipline, how they are accessed, and how their content is evaluated and contextualized. The committee encourages program and library faculty to continue those efforts. Further, the committee encourages program and library faculty to identify information fluency goals unique to the physical education program, information fluency learning outcomes related to each goal, and points within the curriculum at which information fluency instruction could occur relative to each outcome.

**Continue implementation of the new student learning outcomes assessment plan.** The committee recognizes the program for developing and implementing a new student learning outcomes assessment plan since the prior program review in conjunction with the teacher education unit at the University. The committee encourages faculty to continue implementing the plan during the next program review cycle. The committee recommends that faculty members document any program changes they make to the program based on assessment findings and the rationale for those changes.

# REVIEW OF THE M.S. IN KINESIOLOGY AND RECREATION

Classification of Instructional Programs (CIP) Code: 31.0501  
Health and Physical Education/Fitness, General

## OVERVIEW

The M.S. in Kinesiology and Recreation program at Illinois State University is housed in the School of Kinesiology and Recreation within the College of Applied Science and Technology. The school also offers undergraduate minors in Athletic Coaching, Exercise Science, and Recreation and Park Administration; a B.S. in Athletic Training; a B.S. in Exercise Science; a B.S., B.S.Ed. in Physical Education; and a B.S. in Recreation and Park Administration. The last review of the M.S. in Kinesiology and Recreation program occurred in 2011-2012.

The M.S. in Kinesiology and Recreation program provides advanced training in eight sub-disciplines of the field: applied community and economic development, athletic training, biomechanics, exercise physiology, physical education pedagogy, psychology of sport and physical activity, recreation administration, and sport management. Common across the eight sequences is a focus on research methods and their application. While many colleges and universities in Illinois offer master's degrees in one or more of the sub-disciplines, the M.S. in Kinesiology and Recreation program at Illinois State University is one of only two master's-level programs in the state that offers the study of multiple sub-disciplines within a broader kinesiology and recreation framework.

### Enrollment by Plan of Study, Fall Census Day, 2011-2018 M.S. in Kinesiology and Recreation, Illinois State University

	2011	2012	2013	2014	2015	2016	2017	2018
Applied Community and Economic Development sequence					2	3	2	2
Athletic Training sequence	18	25	25	23	24	24	22	26
Biomechanics sequence	18	25	25	23	24	24	22	26
Exercise Physiology sequence	17	19	18	16	14	16	19	16
Physical Education Pedagogy sequence		5	3	2	15	15	13	16
Psychology of Sport and Physical Activity sequence	15	15	13	12	17	17	16	19
Recreation Administration sequence	17	17	14	12	11	8	12	18
Sport Management sequence	27	29	29	35	32	32	35	29
Total	102	116	107	105	117	118	126	136

### Degrees Conferred by Plan of Study, Graduating Fiscal Year 2011-2018 M.S. in Kinesiology and Recreation, Illinois State University

	2011	2012	2013	2014	2015	2016	2017	2018
Applied Community and Economic Development sequence						0	0	2
Athletic Training sequence	6	10	10	15	11	11	14	12
Biomechanics sequence	3	5	2	1	2	1		4
Exercise Physiology sequence	7	11	8	12	7	6	5	9
Physical Education Pedagogy sequence			1	2	1		6	8
Psychology of Sport and Physical Activity sequence	5	7	6	8	3	7	9	10
Recreation Administration sequence	8	11	4	11	3	7	4	5
Sport Management sequence	18	12	13	15	14	19	13	18
Total	47	56	44	64	41	51	51	68

[See table notes on the following page]

Table notes:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

The physical education pedagogy sequence was called the physical education-teacher education sequence until 2014-2015. At the time of the name change, the sequence was transitioned from a plan of study offered on campus to a fully online sequence. The physical education-teacher education sequence had been established in 2011-2012.

The applied community and economic development sequence was established effective May 18, 2015.

## **EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT**

### **Program goals**

The M.S. in Kinesiology and Recreation program prepares professionals committed to the promotion of health-enhancing lifestyles by emphasizing the role of scholarship and focused disciplinary study. The program prepares graduates to think conceptually and analytically and to positively impact professional practices and policies in their chosen profession.

### **Students learning outcomes**

Students completing the M.S. in Kinesiology and Recreation program should be able to demonstrate advanced knowledge focused on a specific academic discipline, demonstrate understanding of different research paradigms, synthesize research studies, and make practical applications of research results.

### **Program curriculum** (2018-2019)

Students are enrolled in one of eight sequences: applied community and economic development, athletic training, biomechanics, exercise physiology, physical education pedagogy, psychology of sport and physical activity, recreation administration, or sport management.

Graduation requirements (all sequences):

33 credit hours consisting of 6 credit hours in research core courses, 21-24 credit hours in additional graduate-level courses, and 3-6 credit hours related to a culminating experience. Acceptable culminating experiences vary by sequence and may include a thesis, independent study, professional practice, or internship. In all but the applied community and economic development sequence (which requires an 11-month internship), students have a choice of culminating experience.

### **Program delivery**

The physical education pedagogy sequence of the program is delivered fully online.

All other sequences are offered on the Normal campus and delivered primarily through face-to-face or blended face-to-face/online instruction.

The School of Kinesiology and Recreation sponsors short-term cultural immersion experiences in Costa Rica, Italy, New Zealand, Poland, and Russia. The school also sponsors a trip designed to introduce students to the cruise ship industry, which employs persons with knowledge and skills taught in several sequences of the M.S. in Kinesiology and Recreation program (e.g., recreation administration, athletic training, and exercise physiology).

### **School faculty** (Fall 2018)

24 tenure track faculty members (7 Professors, 8 Associate Professors, and 9 Assistant Professors)

17 non-tenure track faculty members (11 full-time and 6 part-time, totaling 13.99 FTE)

Undergraduate student to faculty ratio: 24.7 to 1

Undergraduate student to tenure-line faculty ratio: 38.1 to 1

### **Specialized accreditation**

The athletic training sequence of the M.S. in Kinesiology and Recreation program is recognized by the Commission on Accreditation of Athletic Training Education (CAATE) as an accredited post-professional plan of study. The sequence is one of only 12 such plans of study accredited by CAATE in the U.S. The last accreditation review of the sequence occurred in August 2016, resulting in an award of continuing accreditation for seven years. The next accreditation review is scheduled to occur in 2022-2023.

### **Changes in the academic discipline, field, societal need, and program demand**

Interest in the M.S. in Kinesiology and Recreation program from prospective students has increased since the 2011-2012 program review, as evidenced by a 33 percent increase in enrollment to a historic high of 136 students in fall 2018. Increased interest can in part be attributed to the changes in the physical education-teacher education sequence that was established at the time of the 2011-2012 program review to provide advanced training for in-service physical education teachers of the state. In 2014-2015, the sequence was re-designed as an online offering to reach in-service teachers unable to travel to the Normal campus and was renamed the physical education pedagogy sequence. Enrollment in the sequence has increased as a result of these changes, from 2 in fall 2014 to 16 in fall 2018. A second new sequence, applied community and economic development, was established in 2014-2015 in collaboration with the Adlai Stevenson II Center for Community and Economic Development at the University. The sequence serves students with Peace Corps or similar experience who are interested in community or economic development careers with non-profit or governmental entities. Enrollment growth and curricular changes have occurred during a period of leadership changes for program. Since the prior program review, three program directors have left the program for other positions in the school or at the University. Delivery of the M.S. in Kinesiology and Recreation program was not affected by the leadership changes, although they slowed program planning and development efforts.

### **Responses to previous program review recommendations**

The 2011-2012 program review resulted in recommendations for faculty to continue efforts to recruit a more diverse faculty and student population, increase graduate assistant stipends, and provide for alumni tracking at the sequence level. With regard to faculty diversity, more focused outreach efforts have resulted in more diverse applicant pools for faculty positions and the hiring of faculty members from other countries. Until the program has sufficiently expanded its presence and reputation internationally, focused efforts on recruiting faculty from other countries will need to continue if further diversity is to be achieved. With regard to student diversity, the school has been able to increase the number of international students and students self-identifying with traditionally underrepresented racial/ethnic groups since the prior program review, although by percentages the program is still less diverse than university-wide graduate enrollment. Accordingly, in fall 2018 the biomechanics and exercise physiology sequences joined the university-wide INTO-ISU recruitment initiative to attract more international students to the institution. The school has also created a Diversity and Inclusion Committee to formalize and support diversity efforts. With regard to financial support for graduate students, the school has been able to increase graduate assistant stipends to levels above minimums set by the Graduate School at Illinois State. Students in the program are able to secure an assistantship with the athletics department receive the highest graduate assistant stipend paid at the University. With regard to alumni relations, faculty members in each sequence decide how best to track their alumni, whether through systematic scanning of social media posts, collecting contact information as students graduate, or administering alumni surveys. Beginning in spring 2017 with implementation of the new assessment plan for the program, sequence-level alumni information is gathered and archived in a central program repository.

### **Major findings**

The M.S. in Kinesiology and Recreation program continues to prepare highly-qualified professionals for work in numerous sub-disciplines of the field. As evidenced by increased enrollment since the prior program review, interest in the program remains strong. Particularly vital to student recruitment and retention are the relationships developed and nurtured by the program with external agencies, some of which are able to underwrite graduate assistantships. However, recruiting to sustain and grow enrollment has placed more demands on sequence coordinators and on faculty members working to effectively mentor students in completing their theses and other culminating experiences. Those impacts of enrollment growth and the impact growth may have on other aspects of program

quality merit monitoring and examination in the coming years. Also meriting continued attention is recruiting diverse pools of applicants for admission to the program and for filling faculty positions as they become available.

### **Initiatives and plans**

- Develop and implement a plan for further increasing faculty and student diversity.
- Determine means of compensation for sequence coordinators.
- Work with the Graduate School on streamlining the admission application process.
- Develop a system to follow up with prospective students regarding incomplete applications for admission.
- Continue to develop relationships with area businesses and alumni to expand graduate assistantship opportunities for students in the program.

### **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

**Review Outcome.** The Academic Planning Committee, as a result of this review process, finds the M.S. in Kinesiology and Recreation program to be in Good Standing.

The Academic Planning Committee thanks faculty and staff of the M.S. in Kinesiology and Recreation program for a concise, critical, and forward-looking program review report that evidences opportunities for involvement in the self-study by all faculty members. Particularly noteworthy components of the report are the review of comparator programs and the discussion of enrollment targets by sequence.

The committee congratulates faculty and staff members for external recognition of the program since the last program review. In 2016 the Commission on Accreditation of Athletic Training Education (CAATE) granted the athletic training sequence of the program continuing accreditation for seven years. The athletic training sequence is one of only 12 master's-level athletic training plans of study in the nation that is accredited by CAATE. In 2018 the American College of Sports Medicine again awarded Gold Status to the *Exercise is Medicine on Campus* initiative of the School of Kinesiology and Recreation. Through this initiative, graduate students in the exercise physiology sequence of the program and their colleagues from other sequences provide fitness-focused information and care to members of the campus community.

The committee recognizes faculty members for their vigilance in maintaining a curriculum that is current, relevant, and responsive to student needs. Since the prior program review, faculty has established two new sequences. One is the applied community and economic development sequence, which enrolls students who have served in the Peace Corps or similar program and who seek careers working with community-based organizations. The capstone of the sequence is an 11-month internship placement with a community-based organization facilitated by the Adlai Stevenson II Center for Community and Economic Development at the University. The second new sequence is physical education pedagogy, created to provide advanced professional development opportunities for physical education teachers serving elementary or secondary schools in the state. The sequence is offered fully online for the convenience of students located far from the Normal campus. Courses were developed and are delivered based on the Quality Matters Rubric, a nationally-recognized quality assurance framework for online learning. In addition to establishing the new sequences, faculty members continue to modify sequence curricula and course content based on student learning outcomes and changes in the discipline.

Although the M.S. in Kinesiology and Recreation program offers students multiple capstone options, more than 90 percent of students complete either a thesis or a research project. The committee commends efforts by faculty members to mentor students through those projects and for encouraging and assisting students with publication or presentation of their research findings. Success in mentoring students is evidenced by admission of graduates into doctoral programs at institutions such as Michigan State University, the University of Virginia, and the University of Wisconsin-Madison. Regarding future research opportunities, the committee commends the program for its recent efforts to establish a registered student organization for the program, which could serve as a venue for nurturing additional interdisciplinary research opportunities for students.



The committee acknowledges the financial support faculty and staff members arrange for students to make their enrollment in the program possible. Approximately 70 percent of students enrolling in the program receive a graduate assistantship, and most are placed with an institution or agency external to the University. The committee recognizes faculty and staff members for their efforts to arrange and maintain the placement agreements that make those assistantships possible.

Student learning outcomes assessment can be particularly challenging for programs with multiple sequences, such as the M.S. in Kinesiology and Recreation program (which has eight). The committee commends faculty members of the program for their efforts to strengthen student learning outcomes assessment since the prior review. The program received a 2016-2017 Assessment Initiative Award from University Assessment Services on campus to revise the assessment plan for the program and then implement it in fall 2017. The previous plan included rubrics for evaluating student learning in core courses and in capstone experiences. Among the changes to the plan is the addition of mechanisms for obtaining feedback from additional stakeholders. One such mechanism is a new Graduate Advisory Council, organized by faculty to seek input from students and alumni regarding the programs.

**Recommendations.** The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2026, the committee asks the program to describe actions taken and results achieved for each recommendation.

**Develop and implement a plan for student recruitment.** The committee recognizes faculty and staff members of the M.S. in Kinesiology and Recreation program for their work to establish and monitor enrollment targets for each sequence of the program and for their efforts to achieve the targets through student recruitment. Enrollment in the program has increased from 102 students in fall 2011 to 136 students in fall 2018, just two less than the program capacity established by faculty. However, the self-study report articulates concerns regarding sustainability by faculty and staff of the recruitment efforts. Accordingly, the committee recommends that program faculty and staff study their past recruitment efforts and outcomes of those efforts, investigate alternative or supplemental recruitment strategies, and compile a plan that sets forth recruitment strategies for the coming program review cycle that can be sustained given the resources available to the program. In connection with this study, the program might explore ways the new admissions software platform being deployed at the University (i.e., Slate) might be used to help streamline recruitment, application, and admissions processes.

**Develop a plan for increasing student diversity.** The self-study report concludes that development of a plan to further diversify the student population should be a priority initiative for the next program review cycle. The committee concurs. The newly-established Diversity and Inclusion Committee in the school could provide an appropriate venue for such an effort. Among the committee concerns is the percentage of students in the program who self-identify with racial/ethnic groups traditionally underrepresented in the discipline (averaging 7.9 percent from fall 2015 through fall 2017). The committee also recommends recruiting for diversity with respect to other identities and with respect to experiences and perspectives students bring to the program. Strategies faculty might pursue to increase diversity include fundraising for scholarships that could be used for student recruitment and outreach to students enrolled in undergraduate programs at universities located in more diverse metropolitan areas of the region. The committee supports efforts to increase diversity through recruitment of international students but counsels an approach that promotes a balance of international students and students who are U.S. citizens. The committee recommends that a plan for increasing student diversity also include strategies for maintaining an environment of inclusion so students want to remain in and complete the program. Such strategies might include considering diversity when inviting speakers to campus or when developing course content.

**Develop a plan for increasing faculty diversity.** The self-study report concludes that development of a plan for increasing faculty diversity should also be a priority initiative for the next program review cycle. The committee concurs. As with the effort to develop a plan for student diversity, the newly-established Diversity and Inclusion Committee in the school could provide an appropriate venue for development of a faculty diversity plan. The primary concern of the committee regarding faculty diversity is the low percentage of faculty members who self-identify with a racial/ethnic group traditionally underrepresented in the discipline (2.8 percent, according to the self-study report). As with addressing student diversity, the committee also recommends recruiting for diversity with respect to other identities and with respect to the expertise, interests, and perspectives faculty members bring to the

program. A first step in developing a plan to increase diversity might be to review and evaluate past recruitment efforts to identify recruitment strategies to continue and those to change. The committee recommends that a plan for increasing faculty diversity also include strategies for faculty retention.

**Explore approaches for ensuring input from multiple faculty members regardless of capstone option.** The committee commends faculty for the capstone options provided to students in the program depending on their sequence: a traditional thesis, research project (independent study), professional practice, or internship. Having options allows students to tailor their academic program to best fit their educational and professional goals. One concern of the committee, however, is whether all students are guided and assessed in completing their capstone experience by multiple faculty members rather than by just one faculty member regardless of the capstone option. The committee is concerned that all students be afforded a comparable level of support and guidance in their exploration of their sub-discipline by multiple faculty members having differing expertise and perspectives, which is a hallmark of quality graduate education. The committee asks faculty to review the support provided to students completing capstone projects in light of this concern.

**Implement the revised approach to tracking and involving program alumni.** Changes to the student learning outcomes assessment plan for the program in 2016-2017 included changes to the ways in which the program communicates with its alumni. Although methods of maintaining relations with alumni remain largely decentralized to the sequence level, the revised assessment plan provides for centralized archiving of alumni information, centralized administration of an annual alumni survey to update the alumni database, and establishment of a program-wide advisory council that includes alumni. The committee encourages faculty and staff to implement this revised approach during the coming program review cycle to document professional experiences of alumni and to seek alumni feedback regarding the program as well as their assistance in recruiting and mentoring students, providing professional practice experiences for them, and contributing financial support for program initiatives such as scholarships.

**Continue collaborating with Milner Library to provide resources and information fluency instruction in support of the program.** The committee recognizes collaboration between School of Kinesiology and Recreation faculty and Milner Library faculty in assessing and prioritizing the kinesiology and recreation research collection that supports graduate study in the school, including efforts to prioritize database and journal subscriptions that support student and faculty research. With journal subscriptions continuing to increase at rates exceeding increases (if any) in funds available to purchase them, continued vigilance on the part of program and library faculty regarding journal subscription priorities may be necessary throughout the coming program review cycle. The pay-per-article model adopted by Milner Library since the last program review to provide access to canceled journal titles is a promising approach to providing access to specialized journals often needed in graduate-level research. Accordingly, the committee encourages promotion of *Get It Now*, a pay-per-use service offered by Milner Library, to graduate students and faculty. The committee also recognizes collaboration between the school and library to provide information fluency instruction to students in the graduate program (e.g., in the research methods course required of all students in the program). The committee recommends continuation of those efforts and their integration with the curriculum and student learning outcomes assessment.

**Implement the revised student learning outcomes assessment plan.** Having revised the student learning outcomes assessment plan for the program in 2016-2017, faculty now has a methodologically-sound and sustainable approach to guide student learning assessment during the coming program review cycle. The committee encourages faculty to implement the revised plan and to document any program changes made based on assessment findings and the rationale for the changes.

# REVIEW OF THE B.S., B.S.ED. IN HEALTH PROMOTION AND EDUCATION

Classification of Instructional Programs (CIP) Code: 13.1307  
Health Teacher Education

## OVERVIEW

The B.S., B.S.Ed. in Health Promotion and Education program at Illinois State University is housed in the Department of Health Sciences within the College of Applied Science and Technology. The department also offers undergraduate minors in Environmental Health, Health and Wellness Coaching, Public Health, and Safety; a B.S. in Environmental Health; a B.S. in Health Information Management; a B.S. in Medical Laboratory Science; and a B.S. in Safety. The Department of Health Sciences does not offer graduate programs. The B.S., B.S.Ed. in Health Promotion and Education, B.S. in Medical Laboratory Science, and B.S. in Safety programs were reviewed in this 2018-2019 program review cycle, while the B.S. in Environmental Health and B.S. in Health Information Management programs were reviewed in 2017-2018. The last review of the B.S., B.S.Ed. in Health Promotion and Education program occurred in 2011-2012.

The B.S., B.S.Ed. in Health Promotion and Education program prepares students either for work in community settings or in secondary schools of Illinois. Graduates promote positive health behaviors by planning and implementing health education programs, preparing instructional materials, assessing community and individual health needs, coordinating community or school health efforts, health coaching, advocating for health policies, leading health coalitions, and serving as health resource professionals. Students who complete the community health promotion sequence are employed in health care organizations, public health departments, nonprofit agencies, and health promotion businesses, among other settings. Students who complete the school health education sequence qualify for initial teacher licensure in Illinois with an endorsement to teach health education in grades 9 through 12. Many program alumni have pursued graduate education, most commonly in public health, occupational therapy, nursing, or physical therapy.

Since the prior program review, the name of the program has been changed, from Health Education to Health Promotion and Education, to more accurately reflect the breadth of opportunities available to program completers. The community health promotion sequence has been renamed as well, from community health education.

### Enrollment by Plan of Study, Fall Census Day, 2011-2018

#### B.S., B.S.Ed. in Health Promotion and Education, Illinois State University

First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
Community Health Promotion sequence	79	84	76	92	88	67	77	84
School Health Education sequence	78	51	38	31	23	22	20	16
Total	157	135	114	123	111	89	97	100

### Degrees Conferred by Plan of Study, Graduating Fiscal Year 2011-2018

#### B.S., B.S.Ed. in Health Promotion and Education, Illinois State University

First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
Community Health Promotion sequence	16	24	34	26	27	40	31	26
School Health Education sequence	14	22	13	9	6	7	4	6
Total	30	46	47	35	33	47	35	32

Table note:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

## **EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT**

### **Program goals**

- Provide the premier undergraduate Health Promotion and Education program in Illinois and one that is recognized nationally for its excellence and innovation.
- Create proficiency among undergraduate Health Promotion and Education students in the professionally-defined responsibilities and competencies of entry-level health educators.
- Provide educational opportunities for all students designed to increase their capacity for investigating multi-dimensional health problems, critical thinking, synthesis of health promotion and education knowledge, and the application of these abilities in their chosen professional setting.
- Provide co-curricular activities that augment the formal education of students, maximize their involvement, and recognize their achievement.
- Conduct research and scholarly work recognized and disseminated at the highest levels of the profession.
- Generate external funding to support research and scholarly work.
- Involve students in research and scholarly work in developmentally appropriate ways.
- Provide leadership in professional service that complements the educational and scholarship goals of the program.
- Assess and strengthen the Health Promotion and Education program on a continual basis.
- Promote sensitivity and understanding of diverse cultural health needs and expectations.

### **Students learning outcomes**

In 2017 the Council for Teacher Education at Illinois State University adopted a new assessment process for all initial licensure educator preparation programs offered by the University, including the school health education sequence of the B.S., B.S.Ed. in Health Promotion and Education program. The new process is driven by accreditation standards of the Council for the Accreditation of Educator Preparation, which in 2013, as the successor to the National Council for Accreditation of Teacher Education, became the sole accrediting body for educator preparation providers including Illinois State University. The new process provides for annual assessment of student outcomes relative to five broad areas:

- Content knowledge
- Pedagogy (formative and content)
- Impact on student learning
- Clinical practice
- Dispositions

### **Program curriculum** (2018-2019)

Students are enrolled in one of two sequences: community health promotion or school health education.

Graduation requirements (community health promotion sequence):

120 credit hours including 60 credit hours in the major, 39 credit hours in General Education courses, and the balance in electives. The 60 credit hours in the major include 12 credit hours of core health promotion and education courses taken by all students regardless of sequence and a 9 credit-hour professional practice experience.

Graduation requirements (school health promotion sequence):

120 credit hours including 59 credit hours in the major, 39 credit hours in General Education courses, and the balance in electives. The 59 credit hours in the major include 12 credit hours of core health promotion and education courses taken by all students regardless of sequence and a student teaching experience. Requirements of the school health education sequence include requirements for initial teacher licensure in Illinois with a health education endorsement.

### **Program delivery**

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

The Department of Health Sciences offers a short-term study abroad course during the spring term. The course spans four to six weeks, with the travel portion taking place over spring vacation. Travel destinations may differ from one year to the next.

### **Department faculty** (Fall 2018)

14 tenure track faculty members (4 Professors, 3 Associate Professors, and 7 Assistant Professors)

14 non-tenure track faculty members (3 full-time and 11 part-time, totaling 6.56 FTE)

Undergraduate student to faculty ratio: 19.0 to 1

Undergraduate student to tenure-line faculty ratio: 28.4 to 1

Core faculty for the B.S., B.S.Ed. in Health Promotion and Education program includes three tenure-line faculty members and one non-tenure track faculty member.

### **Specialized accreditation**

The school health education sequence of the B.S., B.S.Ed. in Health Promotion and Education program is affiliated with the teacher education unit at Illinois State University which was last accredited by the National Council for Accreditation of Teacher Education (NCATE) in 2012. The teacher education unit has applied for initial accreditation by the Council for the Accreditation of Educator Preparation (CAEP), which is the successor to NCATE. In addition to being part of an accredited teacher education unit, the school health education sequence is currently recognized by the American Association for Health Education (AAHE), a specialized professional association previously affiliated with NCATE. AAHE recognition of the sequence is scheduled to expire February 1, 2020. Faculty members of the Health Promotion and Education program have opted not to continue program affiliation with AAHE beyond that date, to instead focus on CAEP accreditation and compliance with state educator preparation program guidelines.

At the time of the prior program review, the community health promotion sequence of the B.S., B.S.Ed. in Health Promotion and Education program was recognized by the Society for Public Health Education/American Association for Health Education Baccalaureate Accreditation Council (SABPAC). The sequence was re-approved by SABPAC effective November 2012 through October 2017. However, in 2017 SABPAC was disestablished, and the responsibility for accrediting undergraduate community health programs was assumed by the Council on Education for Public Health (CEPH), which has traditionally focused on graduate programs. Health Promotion and Education faculty members have since embarked on a three-year effort to seek CEPH accreditation of the community health promotion sequence. An accreditation site visit is expected in 2019-2020.

### **Changes in the academic discipline, field, societal need, and program demand**

Health promotion and education is a dynamic discipline that continues to evolve in response to advances in human health. New understandings in neuroscience, integrative health, genomics, and ecology continue to challenge the way health promotion programs and services are offered. Demands for systems change, community-based programs, and personalized health promotion are expected to increase in the coming decades. According to the *Occupational Outlook Handbook*, employment in the discipline is expected to grow 16 percent from 2016 to 2026, which, according to the handbook, is “much faster than average.” Trends in wellness and health promotion identified by industry experts suggest that practitioners will be needed in specializations such as worksite wellness, mind/body health, brain health, value-based healthcare, expansion of lifestyle and health-data driven health insurance, health and wellness coaching, and integrative population health services. An ongoing challenge in the discipline is recruiting students interested in careers as school health educators at the elementary or secondary school level. Enrollment in health education licensure plans of study in Illinois has declined in the last decade, including at Illinois State University, resulting in a shortage of applicants for school health educator positions.

### **Responses to previous program review recommendations**

The 2011-2012 program review resulted in recommendations to formalize an advisory council, track levels of program satisfaction, evidence how assessment informs program direction, increase student participation in the university Honors program, provide opportunities for increasing faculty scholarship, and develop greater integration of library resources with the program. Program faculty has successfully addressed almost all of the recommendations. A program advisory council has been active with biannual meetings since 2015, alumni have been surveyed regarding their satisfaction with the program, assessment findings have been used to inform curriculum changes, scholarly productivity of faculty has increased, and faculty members have collaborated with Milner Library staff on a variety of projects. Increasing participation by Health Promotion and Education students in the university Honors program needs to be a priority moving forward, as there is little or no participation in the Honors program at this time.

### **Major findings**

The B.S., B.S.Ed. in Health Promotion and Education program at Illinois State University provides students opportunities to develop the knowledge, skills, and dispositions to become competent, entry-level school and community health professionals. The curriculum has been revised since the last program review in important ways, with greater specialization in school health, population health, and mind/body health and with new minors in public health and in health and wellness coaching. Program faculty members are qualified, student-centered, and productive scholars and provide important professional, university, and community service. Scholarly productivity in the form of peer-reviewed journal articles and presentations has increased significantly since the prior program review. With current efforts to seek accreditation of the community health promotion sequence by the Council on Education for Public Health, the Health Promotion and Education program can become one of the only bachelor's degree programs in the nation with accredited sequences in both school health education and in community health promotion. The program has a multi-faceted student learning outcomes assessment effort that is being improved with increased outreach to alumni and could be further enhanced by more consistent use of assessment data to inform program development. Attention to building enrollment of the school health education sequence and increasing student participation in the university Honors program is needed.

### **Initiatives and plans**

- Build enrollments in the school health education sequence by exploring the structure of comparable programs in the nation and investigating potential collaborations with other academic units at Illinois State.
- Develop strong systems for connecting with alumni through surveys, social media, web pages, and other outreach efforts.
- Secure Council on Education for Public Health accreditation for the community health promotion sequence.
- Recruit eligible students to participate in the university Honors program.
- Secure accreditation of the health and wellness coaching minor through the National Board for Health and Wellness Coaching.
- Add a global health course to the General Education program that would also be an important option for students in the Health Promotion and Education program.
- Track global and national health trends and emerging issues and adjust the curriculum as needed.

## **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

**Review Outcome.** The Academic Planning Committee, as a result of this review process, finds the B.S., B.S.Ed. in Health Promotion and Education program to be in Good Standing.

The Academic Planning Committee thanks faculty and staff of the B.S., B.S.Ed. in Health Promotion and Education program for compiling the self-study report during a time of faculty changes and preparation of two specialized accreditation requests. The committee recognizes the program for its efforts to involve external stakeholders in the self-study process, including advisory committee members, alumni, professional practice supervisors, and cooperating teachers.

The committee commends efforts by faculty to maintain specialized accreditation of both sequences in the program since the 2011-2012 program review. The committee congratulates the program for re-accreditation of the community health promotion sequence in 2013 by the Society for Public Health Education/American Association for Health Education Baccalaureate Accreditation Council. The committee recognizes the program for its efforts to seek accreditation of the sequence by the new specialized accreditor in the field, the Council on Education for Public Health. The committee also recognizes faculty for their contributions in 2018-2019 to the first request by the teacher education unit at Illinois State, which includes the school health education sequence, for accreditation by the Council for the Accreditation of Educator Preparation, the successor to the National Council for Accreditation of Teacher Education.

The committee recognizes faculty members for their efforts to maintain a curriculum that is current with the discipline and responsive to student feedback, for their efforts to engage students in research, and for the numerous co-curricular opportunities offered to students. Since the prior program review, faculty has changed the name of the degree (from Health Education) and the name of the community health promotion sequence (from community health education) to better reflect the curriculum and the career options that program graduates have. Based on formal and informal assessments, faculty has reduced the number of core courses from seven to four so additional specialized courses could be added without increasing the total number of credit hours needed to complete the program. Faculty has added a professional practice elective for students seeking additional opportunities to prepare for their capstone professional practice experience. The Department of Health Sciences has also introduced a minor in public health and a minor in health and wellness coaching to help students in the program and students in other programs at the University qualify for additional career options. Health Promotion and Education faculty members have increased their research publications and presentations since the prior program review, have encouraged students to engage in research, and have documented results of those efforts. Students present at the annual University Research Symposium and at the annual Illinois Public Health Association conference. Co-curricular opportunities available to students include activities of Eta Sigma Gamma (the student chapter of the National Health Education Honorary), service as Student Wellness Ambassadors through the Office of Health Promotion and Wellness at the University, public policy advocacy work at the local and state levels, and a new study abroad opportunity available to students in all programs of the department.

Efforts by faculty to provide a relevant curriculum, engage students in research, and provide quality co-curricular opportunities have contributed to graduation rates at or above university-wide levels and successes by graduates in obtaining admission to graduate programs at research-intensive universities. Among them are the University of Illinois at Chicago, Indiana University Bloomington, the University of Iowa, and the University of Missouri.

The committee observes that of first-time-in-college students completing the program, a lower percentage do so in four years than the average across all undergraduate programs at the University. For example, in Fiscal 2018, 50.0 percent of Health Promotion and Education program completers graduated within four years compared to 72.0 percent university-wide. The self-study report recognizes this phenomenon and speculates reasons for it. The committee asks Health Promotion and Education faculty to continue studying the phenomenon to determine its causes and to identify strategies for decreasing time-to-degree. The committee also asks faculty to study time-to-degree and credits earned at the time of graduation by external transfer students. The committee asks faculty to summarize its findings in a follow-up report submitted by the Department of Health Sciences to the Office of the Provost by December 15, 2019.

The self-study report identifies programs at other universities that excel with respect to program quality indicators selected by faculty. The report cites bolstering enrollment, collaborating with other units at the University, and creating a more marketable program as broad approaches the program might take to meet or exceed quality levels of the aspirational programs. However, the report does not specify actions faculty members plan to take based on their study of actions taken by aspirational programs. Accordingly, the committee asks faculty to continue its study and discussion of aspirational programs and submit an expanded analysis of findings from that work as a follow-up report. The committee asks that the report contextualize findings by citing specific actions faculty plans to pursue with respect to the broad approaches cited in the aspirational programs section of self-study report or with respect to any other initiative cited in the report. The committee suggests that faculty consider conducting separate analyses for the community health promotion sequence and the school health education sequence, because they differ significantly in purpose and curriculum. The committee asks the Department of Health Sciences to submit the follow-up report to the Office of the Provost on behalf of the program by December 15, 2019.

**Recommendations.** The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2026, the committee asks the program to describe actions taken and results achieved for each recommendation.

**Develop and implement a student recruitment and enrollment management plan.** The committee recommends that faculty develop and implement a plan for student recruitment and enrollment management. The committee recommends that the plan set forth enrollment targets by sequence and by student admit type (i.e., first-time-in-college, external transfer, internal transfer) consistent with resources available to the program. The committee concurs with faculty that a focus of the plan should be building enrollments in the school health education sequence. The rationale for this committee recommendation is decline in program enrollment from 157 students in fall 2011 to 100 students in fall 2018 and a decline in school health education sequence enrollment during that same period from 78 students to 16. The three recommendations that immediately follow relate to issues faculty might address in components of a recruitment and enrollment management plan.

**Focus enrollment recruitment efforts on School Health Education.** Decline in school health education enrollment is not unique to Illinois State University; rather, it mirrors decline statewide in such programs and in educator preparation programs more generally. Therefore, the committee recommends that faculty monitor Illinois policies regarding educator licensure for their impacts on preparation of school health educators, trends in demand for school health educators, the status of other school health educator licensure programs in Illinois, and any efforts those programs have taken to stabilize or grow enrollment. The committee encourages faculty to also look to its aspirational programs for guidance in addressing this challenge, such as through collaborations with other licensure or endorsement programs offered by the institution.

**Develop and implement strategies for maintaining a diverse student population.** The committee recognizes faculty and staff for successes in enrolling a diverse student population with respect to race/ethnicity. The committee also recognizes faculty and staff for efforts to maintain an environment of inclusion for all students in the program through diverse course content and through service learning and professional practice opportunities in diverse settings. To maintain this record, the committee encourages faculty to adopt strategies for recruiting and retaining a diverse student population, either as part of or separate from a broader recruitment and enrollment management plan. The committee encourages the program to strategize for diversity in a broad sense, to include diversity with respect to identities (including gender), experiences, and perspectives. The committee suggests that faculty consider as one strategy fundraising for scholarships that could be used for student recruitment to complement awards offered by the department to students entering their third or fourth year in the program.

**Seek articulation agreements with community colleges.** The self-study report states that it is more common for a student to transfer into the B.S., B.S.Ed. in Health Promotion and Education program, either from another institution or from another program at Illinois State, than it is to enroll in the program as a first-time-in-college student. According to enrollment data in the self-study report, approximately 40 percent of students enrolled in the program are external transfer students. The committee suggests that faculty consider seeking articulation agreements with community colleges to guide transfer of their students into the Health Promotion and Education program and graduation from it. Having such agreements could help reduce time-to-degree for external transfer students and also help increase awareness among community college students of the program. Developing articulation agreements with community colleges serving high school districts with diverse student populations might also aid efforts to maintain a diverse student population in the Health Promotion and Education program (see above).

**Maintain currency of the curriculum and explore strategies for broadening its appeal.** The committee recognizes faculty for its efforts to respond to changes in the discipline since the prior review through curricular and co-curricular modifications. With the likelihood that health issues will continue to change and evolve nationally and internationally, the committee urges faculty to continue this vigilance. The committee also encourages faculty to explore alternative ways to prepare health educators. Examples might include broadening the community health promotion plan of study into a public health plan of study or a stand-alone public health major, exploring collaborations with Mennonite College of Nursing (e.g., with its study abroad program or its new School Nurse Graduate Certificate program), or exploring ways to streamline dual endorsement plans of study with other educator preparation programs at the University. Given the opportunities they provide students and the visibility they bring the program, the committee encourages faculty to continue its contributions to the General Education program



through its Dynamics of U.S. Contemporary Health Issues course and potentially through a new global health course.

**Renew efforts to involve students in the Honors program.** Increasing participation by Health Promotion and Education students in the university Honors program was an Academic Planning Committee recommendation resulting from the prior program review. However, from 2011 through 2017 no more than one Health Promotion and Education student was participating in the Honors program as of fall census day. The committee encourages faculty to renew its efforts to encourage students to enroll in the Honors program and to mentor those students through Honors projects. The committee concurs with the faculty plan to promote participation in the Honors program among students who meet Honors requirements and to recognize the students as they complete their Honors projects.

**Continue efforts to secure and maintain dual accreditation of the program.** The committee acknowledges and supports faculty efforts to obtain and maintain accreditation of both sequences in the program, an accomplishment achieved by just a few programs nationally. The committee supports faculty efforts to obtain recognition of the community health promotion sequence by the new accrediting association in the discipline (the Council on Education for Public Health). The committee also supports faculty efforts to obtain recognition of the teacher education unit at the University, of which the school health education sequence is part, through the new accrediting association in that field (the Council for the Accreditation of Educator Preparation). The committee encourages faculty to explore a third accreditation, of the minor in health and wellness coaching by the National Board for Health and Wellness Coaching, which would qualify graduates for National Board Certification in the field.

**Continue collaborating with Milner Library to provide resources and information fluency instruction in support of the program.** The committee recognizes collaborative efforts of Department of Health Sciences and Milner Library faculties to maintain access to research resources that support teaching and learning in the health sciences. The committee recognizes that those efforts include careful monitoring of costs associated with databases and academic journals. Those efforts will likely need to continue during the coming program review cycle. The committee also recognizes that collaborative efforts include helping students develop their information fluency skills. The committee encourages Health Promotion and Education faculty and Milner Library faculty to expand those efforts by collaborating to identify information fluency goals and strategies for the B.S., B.S.Ed. in Health Promotion and Education program, mapping strategies to the curriculum, providing opportunities for students to develop their information fluency skills at those points in the curriculum, and integrating assessment of student learning with respect to information fluency goals into the assessment plan for the program.

**Continue refining and implementing the student learning outcomes assessment plan.** The committee supports faculty efforts to continue refining the student learning outcomes assessment plan for the program, to maintain alignment of the plan with accreditation standards, and to incorporate efforts to obtain alumni feedback regarding the program. The committee encourages faculty to continue utilizing data collected through plan implementation to make program revisions as deemed necessary and to document why those revisions have been made.

# REVIEW OF THE B.S. IN MEDICAL LABORATORY SCIENCE

Classification of Instructional Programs (CIP) Code: 51.1005  
Clinical Laboratory Science/Medical Technology/Technologist

## OVERVIEW

The B.S. in Medical Laboratory Science program at Illinois State University is housed in the Department of Health Sciences within the College of Applied Science and Technology. The department also offers undergraduate minors in Environmental Health, Health and Wellness Coaching, Public Health, and Safety; a B.S. in Environmental Health; a B.S. in Health Information Management; a B.S., B.S.Ed. in Health Promotion and Education; and a B.S. in Safety. The Department of Health Sciences does not offer graduate programs. The B.S. in Medical Laboratory Science, B.S., B.S.Ed. in Health Promotion and Education, and B.S. in Safety programs were reviewed in this 2018-2019 program review cycle, while the B.S. in Environmental Health and the B.S. in Health Information Management programs were reviewed in 2017-2018. The last review of the B.S. in Medical Laboratory Science program occurred in 2010-2011.

The B.S. in Medical Laboratory Science program is dedicated to preparing students for productive and rewarding careers as medical laboratory scientists (sometimes called clinical laboratory scientists). Through a curriculum developed to meet standards of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), the program strives to graduate students who are technically competent and compassionate practitioners. Medical laboratory scientists analyze body fluids and perform tests using highly specialized equipment to diagnose diseases and monitor medical treatment. They are typically employed in hospitals, private clinical laboratories, and industry. Some states require medical laboratory personnel to be licensed, but that is not the case in Illinois. However, employers typically prefer to hire medical laboratory specialists who have passed a national certification examination. By closely following NAACLS standards, the B.S. in Medical Laboratory Science program at Illinois State prepares its students for national certification.

The program is one of three medical laboratory science programs in Illinois accredited by NAACLS and offering a full medical laboratory science curriculum. In all other medical laboratory science programs in the state, students must transfer to a hospital-based program at another institution to complete advanced coursework and clinical experiences.

### Enrollment and Degrees Conferred, 2011-2018

#### B.S. in Medical Laboratory Science, Illinois State University

First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
Enrollment, fall census day	101	93	104	112	95	112	114	121
Degrees conferred, graduating fiscal year	19	27	23	35	28	28	30	30

Table note:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

## **EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT**

### **Program goals**

The goal of the B.S. in Medical Laboratory Science program is to prepare qualified medical laboratory scientists for service in medical, public health, research, and industry settings. The program seeks to imbue students with entry-level professional competencies: knowledge of safety and governmental regulations, appropriate professional behavior, abilities to communicate effectively with patients and other medical personnel, principles of management, educational methodologies, and principles of research design.

### **Students learning outcomes**

At entry level, a graduate of the B.S. in Medical Laboratory Science program will have basic knowledge and skills in ...

- Application of safety and governmental regulations and standards as applied to clinical laboratory science.
- Principles and practices of professional conduct and the significance of continuing professional development.
- Communications sufficient to serve the needs of patients, the public, and members of the health care team.
- Principles and practices of administration and supervision as applied to clinical laboratory science.
- Educational methodologies and terminology sufficient to train/educate users and providers of laboratory science.
- Principles and practices of clinical study design, implementation, and dissemination of results.
- Theoretical knowledge and technical skills in the areas of clinical chemistry, hematology/hemostasis, immunology, immunohematology/transfusion medicine, microbiology, urine and body fluid analysis, laboratory operations, and the ability to integrate and interpret data.

### **Program curriculum** (2018-2019)

Graduation requirements:

120 credit hours consisting of 50 credit hours in required Health Sciences courses, 12-13 credit hours in specified courses offered by other academic units, 39 credit hours in courses that meet General Education requirements (including 12 credit hours in General Education courses specified by the program), and 8 credit hours in elective courses related to the field, with the balance earned by completing other elective courses.

During their final year of study, all students are required to complete a one-semester professional practice experience at one of the clinical facilities affiliated with the program.

Students enrolling in the program having completed an Associate of Applied Science (A.A.S.) degree in clinical or medical laboratory technology from an Illinois community college and having been certified as a medical laboratory technician may be awarded proficiency credit for some medical laboratory science courses through the A.A.S. to B.S. bridge option. If those students possess the appropriate general education and science prerequisites, then they may be able to complete the coursework needed to earn the B.S. degree fully online.

### **Program delivery**

During their first three years in the program, students take courses on the Normal campus. Those courses are delivered primarily through face-to-face or blended face-to-face/online instruction. In the fourth year of the program, students complete a one-semester professional practice experience off campus and a semester of advanced coursework online.

The Department of Health Sciences offers a short-term study abroad course during the spring term. The course spans four to six weeks, with the travel portion taking place over spring vacation. Travel destinations may differ from one year to the next.

### **Department faculty** (Fall 2018)

14 tenure track faculty members (4 Professors, 3 Associate Professors, and 7 Assistant Professors)

14 non-tenure track faculty members (3 full-time and 11 part-time, totaling 6.56 FTE)

Undergraduate student to faculty ratio: 19.0 to 1

Undergraduate student to tenure-line faculty ratio: 28.4 to 1

Core faculty for the B.S. in Medical Laboratory Science program includes four tenure-line faculty members.

### **Specialized accreditation**

The B.S. in Medical Laboratory Science program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The most recent accreditation review occurred in 2015-2016 and resulted in re-accreditation of the program for a 10-year period. The next comprehensive accreditation review is scheduled to occur in 2024-2025.

### **Changes in the academic discipline, field, societal need, and program demand**

One of the greatest challenges in medical laboratory science training in recent years is related to greater reliance in the profession on molecular technology in performing diagnoses. Instructors must not only remain current with technological changes, but they also must find ways to teach students the technologies. Faculty members in the Medical Laboratory Science program at Illinois State often use videos and simulations to teach use of the technologies because they are too expensive to acquire for classroom use. Another impactful change is the trend toward hospital mergers and mergers of their microbiology departments and laboratories to save costs. In some urban areas a similar trend is occurring with respect to transfusion services (blood banks), such that a single, centrally-located laboratory may now be performing blood tests for multiple medical institutions. Such mergers have resulted in fewer potential professional practice sites available for students in the Medical Laboratory Science program. Consequently, faculty members have had to appeal to sites that are still in operation to take additional students. The U.S. Bureau of Labor Statistics predicts that annual demand for medical laboratory scientists to fill open positions in the field will continue to exceed the number of students graduating from two- or four-year medical laboratory science programs. The shortage of qualified applicants is likely to continue as laboratory professionals retire, training programs close, demand for healthcare increases as the population ages, and worker retention rates drop due to professional burnout.

### **Responses to previous program review recommendations**

The 2010-2011 program review resulted in recommendations for faculty to ensure that both program tracks meet students' needs, continue efforts to recruit for student and faculty diversity, continue efforts to track certification examination pass rates, establish a plan for strengthening alumni relations, and continue efforts to establish additional clinical sites. At the time of the prior review, the program offered two tracks. Through one track, students fully completed the program as Illinois State University students, including a professional practice experience at a site affiliated with the program. Through a second (or alternative) track, students transferred to a hospital-based medical laboratory science program through which they completed their advanced coursework and professional practice experience. The Academic Planning Committee articulated concerns regarding the equivalency and quality of student experiences in the two tracks. In 2017 the Department of Health Sciences disestablished the alternative track due to persistent low enrollment. With regard to diversity, the program has been able to recruit students who self-identify with racial/ethnic groups traditionally underrepresented in the program and discipline and currently has a slightly higher percentage of such students than the university-wide percentage. The program has not been able to do the same regarding faculty diversity. It has been difficult attracting a diverse pool of applicants for faculty position openings when they have occurred, because there is shortage nationally of qualified educators to apply for the positions. With regard to examination pass rates, the program now pays an annual fee to the American Society for Clinical Pathology to obtain certification examination outcome records for program alumni and receives similar information from American Medical Technologists free of charge. The program director monitors both sources weekly. To help expand contacts with alumni, the program now collects post-graduation contact information as students are completing the program. The program uses the contact information to gather feedback regarding the program, notify alumni of job openings, and inform alumni of campus events in which they may want to participate.

To provide clinical experience choices for the growing number of students in the program, 11 additional clinical sites have affiliated with the program since the prior review. Seven are located in areas of the state most popular with students: central Illinois (four new sites) and the greater Chicago area (three new sites). The program has also asked several sites to consider offering both fall and spring professional practice placements rather than just one or the other.

### **Major findings**

Since the prior program review, enrollment in the B.S. in Medical Laboratory Science program has been stable, and the program has maintained its reputation for graduating students who are prepared for the workforce. The program continues to be popular with students from central Illinois and the greater Chicago area. Because the demand for medical laboratory scientists is high and shortages of qualified personnel persist, the program could increase its enrollment to meet those needs. The program might expand its recruitment efforts in parts of the state particularly in need of medical laboratory personnel, such as western and southern Illinois. Hospitals providing professional practice experiences for students in the program continue to appreciate the program for its flexibility in allowing students to practice specialty areas in an order that works best for the affiliate and in allowing the affiliate to choose the semester during which the professional practice experience is offered. Affiliates also appreciate being able to recruit professional practice students to fill their vacancies. A challenge for the program has been improving pass rates on the Board of Certification examination taken by students as they graduate from the program. The accrediting body for the discipline, the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), has designated a 75 percent pass rate as its benchmark of program excellence. The program fell short of that benchmark in Fiscal 2015. In an effort to increase pass rates, the program now provides students free use of examination simulator software to practice for the examination. Faculty members monitor scores to guide students in their examination preparation.

### **Initiatives and plans**

- Consider increasing efforts to recruit more students into the program, particularly students willing to work in areas of Illinois affected by medical laboratory personnel shortages.
- Continue efforts to raise certification examination pass rates by using examination simulation software, assessing effectiveness of the software, and exploring other ways to prepare students for certification examinations.
- Continue efforts to incorporate new technologies into the curriculum when practical and to seek simulations, videos, and other learning tools when acquiring and maintaining new technologies is too costly for the program.

## **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

**Review Outcome.** The Academic Planning Committee, as a result of this review process, finds the B.S. in Medical Laboratory Science program to be in Good Standing.

The Academic Planning Committee thanks faculty and staff of the B.S. in Medical Laboratory Science program for a self-study report that evidences a collaborative effort involving all program faculty as well as contributions by students, alumni, and advisory committee members. The report sets forth a complete and critical analysis of the program. The committee congratulates faculty and staff for re-accreditation of the program by the National Accrediting Agency for Clinical Laboratory Science (NAACLS) in 2016 for 10 years.

The committee commends faculty for offering a program designed to accommodate the varying circumstances and preferences of students interested in the field. Since the prior program review, the program has added 11 professional practice sites, including sites in the Chicago metropolitan area, to provide students more choices in planning their professional practice experiences and careers. Faculty members teach all senior-level courses online, so students completing their professional practice experiences at a distance from campus do not have to return to campus to complete their final coursework. Faculty has also introduced a track for students who hold an Associate in Applied Science degree in clinical laboratory technology from an Illinois community college and certification as a medical laboratory technician. Students enrolling in that track can complete the program online within two years. To

focus program resources on these efforts, faculty eliminated the seldom-used option for students to complete their study through a hospital-based medical laboratory science school.

Careful attention to program design and delivery has contributed to rising enrollments and increasing diversity of the student population. In fall 2009, when the prior self-study report was compiled, 96 students were enrolled in the program. Enrollment reached a 10-year high of 121 students in fall 2018. The percentage of students self-identifying with traditionally underrepresented racial/ethnic minorities increased from 25.0 in fall 2009 to 37.2 percent in fall 2018.

The committee commends faculty and staff members for their commitment to student learning and career success after students have enrolled in the program. The program maintains low student-to-faculty ratios in laboratory sections so faculty members are able to provide individualized attention to students. Faculty members engage students in research through course projects and independent studies and encourage students to report their findings at the annual University Research Symposium or through publications. Participation in the university Honors program by Medical Laboratory Science students has increased from 1 percent in fall 2010 to 7.4 percent in fall 2018. The committee recognizes faculty members for their efforts to encourage Honors program participation and to mentor students completing Honors projects. The committee commends efforts by faculty to encourage students in the program to learn from each other and to embrace their diversity. Those efforts have included changing student assignments to laboratory groups throughout the academic year so every student has the opportunity to work and learn with every other student in their cohort and arranging guest speakers to facilitate discussions regarding inclusiveness.

The program also offers students numerous co-curricular opportunities to learn more about health sciences fields and to engage with the campus and local community. Many of the opportunities are facilitated by the Medical Laboratory Science Society, the registered student organization affiliated with the program. Activities include fundraising for St. Jude Research Hospital, participation in the American Cancer Society Relay for Life, and co-sponsorship of the annual campus blood drive. For students seeking to learn about health sciences fields in other countries, the Department of Health Sciences has created a study abroad program open to students enrolled in any of its programs, including the B.S. in Medical Laboratory Science.

The commitment by faculty and staff to student learning and success has resulted in commendable student outcomes. The three-year average graduation rate for students accepted into a junior-senior cohort was 94 percent from Fiscal 2015 through Fiscal 2017. During that same period the average Board of Certification examination pass rate was 75 percent, and the average job placement rate was 99 percent. The committee recognizes efforts by faculty since the prior program review to provide additional assistance to students preparing for the certification examination. The program now subscribes to software that students use to practice for the certification examination. Faculty uses practice test results to guide each student in focusing on their most challenging content areas when studying for the examination.

The committee also recognizes the program for helping students complete the program in less time, thus reducing the cost to the students and qualifying them to take the certification examination sooner. For first-time-in-college students, average credits earned at graduation have declined from 151.8 credit hours in Fiscal 2010 to 126.1 credit hours in Fiscal 2018. The percentage of first-time-in-college students who complete the program within four years increased from 16.7 percent in Fiscal 2010 to 50.0 percent in Fiscal 2016, 77.8 percent in Fiscal 2017, and 90.0 percent in 2018. The average number of credits earned at graduation by students who transferred into Illinois State from another institution is consistently below the average across all undergraduate programs at the University.

A key resource to help faculty maintain the quality of the Medical Laboratory Science program and continue student success is the student learning outcomes assessment plan faculty has adopted to guide program improvements. The committee recognizes the program for an assessment plan that exceeds standards of its accrediting body by setting forth a multiple-measures approach that includes assessment of learning at multiple points in the curriculum.

**Recommendations.** The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2026, the committee asks the program to describe actions taken and results achieved for each recommendation.

**Continue efforts to monitor and promote student success.** The committee encourages faculty of the B.S. in Medical Laboratory Science program to continue its vigilance in maintaining program quality in support of student learning and success. The committee encourages continued faculty attention to student achievement with respect to learning outcomes and to program outcomes such as graduation and job placement rates. The committee notes mention in the self-study report of concerns regarding availability of equipment and technology to adequately support student learning. The committee recommends periodic evaluation of equipment and technologies used by faculty, including the practice examination software, for their effectiveness. The committee further recommends investigating whether other programs at the University have equipment that could be shared with the Medical Laboratory Science program or if other units might be willing to cost-share in equipment or technology purchases. Faculty might also seek equipment donations or financial contributions from the private sector.

**Maintain professional practice agreements.** Professional practice sites with staff members who are welcoming to students and dedicated to their learning are critical to maintaining the quality of the Medical Laboratory Science program and student success. The committee, while recognizing the time commitment involved, encourages faculty to monitor the quality of professional practice experiences at existing practice sites while seeking new sites to provide additional options for students or to accommodate program growth. The committee recognizes that faculty will be challenged by the national trend toward consolidation of health care facilities and medical laboratories. The committee encourages faculty to investigate establishing professional practice arrangements in other metropolitan areas of Illinois, such as the St. Louis Metro East region, or in states adjacent to Illinois.

**Explore the potential for enrollment growth.** The committee concurs with the faculty initiative articulated in the self-study report to explore opportunities to grow program enrollment. The committee recommends careful evaluation by faculty of current enrollment targets and plans in light of the projected demand for medical laboratory science instruction, the status of comparator and aspirational programs, and resources that would be needed to enroll more students while maintaining program quality, including faculty, staff, facilities, and professional practice sites. The committee recommends that faculty members work collaboratively with the Department of Health Sciences, the College of Applied Science and Technology, and the Office of Enrollment Management and Academic Services at the University in exploring this matter and determining a course of action.

**Explore expanding the visibility and reach of the A.A.S. to B.S. bridge program.** As faculty studies the potential for enrollment growth, the committee recommends that faculty particularly explore the potential for expanding the track designed for students transferring into the program with an Associate in Applied Science degree and medical laboratory technician certification. The committee suggests that faculty consider establishing the track as a sequence to aid in promoting the opportunity to prospective students and in monitoring progress of students enrolled in it. Faculty might explore the possibility of monitoring student work at professional practice sites electronically, if permitted by the program accreditor, as a way of expanding the reach of the program beyond Illinois to serve students in other states interested in seeking professional certification. As it considers the future of the bridge program, faculty may benefit by dialoguing with faculty of similar programs at the University, such as the RN to B.S.N. sequence in the Mennonite College of Nursing, the RHIT to HIM sequence in the Department of Health Sciences, or the new Dietetics Internship Graduate Certificate in the Department of Family and Consumer Sciences.

**Increase faculty scholarship.** The committee observes that from Fiscal 2010 through Fiscal 2017, Medical Laboratory Science faculty collectively reported fewer than three publications and fewer than two presentations per year. However, scholarly communication among Medical Laboratory Science faculty increased during that period to an eight-year high by Fiscal 2017. The committee views ongoing faculty scholarship as critical to informing instruction of students and exposing them to the latest theories and trends in the discipline and field. Accordingly, the committee encourages faculty to work toward achieving annual scholarly outputs at or near Fiscal 2017 levels. Faculty might seek ways to further involve students in their research, perhaps as undergraduate research assistants, or might seek advice and guidance from faculty of other undergraduate programs at the University that do so.

**Work toward longer-term solutions to faculty diversity in the discipline.** The committee supports efforts of the program to increase the diversity of its faculty to better reflect the increasingly diverse student population. The committee suggests a broad approach to diversity, to include different identities (including gender), research interests, higher education backgrounds, and perspectives. Given the infrequency of faculty position openings in the B.S. in Medical Laboratory Science program and the national shortage of applicants for such openings, increasing the diversity of faculty in the program is a difficult challenge. Until position openings occur, Medical Laboratory Science faculty can continue to seek professional practice sites that serve diverse populations and have diverse medical staff and to consider diversity when seeking guest presenters and student mentors. Faculty might also contribute to a longer-term initiative by encouraging its graduates who self-identify with traditionally underrepresented groups to consider graduate education and careers in teaching. Similar efforts are underway in some other academic units at the University. One resource that might assist alumni interested in pursuing a teaching career is the Diversifying Higher Education Faculty in Illinois scholarship program facilitated by the Illinois Board of Higher Education.

**Continue collaborating with Milner Library to provide resources and information fluency instruction in support of the program.** The committee recognizes collaborative efforts of Department of Health Sciences and Milner Library faculties to maintain access to research resources that support teaching and learning in the health sciences. The committee recognizes that those efforts include careful monitoring of costs associated with databases and academic journals. Those efforts will likely need to continue during the coming program review cycle. The committee also recognizes that collaborative efforts include helping students develop their information fluency skills. The committee encourages Medical Laboratory Science faculty and Milner Library faculty to expand those efforts by collaborating to identify information fluency goals and strategies for the B.S. in Medical Laboratory Science program, mapping strategies to the curriculum, providing opportunities for students to develop their information fluency skills at those points in the curriculum, and integrating assessment of student learning with respect to information fluency goals into the assessment plan for the program.

**Continue implementing and refining the student learning outcomes assessment plan.** The committee encourages faculty to continue its implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize data collected through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary. One addition faculty might consider in the short term is incorporating a reference to the student surveys administered by the program to obtain student contact and job placement information and feedback regarding the program.



## REVIEW OF THE B.S. IN SAFETY

Classification of Instructional Programs (CIP) Code: 51.2206  
Occupational Health and Industrial Hygiene

### OVERVIEW

The B.S. in Safety program at Illinois State University is housed in the Department of Health Sciences within the College of Applied Science and Technology. The department also offers undergraduate minors in Environmental Health, Health and Wellness Coaching, Public Health, and Safety; a B.S. in Environmental Health; a B.S. in Health Information Management; a B.S., B.S.Ed. in Health Promotion and Education; and a B.S. in Medical Laboratory Science. The Department of Health Sciences does not offer graduate programs. The B.S. in Safety, B.S., B.S.Ed. in Health Promotion and Education, and B.S. in Medical Laboratory Science programs were reviewed in this 2018-2019 program review cycle, while the B.S. in Environmental Health and B.S. in Health Information Management programs were reviewed in 2017-2018. The last review of the B.S. in Safety program occurred in 2010-2011.

The B.S. in Safety program prepares students for positions responsible for preventing or reducing human and economic loss due to accidental mishaps. Safety professionals investigate accidents, conduct safety training sessions, conduct cost-benefit analyses of safety initiatives, and inventory hazardous materials. The program curriculum is based on a foundation in the sciences and emphasizes the technical, managerial, and ethical aspects of safety and health. Work in the field does not require licensure. Certification is voluntary but is encouraged by many employers. National recognition of the program by the Accreditation Board of Engineering and Technology and the Board of Certified Safety Professionals evidences program quality, which helps program graduates when seeking their first positions in the field and when seeking to advance their careers. The B.S. in Safety program is the only undergraduate degree program in the discipline in Illinois.

#### Enrollment and Degrees Conferred, 2011-2018

##### B.S. in Safety, Illinois State University

First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
Enrollment, fall census day	55	53	59	59	67	73	67	62
Degrees conferred, graduating fiscal year	16	14	16	16	22	10	19	18

Table note:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

### EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

#### Program goals

The B.S. in Safety program is designed to prepare graduates who, within five years of completing the program, will have independently demonstrated efficient risk management within their organization; effective communication of safety and health issues within their organization or within their local, regional, or global industry sector; effective leadership within their organization or within their local, regional, or global industry sector; and professional growth and pursuit of life-long learning in an ever-changing global economy.

#### Students learning outcomes

At the time of graduation, students in the B.S. in Safety program will be able to ...

- Apply knowledge of mathematics, science, and applied sciences to the anticipation, recognition, evaluation, and development of control strategies for hazardous conditions and work practices.

- Conduct experiments and accident/incident investigations, as well as analyze and interpret data.
- Design and evaluate safety, health, and/or environmental programs to meet desired needs.
- Function on multidisciplinary teams.
- Identify and solve applied sciences problems using fundamental aspects of safety, industrial hygiene, environmental science, fire science, hazardous materials, emergency management, ergonomics, and/or human factors.
- Discuss the importance of professional and ethical responsibility.
- Communicate effectively in writing, oral presentation, and the application of adult learning theory to safety training methodologies.
- Discuss the impact of business and risk management solutions in a global or societal context.
- Recognize the need for and ability to engage in life-long learning.
- Identify contemporary safety and health issues and apply relevant standards, regulations, and codes or best practices.
- Apply principles of safety and health in a non-academic setting through a supervised professional practice experience.

### **Program curriculum** (2018-2019)

Graduation requirements:

120 credit hours consisting of 37 credit hours of required Health Sciences courses, 9 credit hours of professional practice, 6 credit hours of Health Sciences elective courses, and 10 credit hours in specified courses offered by other academic units, with the balance earned by meeting General Education requirements or by completing elective courses.

### **Program delivery**

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

The Department of Health Sciences offers a short-term study abroad course during the spring term. The course spans four to six weeks, with the travel portion taking place over spring vacation. Travel destinations may differ from one year to the next.

### **Department faculty** (Fall 2018)

14 tenure track faculty members (4 Professors, 3 Associate Professors, and 7 Assistant Professors)

14 non-tenure track faculty members (3 full-time and 11 part-time, totaling 6.56 FTE)

Undergraduate student to faculty ratio: 19.0 to 1

Undergraduate student to tenure-line faculty ratio: 28.4 to 1

Core faculty for the B.S. in Safety program includes three full-time faculty members (two tenure track and one non-tenure track) and two part-time adjunct lecturers.

### **Specialized accreditation**

The B.S. in Safety program is accredited by the Applied and Natural Science Accreditation Commission (formerly the Applied Science Accreditation Commission) of the Accreditation Board for Engineering and Technology (ABET). The most recent ABET accreditation review of the program occurred in 2014, resulting in full accreditation. The next comprehensive accreditation review by ABET is scheduled to occur in 2020-2021. The B.S. in Safety program is also recognized by the Board of Certified Safety Professionals (BCSP) as a Qualified Academic Program. This designation allows graduates of the program to immediately receive the Graduate Safety Practitioner credential. The credential is needed to apply for the Certified Safety Professional designation from the board.

### **Changes in the academic discipline, field, societal need, and program demand**

There have not been major changes in the academic discipline, profession, or demand for safety program graduates since the 2010-2011 program review. The demand for safety professionals still far exceeds the supply across the nation and in other parts of the world. The U.S. Bureau of Labor Statistics predicts that the shortage will continue. One impact of the shortage is a steady increase in starting salaries for safety program graduates.

### **Responses to previous program review recommendations**

The 2010-2011 program review resulted in recommendations for faculty to continue seeking accreditation of the program by the Accreditation Board for Engineering and Technology (ABET), recruit students with the goal of meeting enrollment targets within five years, continue recruiting students and faculty who self-identify with groups traditionally underrepresented in the discipline, and increase opportunities for student participation in research. ABET accreditation of the program was achieved in 2014. The next comprehensive accreditation review is scheduled to occur in 2020-2021. Enrollment targets established at the time of the prior program review have been met, as fall enrollment ranged between 67 and 73 students from 2015 through 2017. The targets have been achieved through outreach to other academic units at the University with students who could benefit from a major or minor in safety, additional exposure of the program by increasing enrollment in a safety course that meets General Education requirements, and outreach by a new marketing and recruiting committee of the program advisory board to students and their academic advisors throughout the state. Efforts to recruit for diversity have included establishing a scholarship for transfer students identifying with underrepresented groups and exploring ways to recruit international students. Achieving faculty diversity is a longer-term initiative for the department since full-time faculty positions in the program are seldom open. As opportunities arise to hire faculty, efforts will be made to recruit diverse applicant pools. Since the prior program review, faculty members have made significant progress increasing student involvement in research. The program annually designates a faculty member as research advisor for the registered student organization affiliated with the program. The advisor encourages and assists members in developing a short-term research agenda for the organization. The agenda is then implemented by students with guidance from the advisor. Since 2010-2011, organization members have presented eight different studies either at the annual research symposium sponsored by the University or at a national conference. The national parent organization of the student group recognized the group at Illinois State as the best among its peers in the nation in 2017 in large part because of its research efforts. Involvement of students in research will continue during the next review cycle.

### **Major findings**

The current state of the B.S. in Safety program is very positive. The program is experiencing stable enrollment within its target range, stable graduation rates, and stable job placement opportunities. Feedback from external reviewers and program advisory board members demonstrates that program graduates become highly skilled in their profession and successful members of society. Accreditation and advisory board support have been instrumental in achieving and sustaining program success. Maintaining accreditation is a priority for the program in order to attract students to the program and sustain high job placement rates for its graduates. The program could seek to increase enrollment to help address the continuing shortage of safety professionals nationally, however any significant enrollment increases without access to additional resources could result in course scheduling difficulties. The Safety program continues to explore best practices for encouraging students to actively seek professional and scholarship opportunities and for developing and maintaining alumni relations once students leave the program. Improvements in those areas will enhance the student experience and further promote program excellence.

### **Initiatives and plans**

- Sustain program excellence and develop new indicators of quality for the major.
- Continue ongoing recruitment and retention of both underrepresented students and faculty, including international students.
- Continue the development and acquisition of state-of-the-art facilities and technology to enhance interdisciplinary inquiry and lifelong learning.
- Maintain or increase opportunities for student involvement in research and service to the profession.
- Explore innovative programs for attracting new students and professionals.

## **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

**Review Outcome.** The Academic Planning Committee, as a result of this review process, finds the B.S. in Safety program to be in Good Standing.

The Academic Planning Committee thanks faculty and staff of the B.S. in Safety program for a concise, critical, and forward looking self-study report that evidences a program review process that involved all faculty members associated with the program as well as external stakeholders.

The committee commends faculty for fulfilling the long-standing goal of the B.S. in Safety program to achieve accreditation of the program by the Applied Science Accreditation Commission (since renamed the Applied and Natural Science Accreditation Commission) of the Accreditation Board for Engineering and Technology (ABET). The program was accredited by ABET effective October 1, 2013 through September 30, 2021. Accreditation of the program, the only one of its kind in Illinois, evidences efforts by faculty to meet or exceed standards of the discipline and field. The committee also commends faculty for recognition of the program by the Board of Certified Safety Professionals as a Qualified Academic Program. Graduates of the program benefit from that designation in that they receive the Graduate Safety Practitioner designation upon program completion. That credential is an important step toward achieving full professional certification as a Certified Safety Professional.

The committee recognizes faculty and staff members for their efforts to promote timely graduation of students from the B.S. in Safety program with the knowledge and skills needed to succeed in the safety profession and achieve the Certified Safety Professional credential. Average credit hours at the time of program completion for students enrolling at the University as a first-time-in-college student decreased from 148.0 credit hours in Fiscal 2010 to 129.6 in Fiscal 2017. That average includes credit hours for students who started at Illinois State in a major other than safety. Average credit hours at the time of program completion for students who had transferred into the program from a community college or other university was 152.3 credit hours in Fiscal 2014 but has since declined to 134.9 in Fiscal 2017. Nearly every student who has graduated from the program since the last program review has been hired into a job in safety or a related field within six months of graduation. Salaries of program graduates have averaged approximately 60 percent more than the median annual wage for all workers in the U.S.

Among faculty and staff efforts since the last program review to promote student success are ongoing monitoring of the curriculum for its relevancy and currency, developing opportunities for students to engage in research with faculty, and providing co-curricular opportunities to enhance student exposure to the field. The committee commends the program for those efforts. Faculty has used assessment findings and alumni feedback to identify the need for additional attention in the curriculum to helping students develop communication skills. Faculty has addressed this need in part by adding a safety training development course (HSC 370) to prepare students for developing and delivering safety training programs in the workplace. A major faculty initiative in response to the 2010-2011 review has been involving students in research through the Illinois State University student section of the American Society of Safety Engineers (renamed the American Society of Safety Professionals in 2018). Each year the program designates one of its faculty members to serve as the research advisor to the chapter. In that role the faculty member mentors students in designing and implementing a research project and in presenting research findings through presentations or publications. Eight such studies have been completed and presented by the students. That unique involvement in research by the students was a factor in the group being named the outstanding student section for 2017 by the American Society of Safety Professionals. Among the numerous other co-curricular opportunities provided students since the last program review are activities and events sponsored by the Illinois State University student section of the American Industrial Hygiene Association, such as attendance at professional meetings and field trips to industrial sites.

A key asset for evaluating the program and providing co-curricular opportunities for students is the Safety Program Advisory Board. The committee recognizes efforts by program faculty and staff leading to establishment of the board in 2015 and ongoing efforts to actively involve its members in the program. Board members advise faculty regarding changes in the field that may inform curricular changes and approaches faculty might take to inform prospective students about the program. Board members also volunteer time to mentor students, for example through the safety in residence initiative through which board members spend time in the department. The advisory board is

also active in fundraising for program enhancements such as purchase of tools and equipment for use by students in the laboratory.

**Recommendations.** The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2026, the committee asks the program to describe actions taken and results achieved for each recommendation.

**Maintain program accreditation.** The committee encourages efforts by faculty and staff of the B.S. in Safety program to maintain accreditation of the program by the Applied and Natural Science Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) in good standing throughout the next program review cycle. The next comprehensive re-accreditation review of the program is scheduled for 2020-2021. The program is scheduled to submit a self-study report to ABET in connection with that re-accreditation review by July 1, 2020.

**Formalize and implement a student recruitment plan.** The committee notes the upward trajectory of enrollment in the B.S. in Safety program since the 2010-2011 program review. Enrollment increased from 49 students in fall 2010 to a nine-year peak of 73 students in fall 2016. However, enrollment has since declined, to 62 students. Accordingly, the committee recommends that the program formalize and implement a plan for stabilizing enrollment during the next program review cycle and for growing enrollment within resource constraints under which the program functions. The committee notes that numerous components of such a plan are already in place in the program, including enrollment targets and guidance with program promotion from the Safety Program Advisory Board. Given the target of having external transfer students comprise about one-quarter of students enrolling in the safety program, the committee recommends that faculty seek articulation agreements with community colleges from which students entering the program typically matriculate. Having such agreements could help reduce time-to-degree for external transfer students and also help increase awareness of the major among community college students. Developing articulation agreements with community colleges serving high school districts with diverse student populations might also aid efforts to increase diversity among students enrolling in the B.S. in Safety program (see below).

**Formalize and implement a plan for increasing student diversity.** The committee acknowledges attention by faculty and staff to student diversity since the prior program review. Those efforts have contributed to an upward trajectory in the percentage of students self-identifying with racial or ethnic groups traditionally underrepresented in the discipline, department, and University, although increases have been sporadic. For example, the percentage increased from 13.5 percent in fall 2015 to 23.6 percent in fall 2016 but then decreased to 20.9 percent in fall 2017. Accordingly, the committee encourages the program to formalize and implement a plan for recruiting and retaining a diverse student population, either as a component of a broader student recruitment plan (see above) or as a separate document. Through the planning process, faculty and staff can prioritize high-impact strategies that can be sustained given current and anticipated resources available to the program. The committee recommends adopting a broad approach to diversity, to include gender and other identities. The committee recommends including in the plan strategies for maintaining an inclusive environment in the program to promote student retention. Examples of such strategies include considering diversity when selecting speakers to invite to campus or when selecting businesses and industries for students to visit.

**Seek diversity when opportunities arise to hire new faculty members.** According to the self-study report, 57.9 percent of full-time faculty members in the Department of Health Sciences are women, and 18 percent self-identify with traditionally-underrepresented racial or ethnic groups (as of fall 2017). However, the group of faculty teaching in the B.S. in Safety program appears to be less diverse (e.g., none of the tenure track or non-tenure track faculty members listed in the self-study report are women). While acknowledging that opportunities to hire new faculty members for the B.S. in Safety program are rare given the small size of the faculty, the committee encourages the program to recruit for a diverse applicant pool when those opportunities arise. This committee recommendation applies to hiring of tenure track faculty members and to hiring of adjunct faculty. The committee suggests a broad approach to diversity, to include race/ethnicity and gender but also diversity with respect to other identities, expertise, interests, and perspectives.

**Continue efforts to mentor students in conducting research in the field.** The committee commends efforts by safety faculty members to involve students in research. Doing so by working with the student section of the American Society of Safety Professionals (see above) provides a unique model for other programs to emulate. The safety program also offers undergraduate research assistantships. The committee encourages faculty members to continue their research mentoring efforts with the caveat that faculty retain sufficient time for their own research, to remain current with the discipline and field and to inform their teaching.

**Explore non-traditional program delivery structures.** The committee concurs with safety faculty plans to explore non-traditional program structures during the next program review cycle. Alternate ways to structure and deliver the program could help expand learning opportunities for students enrolling in the program and help grow enrollment within targets established by faculty. Some possibilities faculty might explore include establishing double major plans of study with other units at Illinois State and seeking agreements with other universities to facilitate matriculation of B.S. in Safety program graduates into master's-level safety programs. To benefit highly qualified graduates of the program, agreements with master's-level programs might provide for accelerated completion of the graduate program. Safety program faculty might also explore partnerships with universities in other countries. Although each such partnership is unique, faculty might investigate several models for international partnerships arranged by other academic programs at the University in recent years.

**Continue to work toward providing state-of-the-art facilities and equipment.** The ability of safety program faculty to expose students to tools and equipment that they are likely to encounter in the workplace is critical to student learning and success. The committee recognizes faculty members for their efforts to upgrade facilities and equipment since the last program review. The committee encourages faculty to continue that work in collaboration with the Department of Health Sciences and College of Applied Science and Technology. The committee notes opportunities for external contributions to facilities and equipment through efforts of the Safety Program Advisory Board. The committee also suggests exploring collaborations with other units at the University, academic and non-academic, in sharing facilities and equipment. Such arrangements could help expand research opportunities for students in the safety program through interdisciplinary inquiry with colleagues in other academic programs.

**Continue collaborating with Milner Library to provide resources and information fluency instruction in support of the program.** The committee recognizes collaborative efforts of Department of Health Sciences and Milner Library faculties to maintain access to research resources that support teaching and learning in the health sciences. The committee recognizes that those efforts include careful monitoring of costs associated with databases and academic journals. Those efforts will likely need to continue during the coming program review cycle. The committee also recognizes that collaborative efforts include helping students develop their information fluency skills. The committee encourages Safety faculty and Milner Library faculty to expand those efforts by collaborating to identify information fluency goals and strategies for the B.S. in Safety program, mapping strategies to the curriculum, providing opportunities for students to develop their information fluency skills at those points in the curriculum, and integrating assessment of student learning with respect to information fluency goals into the assessment plan for the program.

**Continue implementing and refining the student learning outcomes assessment plan.** The committee encourages faculty to continue its implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize data collected through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

# REVIEW OF THE B.S. IN SUSTAINABLE AND RENEWABLE ENERGY

Classification of Instructional Programs (CIP) Code: 15.0503  
Energy Management and Systems Technology/Technician

## OVERVIEW

The B.S. in Sustainable and Renewable Energy program at Illinois State University is housed in the Department of Technology within the College of Applied Science and Technology. The department also offers an undergraduate minor in Technology; a B.S. in Construction Management; a B.S. in Engineering Technology; a B.S. in Graphic Communications; a B.S. in Industrial Technology; a B.S. in Technology and Engineering Education; an M.S. in Technology; and four graduate certificate programs: a Project Management Graduate Certificate, a Quality Management and Analytics Graduate Certificate, a STEM (Science, Technology, Engineering, or Mathematics) Education and Leadership Graduate Certificate, and a Training and Development Graduate Certificate.

The B.S. in Sustainable and Renewable Energy program was authorized by the Illinois Board of Higher Education on October 18, 2007, as the B.S. in Renewable Resources. The program was the first interdisciplinary undergraduate renewable energy degree program in the U.S. The program name has been changed twice since its establishment to reflect changes in the discipline and field. The name cited in this report became effective May 20, 2019. This is the first review of the program on the eight-year program review cycle. All other programs of the Department of Technology are scheduled to submit program review self-study reports in fall 2020.

The B.S. in Sustainable and Renewable Energy program prepares students for work in energy sustainability; energy efficiency; wind, solar, biofuels, and biomass energy development; and regulatory and government policy analysis. Graduates are employed by renewable energy consultants, renewable energy distributors, equipment manufacturers, governmental agencies, and non-profit organizations. The program maintains relationships with more than 50 industry partners, which helps with job placement. Many program graduates have pursued graduate degrees in diverse fields such as energy management, environmental policy and planning, landscape architecture, energy engineering, project management, economics, and business administration.

At the time of its establishment, the program had two sequences: a technical sequence and an economic/public policy sequence. The sequences were disestablished in 2011-2012 to create one all-encompassing plan of study.

### Enrollment by Plan of Study, Fall Census Day, 2011-2018

#### B.S. in Sustainable and Renewable Energy, Illinois State University

First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
Economics and Public Policy sequence	27	24	13	7	1	0	0	0
Technical sequence	53	47	19	7	0	0	0	0
No sequence	0	22	49	69	69	60	63	40
Total	80	93	81	83	70	60	63	40

### Degrees Conferred by Plan of Study, Graduating Fiscal Year 2011-2018

#### B.S. in Sustainable and Renewable Energy, Illinois State University

First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
Economics and Public Policy sequence	9	9	8	6	3	4	0	0
Technical sequence	14	15	25	10	7	0	0	0
No sequence	0	0	0	5	17	20	19	27
Total	23	24	33	21	27	24	19	27

[See table notes on the following page]

Table notes:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

The economics and public policy sequence and the technical sequence were disestablished effective May 14, 2012.

## **EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT**

### **Program goals**

- Provide students with high quality educational experiences by featuring a modern, up-to-date curriculum that will develop the technical and managerial knowledge, skills, and attitudes that are foundational to success as renewable energy professionals.
- Recruit and graduate a diverse group of individuals to support the companies and organizations that will employ renewable energy professionals in Illinois and throughout the United States.
- Provide opportunities for students to interface with renewable energy professionals.
- Provide service to companies and organizations that employ renewable energy graduates through applied research, consulting/workshops, and participation in professional organizations.
- Develop industry and renewable energy alumni relationships in support of the program.

### **Students learning outcomes**

- Describe the physical laws and resources that constrain our energy systems.
- Define the operation of renewable energy systems in terms of basic electrical and physical principles.
- Apply basic business, economic, and technical management principles in a variety of technical and non-technical contexts.
- Explain and defend their positions on energy/political/social issues.
- Design residential and commercial solar photovoltaic systems using renewable energy software.
- Analyze wind data using professional software.
- Optimize renewable energy business decision-making.
- Develop a business case for a commercial renewable energy project.

### **Program curriculum** (2018-2019)

Graduation requirements:

120 credit hours consisting of 38 credit hours in required core courses in the discipline; 23 credit hours in specified General Education courses that prepare students for courses in the discipline; 6 credit hours of courses in finance, sociology, or technology; additional courses to fully meet General Education requirements; and electives to complete the 120 credit hours. Students are required to complete a minor in business administration, business environment and sustainability, economics, environmental studies, geography, or technology.

### **Program delivery**

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

The Department of Technology sponsors a semester-long study abroad experience with Aarhus School of Marine and Technical Engineering in Denmark.

### **Department faculty** (Fall 2018)

15 tenure track faculty members (6 Professors, 6 Associate Professors, and 3 Assistant Professors)

20 non-tenure track faculty members (5 full-time and 15 part-time, totaling 8.97 FTE)

Undergraduate student to faculty ratio: 18.5 to 1

Undergraduate student to tenure-line faculty ratio: 30.8 to 1



Two tenure-line faculty members in the department share primary responsibility for instruction and student mentoring in the Sustainable and Renewable Energy program.

### **Specialized accreditation**

The B.S. in Sustainable and Renewable Energy program is not affiliated with a specialized accreditation association.

### **Changes in the academic discipline, field, societal need, and program demand**

Since inception of the renewable energy program in 2007, sustainability has been increasingly emphasized in the field and discipline. Most large corporations now have a sustainability manager or an office of sustainability. To better prepare students for their renewable energy careers, faculty has increased coverage of sustainability in the renewable energy program curriculum and in co-curricular experiences. Recognizing the increasing emphasis on sustainability, the advisory board for the renewable energy program recommended a program name change. A change, to the B.S. in Sustainable and Renewable Energy, was subsequently recommended by program and department faculty to the college and provost. The name change was approved in September 2018 (after the program review self-study report was completed) and became effective May 20, 2019.

### **Responses to previous program review recommendations**

Not applicable. This is the first review of the B.S. in Sustainable and Renewable Energy program on the eight-year program review cycle.

### **Major findings**

Keys to program success at graduating students prepared for sustainable and renewable energy careers are its faculty members, who have strong, positive reputations for the quality of their scholarship and who hold state, national, and international leadership positions in the discipline, the numerous co-curricular experiences available to students (principally through the registered student organization associated with the program), class sizes that allow for individualized attention to students, and ongoing oversight by faculty of program and course quality. Strong connections with alumni have helped faculty maintain a curriculum that reflects changes in the profession and have benefited students through increased awareness of professional practice, networking, and job opportunities. Fall enrollment in the B.S. in Sustainable and Renewable Energy program has averaged approximately 75 students since program inception. Enrollment surged to 93 students in fall 2012, then declined to more a manageable 63 students by fall 2017. Based on current and anticipated resources available to the program, its faculty aims to maintain fall enrollment between 65 and 70 students in the coming years.

### **Initiatives and plans**

- Continue to adapt and implement a curriculum that is representative of the field.
- Continue to upgrade laboratory facilities, to help prepare technically-capable renewable energy experts.
- Develop additional customized professional development strategies for renewable energy majors who wish to focus on a specific renewable energy system such as solar or wind.
- Work with the Illinois Board of Higher Education to develop a new renewable energy center to continue work done by the Center for Renewable Energy at Illinois State University (disestablished in 2018).
- Increase the diversity among students in the program.

## **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

**Review Outcome.** The Academic Planning Committee, as a result of this review process, finds the B.S. in Sustainable and Renewable Energy program to be in Good Standing.

The Academic Planning Committee recognizes the fall 2018 self-study report compiled by faculty of the B.S. in Sustainable and Renewable Energy program as the first self-study report on the eight-year program review cycle completed for the program since its inception. The committee thanks the program for a concise yet descriptive report that is critical and forward looking.

The committee recognizes the Department of Technology for successful implementation of the first interdisciplinary renewable energy degree program in the U.S. and the first and only undergraduate renewable energy program in Illinois. Program faculty members have developed a curriculum that combines theory, practice through hands-on activities and internships, and research. The committee recognizes faculty efforts to maintain the currency of the program relative to the fast-changing sustainable and renewable energy field. Among the program changes made by faculty since inception of the program are merging of the two sequences in place at program inception, adding renewable energy courses, and changing the name of the program to reflect changes in the field (on May 20, 2019, the name of the program changed to the B.S. in Sustainable and Renewable Energy).

The committee commends faculty members for their involvement of students in sustainable and renewable energy scholarship. Faculty members mentor students completing their capstone research projects that often involve community stakeholders and presenting their findings at the annual university-wide student research symposium. Since 2012 at least nine articles co-authored by faculty and students in the program have been published.

The committee recognizes efforts by faculty to help students complete the program and to do so within four years. Retention rates and six-year graduation rates consistently exceed rates across all undergraduate programs at the University. The percentage of renewable energy program completers graduating from the program within four years also consistently exceeds the percentage across all undergraduate programs at the University. In Fiscal 2017, for example, 83.3 percent of renewable energy program graduates completed the program within four years compared to 67.3 percent university-wide. It follows that average credits to degree for first-time-in-college students completing the program are consistently below the university-wide average. With respect to external transfer students, the committee commends the program for its collaborations with community colleges to streamline the transition of community college graduates into the renewable energy program at Illinois State. Faculty members have worked with several community colleges to develop articulation agreements and maintain regular communication with community college faculty and staff regarding progress of students seeking to continue their education at Illinois State. The committee also recognizes faculty members for their efforts to seek external funding to provide funds to support the program, including scholarships to students who might not otherwise be able to enroll in the program. The committee encourages continuation of those efforts.

Critical to program success in preparing students for employment and post-baccalaureate education in the field is involvement in the program by external stakeholders. Those include representatives of industries, professional associations, public interest groups, and regulatory entities, as well as program alumni. Venues for external stakeholder involvement include the Renewable Energy Advisory Board and the Renewable Energy Society, the latter a registered student organization sponsored and facilitated by program faculty. Involvement of external stakeholders continues to benefit the program and its students through input regarding program design and content, sponsorship of internship opportunities, mentorship of students, and hiring of program graduates. Students also have opportunities to learn from practitioners in other countries through a study abroad experience based in Denmark. As the program has matured, its faculty has made concerted and sustained efforts to maintain contacts with the growing number of program alumni, to document their career trajectories, and to encourage their involvement with current students in the program. The committee commends faculty for those efforts.

The committee commends faculty for developing and implementing a methodologically sound assessment plan that includes both direct and indirect measures and for continuously using assessment findings to help guide program changes. Particularly noteworthy is the focus across all methods, including surveys of external stakeholders, on assessment of student learning relative to learning outcomes adopted by faculty.

**Recommendations.** The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2026, the committee asks the program to describe actions taken and results achieved for each recommendation.

**Recruit to stabilize and grow program enrollment.** When Illinois State University applied to the Illinois Board of Higher Education (IBHE) for authority to offer the B.S. in Sustainable and Renewable Energy degree (then called the B.S. in Renewable Resources), its Department of Technology forecast having 50 students enrolled in the program by its fifth year. By its first fall census day, in 2008, the program had already enrolled 42 students. Thereafter, enrollment steadily increased to 93 students in fall 2012. Since then, however, enrollment has declined, to a low of 40 students in fall 2018, while applications for admission to the program have declined from 37 in 2012

to 11 in 2017. These declines have happened during a period in which interest in sustainable and renewable energy remains high in Illinois and the Midwest, as additional wind power and solar power installations are under construction or being planned, and as several states, including Illinois, mandate use by electric utilities of energy generated by renewable energy sources.

The committee recommends that the program and Department of Technology work with Enrollment Management and Academic Services at the University to develop and implement a plan for reversing enrollment decline and for growing enrollment within the constraints of available faculty resources. One component of the plan could involve actions associated with the recently approved NSF-funded project to recruit area community college graduates to STEM (Science, Technology, Engineering, or Mathematics) programs. Other components of the plan might include expanded outreach to secondary schools in the state, collaborative student recruitment with other units at the University that sponsor academic programs related to the environment (e.g., the new B.S. in Environmental Systems Science and Sustainability program), or partnerships with renewable energy companies operating in the region.

**Recruit for student diversity.** The committee commends the program for recognizing the need to increase the diversity of its student population with respect to gender and race/ethnicity. From 2014 through 2017, representation of women among students in the program as of fall census day averaged 12.4 percent compared to 44.5 percent across all undergraduate programs of the College of Applied Science and Technology and 55.1 percent across all undergraduate programs university-wide. During that same period, the percentage of students in the program as of fall census day who self-identified with traditionally underrepresented racial or ethnic groups averaged 15.5 percent compared to 21.7 percent across all undergraduate programs of the college and 23.0 percent across all undergraduate programs university-wide. The committee recommends that program faculty work with the Department of Technology to develop and implement a plan for recruiting and retaining students from traditionally underrepresented groups. The plan could be integrated with the student recruitment plan recommended above or could be developed as a separate plan.

**Continue to maintain a program that is current, relevant, and supportive of student success.** The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. Among the most significant changes made by faculty is disestablishment of the two sequences (the Technical sequence and the Economics/Public Policy sequence) to ensure that all students are exposed to both technical and policy aspects of the field. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years).

In addition to studying assessment findings, the committee suggests that faculty members study graduation exceptions data to identify any current or potential obstacles to timely program completion, particularly for transfer students. Findings from that study could inform honing of existing articulation agreements with community colleges and inform development of similar agreements with other community colleges. The committee notes that participation by renewable energy students in the Honors program has been lower than the average across all undergraduate programs at the University during six of the last eight years for which data are available. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the Sustainable and Renewable Energy program with honors have sufficient opportunities to do so.

**Continue to upgrade laboratory equipment and facilities.** The committee recognizes the importance of specialized laboratory facilities and equipment for supporting faculty and student research and for preparing students for work in sustainable and renewable energy positions. Among the energy equipment currently available in the Department of Technology are solar photovoltaic workstations, wind energy workstations, a wind tunnel, and a heliodon. The committee supports faculty efforts to periodically upgrade the equipment to best support learning and research and to expose students to the technologies they will most likely encounter in the field after graduation. The committee suggests that the program consider involving its industry partners in efforts to upgrade laboratory equipment and maintain state-of-the-art laboratory facilities.

**Continue collaborating with Milner Library in providing information fluency instruction and research resources for students and faculty.** The committee recognizes the collaboration between program and library faculty to provide information fluency training in the research and capstone courses of the Sustainable and Renewable Energy program. The committee recommends expanding that work by identifying information literacy

learning outcomes for the program, mapping those outcomes to the curriculum, and including information fluency assessment strategies in the students learning outcomes assessment plan for the program. In addition, given the rapid nature of technological changes in the field, the committee suggests periodic, systematic assessment of library resources intended to support the program for their continued relevance to the curriculum and to faculty research. The committee suggests coordination between the department and the library as research materials are acquired for either the library collection or the core resource collection located in the sustainable and renewable energy laboratory.

**Explore establishing a research and service center for sustainable and renewable energy.** Contemporaneous with establishment of the B.S. in Sustainable and Renewable Energy program in 2007 was the establishment of the Center for Renewable Energy to support learning and research in the field. The center was jointly sponsored by the College of Applied Science and Technology and the College of Arts and Sciences and was housed in the Department of Economics. The center ceased operations in 2016 and was officially disestablished in 2018. The committee supports Sustainable and Renewable Energy program faculty plans to explore establishing a new center to continue work done by the Center for Renewable Energy. A new center could be a valuable contributor to the Sustainable and Renewable Energy program by helping maintain and grow industry partnerships, and the benefits to students and faculty accruing from them, and by helping secure external funding in support of research in the field.

**Continue efforts to assess student learning and utilize assessment findings to inform program design and implementation.** The committee encourages faculty to continue assessing student learning, utilizing assessment findings to make program improvements if deemed necessary based on the findings, and documenting its assessment work, including the rationale for program changes. The committee encourages faculty to periodically review the assessment plan for its effectiveness in guiding program evaluation and for its sustainability in light of department resources.

## REVIEW OF THE B.A. IN ENGLISH

Classification of Instructional Programs (CIP) Code: 23.0101  
English Language and Literature, General

### OVERVIEW

The B.A. in English program at Illinois State University is housed in the Department of English within the College of Arts and Sciences. The department also offers undergraduate minors in English, Teaching English to Speakers of Other Languages, and Writing; an M.A., M.S. in English; graduate certificate programs in Teaching English to Speakers of Other Languages and Teaching of Writing in High School/Middle School; and a Ph.D. in English Studies. The last review of the B.A. in English program occurred in 2010-2011.

Students enrolling in the B.A. in English program select either a general plan of study or one of four sequences: creative writing, English teacher education, publishing studies, or technical writing and rhetorics. Regardless of the sequence selected, students in the program learn how to write well, read critically, develop investigative research skills, and work in digital environments and social networks. Students are exposed to multiple sub-disciplines in the field, among them literary and cultural studies, children’s literature, linguistics, rhetoric and composition, technical communications, creative writing, teaching of English to speakers of other languages, and publishing. Graduates of the program qualify for entry-level positions in many fields. Some graduates choose to teach English abroad. Students completing the English teacher education sequence qualify for initial teacher licensure in Illinois with an endorsement in English Language Arts. Alumni have pursued graduate education in a broad array of fields, among them library and information science, education, law, criminal justice, entrepreneurship, and STEM (science, technology, engineering, and mathematics).

The B.A. in English program at Illinois State consistently ranks first among undergraduate English programs at Illinois public universities with respect to enrollments and degrees conferred. In addition to serving English majors and minors, faculty members teaching in the B.A. in English program support students in nearly every undergraduate major at the University through courses that meet General Education requirements or through courses that meet completion requirements of other academic programs.

#### Enrollment by Plan of Study, Fall Census Day, 2011-2018

##### B.A. in English, Illinois State University

First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
General English/no sequence	349	351	296	279	243	235	183	189
Creative Writing						11	14	22
English Teacher Education	256	191	169	131	125	127	137	154
Publishing Studies	44	46	52	47	52	51	39	39
Technical Writing and Rhetorics								0
<b>Total</b>	<b>649</b>	<b>588</b>	<b>517</b>	<b>457</b>	<b>420</b>	<b>424</b>	<b>373</b>	<b>404</b>

#### Degrees Conferred by Plan of Study, Graduating Fiscal Year 2011-2018

##### B.A. in English, Illinois State University

First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
General English/no sequence	89	81	101	92	69	70	72	61
Creative Writing							2	1
English Teacher Education	52	77	64	51	45	29	27	29
Publishing Studies	11	21	14	18	18	22	13	13
Technical Writing and Rhetorics								
<b>Total</b>	<b>152</b>	<b>179</b>	<b>179</b>	<b>161</b>	<b>132</b>	<b>121</b>	<b>114</b>	<b>104</b>

[See table notes on the following page]

Table notes:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

The creative writing sequence was established effective May 16, 2016.

The technical writing and rhetorics sequence was established effective May 21, 2018.

## **EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT**

### **Program goals**

- The program will teach students how to critically read, speak, write, and revise across an extensive range of texts and technologies appropriate to the disciplines of English studies.
- The program will teach students how to understand and be able to apply practically the research methodologies appropriate for the disciplines of English studies.
- The program will teach students how to evaluate and synthesize ideas and information from a range of sources relevant to English studies and to use that knowledge productively.
- The program will teach students how to understand the social and cultural effects of language and use language rhetorically.

### **Students learning outcomes**

- Related to the first program goal cited above, students successfully completing the program will be able to comprehend a familiar or unfamiliar text in any of several genres with knowledge of its cultural and historical contexts, demonstrate awareness of the historical and generic contexts of texts and their traditions, read and demonstrate familiarity with a variety of texts from a culturally diverse range of historical periods and national origins, and critically reflect upon their readings of a range of texts. Students will be able to identify and analyze themes, issues, etc. across texts and genres with knowledge of their cultural and historical contexts; identify rhetorical strategies; design and present effective lesson plans, assignment prompts, and other classroom documents (English teacher education students); and perform effectively in spoken situations, such as in the classroom, during presentations, during meetings, and class discussions. Students will be able to think imaginatively, innovatively, originally, and with attention to absence as well as presence; comprehend instructor feedback and revise accordingly; and demonstrate bold, substantive revision, which may entail changing genre, organization, argument, topic, and medium.
- Related to the second program goal cited above, students successfully completing the program will understand the features of credible sources, including timeliness, authorship expertise, peer-review process, topicality, publisher status, and appropriateness of medium. Students will be able to demonstrate familiarity with the ways in which texts are produced, with particular attention to the cultural and historical contexts of production; find the kinds of information that are relevant to the problem or issue being addressed; use the various methods of English studies disciplines in connection or juxtaposition with one another; articulate a reasoned position about the social and philosophical value of the disciplines of English studies and their unique and shared research methodologies; demonstrate the research methodologies of special disciplines during coursework as articulated in individual faculty syllabi; and demonstrate knowledge of citation practices appropriate for the disciplines of English Studies. Alumni will be able to use English studies disciplinary methodologies in their work place.
- Related to the third program goal cited above, students successfully completing the program will be able to integrate secondary information into their own written and oral work in a manner that both supports their rhetoric and honors the source of information and will be familiar with the kinds of technology that allow them to produce, engage, and manage electronic and printed texts. English teacher education students will be able to evaluate and synthesize appropriate instructional materials, teaching practices, and acquired practitioner knowledge in their design of lessons and unit plans. Publishing sequence students and English majors with interests in publishing and/or creative writing will be able to oversee the publication of a student-run journal, including researching, editing, designing, proofing, and producing the publication websites.
- Related to the fourth program goal cited above, students successfully completing the program will be able to use vivid descriptions and (re)create sensory experiences using examples, narrative, data, and emotional appeals; demonstrate clarity at both the micro and macro levels of discourse; demonstrate a lively and effective prose

style using literary, linguistic, and rhetorical techniques, showing knowledge of rhythm, diction, syntax, structure, and transitions; demonstrate knowledge of the history and structure of the English language; effectively employ multi-media material and visual rhetoric/poetics; demonstrate awareness of civility and incivility in and outside the English studies classroom and adopt effective verbal and written communications with instructors and peers. Students will understand the linguistic concepts of “correct” usage, usage levels, and the dialects that make up American English and the social and cultural implications of language differences; the complexity of grammar; and rhetorical situation, rhetorical appeals, theories of invention, audience and forum analysis, and elements of style and argumentation. Graduates will be able to articulate how an understanding of the cultural and social effects of language has helped them post-graduation and in the work place.

### **Program curriculum** (2018-2019)

Students enroll in a general plan of study or in one of four sequences: creative writing, English teacher education, publishing studies, or technical writing and rhetorics.

Graduation requirements (creative writing):

120 credit hours consisting of 43 credit hours of English courses exclusive of ENG 101 (the English course required of all first-time-in-college students regardless of their major), 39 credit hours of General Education courses, and elective course credit hours sufficient to meet the 120-credit hour requirement. The 43 credit hours of English courses include 22 credit hours in required English courses, 6 credit hours in elective English courses at the 300 level, 12 credit hours of creative writing courses, and 3 credit hours in the studies in creative writing seminar course.

Graduation requirements (English teacher education):

120 credit hours consisting of 46 credit hours of English courses exclusive of ENG 101 (the English course required of all first-time-in-college students regardless of their major), 26 credit hours in professional development (educator preparation) courses required of all teacher education students regardless of their major, 39 credit hours of General Education courses, and elective course credit hours sufficient to meet the 120-credit hour requirement. The 46 credit hours of English courses include 18 credit hours in courses related to licensure and accreditation requirements; 7 credit hours in general English courses; 3 credit hours each in courses related to British literature, American literature, language and linguistics, non-Western literature, and adolescent literature; and 6 credit hours of elective English courses at the 200 through 300 level.

Graduation requirements (publishing studies):

120 credit hours consisting of 46 credit hours in the major, 39 credit hours of General Education courses, and elective course credit hours sufficient to meet the 120-credit hour requirement. The 46 credit hours in the major include 9 credit hours in foundational English courses; 16 credit hours in required English courses including 6 credit hours from two of the following areas: British literatures and cultures, American literatures and cultures, global literatures and cultures, children’s literature, or women’s literature; 12 credit hours in advanced English courses with 9 credit hours at the 300 level; 3 credit hours in English elective courses at the 200 or 300 level; and 6 credit hours of professional practice.

Graduation requirements (technical writing or rhetorics):

120 credit hours consisting of 40 credit hours of English courses exclusive of ENG 101 (the English course required of all first-time-in-college students regardless of their major), 39 credit hours of General Education courses, and elective course credit hours sufficient to meet the 120-credit hour requirement. The 40 credit hours of English courses include 24 credit hours of sequence courses.

Graduation requirements (non-sequence):

120 credit hours consisting of 40 credit hours of English courses exclusive of ENG 101 (the English course required of all first-time-in-college students regardless of their major and exclusive of courses in the teaching of English), 39 credit hours of General Education courses, and elective course credit hours sufficient to meet the 120-credit hour requirement. The 40 credit hours of English courses include 7 credits hours of required foundational courses; 3 credit hours of specified courses in rhetorical theory and applications, poetry, drama, or prose); 3 credit hours each in courses related to British literature, American literature, languages and linguistics, and advanced writing; and 18 credit hours in English elective courses, of which at least 12 credit hours must be at the 200 or 300 level.

### **Program delivery**

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

The Department of English sponsors summer study abroad opportunities in England, subject to student interest and availability of funds for instructor stipends.

### **Department faculty** (Fall 2018)

33 tenure track faculty members (18 Professors, 12 Associate Professors, and 3 Assistant Professors)

20 non-tenure track faculty members (8 full-time and 12 part-time, totaling 10.9 FTE)

Undergraduate student to faculty ratio: 8.6 to 1

Undergraduate student to tenure-line faculty ratio: 11.1 to 1

### **Specialized accreditation**

The English teacher education sequence is affiliated with the teacher education unit at Illinois State University which was last accredited by the National Council for Accreditation of Teacher Education (NCATE) in 2012 and which has applied for initial accreditation by the Council for the Accreditation of Teacher Preparation (CAEP), which is the successor to NCATE. The English teacher education sequence is currently recognized by National Council of Teachers of English (NCTE) through February 1, 2020. However, sequence faculty has opted not to continue its affiliation with NCTE to instead focus on CAEP accreditation and compliance with state educator preparation program guidelines.

### **Changes in the academic discipline, field, societal need, and program demand**

The Department of English notes a nationwide trend over the past decade of declining enrollments in post-secondary English programs, exacerbated by the economic crisis of 2008, but sees a positive trend in national news venues touting the need for broad training in the humanities for numerous professions. The department notes studies demonstrating that English majors may make less in the workforce at the entry level but gain significant salary increases over time and report greater job satisfaction and longevity in their careers. While the difficult economic climate in Illinois is also thought to have had a negative impact on enrollments, the department is starting to experience enrollment increases. Indeed, career opportunities for English majors are more varied than ever before. Graduates of the B.A. in English program go on to successful careers as technical writers and communicators, creative writers, bloggers and social media experts, lawyers, teachers and educators at all levels, and trainers and consultants at a wide range of businesses. English publishing majors work in publishing houses, small presses, and university presses as well as for online and print magazines. A growing number of program completers enter graduate programs in library and information science; several now work in major university libraries or in community public libraries.

### **Responses to previous program review recommendations**

In response to previous program review recommendations, the Department of English has created an award-winning student learning outcomes assessment plan for the B.A. in English program with revised goals for the major, established a computer classroom in the new Publications Unit space, worked with Enrollment Management and Academic Services at the University to initiate more robust recruitment and retention efforts, and expanded outreach to Milner Library subject specialists. The department has also worked to balance curricular offerings with faculty resources by offering more General Education classes taught by tenure track faculty members, clarifying the gateway and culminating courses of the program to enable more faculty members to teach them, bolstering offerings in publishing studies, and creating sequences in creative writing and technical writing and rhetorics.

### **Major findings**

The B.A. in English program continues to model an innovative approach to English studies that is unique in its ability to offer a diverse yet integrative plan of study. Since the last self-study, the program has benefitted from a detailed assessment plan that effectively guides programmatic change; the creation of the English Studies Commons,



a physical space intended to foster community-building and intellectual connections; an enhanced relationship with alumni; the creation of sequences that offer alternatives to students interested in careers other than teaching; active measures taken to improve the climate of inclusivity in the department; and the implementation of recruiting campaigns that involve faculty across the department. Data for fall 2016 show that the program enrolled more English majors and conferred more bachelor's degrees in English than any other public university in Illinois. However, declines in major enrollment, which are reflective of national trends, suggest that opportunities for improvement remain.

### **Initiatives and plans**

- Build on existing outreach efforts to recruit undergraduate majors from Illinois high schools and community colleges.
- Explore internationalizing undergraduate enrollments through study abroad and faculty-student exchange programs.
- Capitalize on program strengths and increase enrollments through the potential creation of new programs such as select online master's programs and a five-year bachelor's/master's program in English teacher education.
- Increase supervision of on-site teacher candidates by tenure-track faculty in English teacher education.
- Continue to stabilize and grow the publishing sequence and hire a tenure-track faculty member in publishing studies.
- Expand professional development and career preparation opportunities for students.
- Explore the creation of information literacy and methodology training opportunities for majors.
- Further develop assessment of majors, particularly in terms of digital literacies and critical reading skills.

## **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

**Review Outcome.** The Academic Planning Committee, as a result of this review process, finds the B.A. in English program to be in Good Standing.

The Academic Planning Committee thanks the program for a thorough, well-documented, critical, and forward-looking self-study report. Among its noteworthy sections are the discussions of comparator and aspirational programs. Faculty has drawn on those analyses to identify the program niche among comparator programs at Illinois public universities (i.e., an integrative approach to English studies) and to identify actions faculty could take to enhance the program with respect to the quality indicators faculty has prioritized.

The committee commends faculty and staff for their efforts to maintain a program that is responsive to changing student needs and career opportunities and for drawing on student feedback to do so. The committee commends faculty members for their extensive efforts to develop a comprehensive student learning outcomes assessment plan since the 2010 program review, for implementing the new plan, and for drawing on assessment findings to inform the numerous changes subsequently made to the program to improve student learning and the student experience. In developing the new plan, faculty expanded assessment methods from one (senior portfolio review) to many (including both direct and indirect methods). Among the program changes informed by assessment findings are establishment of the creative writing sequence and the technical writing and rhetorics sequence, revisions of existing courses and creation of new courses, changes to course titles and descriptions, provision of additional support for transfer students, and development of the English Studies Commons. Also notable is the Assessment Archive developed and maintained by the department to document assessment efforts and findings, enable longitudinal analyses of student learning, and provide resources for faculty in designing courses and assessment methods. The committee congratulates the program on its 2013 University Assessment Initiative Award.

The committee recognizes faculty and staff for the extensive co-curricular opportunities afforded students in the B.A. in English program. Those include initiatives sponsored by two registered student organizations supported by the department (Sigma Tau Delta and the English Studies Association) and learning opportunities available through the Publications Unit of the department. Among the co-curricular offerings are the English Studies Symposium, the English Studies-at-Large Conference, two journals that publish student works (*Polyglossia* and *Euphemism*), internships, and opportunities to attend and assist with professional conferences. The committee commends efforts by faculty to involve students in research and creative activities through those and other co-curricular opportunities.

The committee recognizes the Department of English for its commitment to diversity and inclusion among its students and faculty as evidenced by actions the department has taken to promote an inclusive learning environment and by results of those actions. Ongoing and robust efforts to recruit students from racial/ethnic groups traditionally underrepresented in the discipline and at the University have contributed to an increase in the percentage of students self-identifying with those groups from 11.8 percent in fall 2009 to 19.1 percent in fall 2013 to 23.7 percent in fall 2017. Faculty members continue to seek ways to infuse diversity across the curriculum and co-curricular opportunities, and the department supports those efforts through professional development. In response to student feedback, the department has developed a commons area for students to gather and collaborate. Through its Equity and Diversity Committee, the department has infrastructure in place to continue assessing needs and making recommendations regarding diversity and inclusion in the coming years.

The committee recognizes the Department of English for its contributions to instruction for non-majors through General Education courses and courses that meet requirements of other academic programs at the University. The self-study report cites service to nearly 5,400 students through General Education courses in a single academic year. Since the last program review, more tenure-track faculty members in the department are teaching General Education courses, and the department has offered more General Education courses online to meet students' needs, particularly students wanting to continue their education during the summer term while away from campus. To deliver so many sections to so many students, the department relies on contributions from its graduate teaching assistants. The committee commends the department for the extensive training and support it provides its graduate assistants to ensure quality undergraduate educational experiences.

**Recommendations.** The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2026, the committee asks the program to describe actions taken and results achieved for each recommendation.

**Seek ways to increase the percentage of graduates completing the program within four years.** Since the last program review, the percentage of B.A. in English program graduates who complete the program within four years has consistently been lower than the average across all undergraduate programs at the University. However, the growing gap between the percentages is of greater concern to the committee, because of the impact time-to-degree has on students' entry into the job market, graduate school matriculation, and costs incurred by students in obtaining their degree. In Fiscal 2014, 61.0 percent of B.A. in English program completers graduated within four years, while 64.3 percent of all students completing an undergraduate degree at the University that year graduated within four years. By Fiscal 2017, the percentage for B.A. in English program graduates had dropped to 51.6 percent while the percentage across all undergraduate programs at the University had increased to 67.3 percent. The self-study report articulates several possible explanations for this phenomenon and suggests that some actions recently taken by faculty, including establishment of two new sequences, may resolve the issue. The committee asks faculty to continue monitoring time to degree. If the gap between program and university-wide time-to-degree continues to persist, the committee encourages faculty to identify and implement strategies to reduce it. Individualized plans of study now being developed by students in the proseminar for English majors (ENG 102) could aid faculty in studying and resolving this concern.

**Continue to aggressively recruit students to the program while monitoring student retention.** In the last decade enrollments in post-secondary humanities programs have declined nationwide. In Illinois, undergraduate English programs have been challenged to recruit and retain students to stabilize enrollments. Due at least in part to implementation of the multi-faceted recruitment plan developed by the Department of English since the last program review, the B.A. in English program has become the largest undergraduate English program among Illinois public universities with respect to enrollment and degrees conferred. The committee commends the program for that accomplishment and recommends sustained recruitment efforts, particularly efforts to recruit students from racial/ethnic groups traditionally underrepresented in the discipline and at the University. The committee recommends that the program periodically revisit its recruitment goals and strategies at the sequence level. Doing so could help the department continue its recruitment successes and could help the department plan for faculty teaching assignments including coverage of introductory English courses by tenure-line faculty members. The committee also recommends that the program continue monitoring student retention. The first to second year retention rate for the program consistently exceeds the average across all undergraduate programs at the University. The committee encourages the program to continue its efforts to retain first-year students while also monitoring retention of its upper-division students.

**Develop and implement a plan for further integrating information fluency instruction into the curriculum and expanding exposure of students to library resources and services.** The committee supports the faculty plan to review information fluency needs of students in the program to determine if additional information fluency and research instruction beyond that provided through introductory English courses is warranted. The committee encourages program faculty to work with Milner Library faculty and staff to formalize information fluency outcomes for the program, to map the outcomes to courses across the curriculum, and to integrate assessment of student learning relative to those outcomes into the assessment plan for the program. The committee notes concerns articulated in the self-study report regarding the lack of familiarity among a growing number of incoming undergraduate English students with library resources and services. The committee suggests that program and library faculty and staff consider developing additional co-curricular opportunities designed to familiarize students with the library. The additional exposure to library resources and services could particularly benefit students in the program who are considering careers in library and information science.

**Continue efforts to assess student learning and utilize assessment findings to inform program design and implementation.** The committee supports faculty plans to continue efforts to assess student learning over the next eight years, to utilize assessment findings to make program improvements if deemed necessary based on the findings, and to document its assessment work, including the rationale for program changes, using the Assessment Archive recently developed by the department. The committee encourages faculty to periodically review the assessment plan for its effectiveness in guiding program evaluation and for its sustainability in light of department resources.

# REVIEW OF THE M.A., M.S. IN ENGLISH

Classification of Instructional Programs (CIP) Code: 23.0101  
English Language and Literature, General

## OVERVIEW

The M.A., M.S. in English program at Illinois State University is housed in the Department of English within the College of Arts and Sciences. The department also offers undergraduate minors in English, Teaching English to Speakers of Other Languages, and Writing; a B.A. in English; graduate certificate programs in Teaching English to Speakers of Other Languages and Teaching of Writing in High School/Middle School; and a Ph.D. in English Studies. The last review of the M.A., M.S. in English program occurred in 2010-2011.

The M.A., M.S. in English program is designed to expose students to multiple subfields of English studies while providing students flexibility to design a plan of study in one of five emphases: creative writing, children's literature, literary and cultural studies, integrative English studies, or teaching English to speakers of other languages. The program prepares students for careers as technical writers and communicators, creative writers, bloggers and social media experts, teachers and educators, and trainers and consultants. Graduates work in a wide variety of settings, such as publishing houses and presses, schools, corporate offices, industry, government, and community-based organizations. The program also prepares students for further education. Graduates of the program have pursued doctoral degrees in English studies and related fields, law degrees, and graduate degrees in library and information science.

Since the 2010-2011 review of the M.A., M.S. in English program, the Department of English has opted to disestablish its M.A., M.S. in Writing program in part because of low program enrollment. Content taught in the M.A., M.S. in Writing program has been integrated into the M.A., M.S. in English program.

Students in the M.A., M.S. in English program serve the university community through their work as graduate assistants. Graduate teaching assistants instruct students in the English course required of all first-time-in-college students at the University regardless of major. Graduate editorial assistants work in the Publications Unit sponsored by the department.

### Enrollment and Degrees Conferred, 2011-2018

#### M.A., M.S. in English, Illinois State University

	2011	2012	2013	2014	2015	2016	2017	2018
Enrollment, fall census day	40	32	36	27	28	22	29	32
Degrees conferred, graduating fiscal year	17	15	18	17	11	10	10	9

Table note:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

## EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

### Program goals

- The program seeks to develop students' abilities to read a variety of difficult texts critically.
- The program seeks to develop students' abilities to synthesize ideas and information from a range of sources and use that knowledge as the context for exploring new ideas.
- The program seeks to develop students' abilities to speak and write thoughtfully, creatively, and persuasively in a variety of rhetorical situations.
- The program seeks to develop students' abilities to progress from acquiring received knowledge to critically thinking about knowledge and then to creating knowledge.

- The program seeks to enable students to understand the social effects of language and to be able to use language for particular social effects.

### **Students learning outcomes**

Students completing a **creative writing** plan of study should be able to demonstrate an understanding of several critical theories about literature, advanced knowledge of writers of achievement in selected genres, and an understanding of achievements by established and non-established writers in a selected genre. Student should be able to write literature and write a creative thesis demonstrating high merit that includes a critical/theoretical preface and/or afterword.

Students completing a **children's literature** plan of study should be able to demonstrate an understanding of the historical and theoretical foundations of children's and adolescent literature, an ability to integrate appropriate children's and adolescent texts into a course whose primary focus is not children's or adolescent literature, an understanding of the principles of children's and adolescent literature book selection and a familiarity with the issues involved with book challenges and censorship, familiarity with the ways in which children's and adolescent texts are produced and used, familiarity with a wide range of genres of children's and adolescent texts, ability to place a wide range of children's and adolescent texts in appropriate generic, national, historical, and aesthetic contexts, and ability to bring appropriate and effective interpretative strategies to a wide range of children's and adolescent texts. Students should be able to read and demonstrate familiarity with a variety of children's and adolescent texts from a culturally diverse range of historic periods and national origins, use a wide range of critical and cultural theory to engage and respond to a variety of children's and adolescent texts, and create written and verbal arguments supporting interpretations of a wide range of children's and adolescent texts using appropriate critical reading and research.

Students completing a **literacy and cultural studies** plan of study should be able to read and demonstrate advanced knowledge of a variety of texts from a culturally-diverse range of historic periods and national origins, demonstrate familiarity with the ways in which texts are produced, use a wide range of critical and cultural theory to engage and respond to texts verbally and in writing, engage texts from a wide variety of genres through advanced research, bring to bear on a range of texts appropriate and effective interpretative strategies, and, through critical reading and research, create written and verbal arguments supporting interpretations of a range of texts.

Students completing an **integrative English studies** plan of study should be able to demonstrate verbally and in writing connections among the various areas of English studies, demonstrate verbally and in writing an advanced knowledge of the similarities and differences among the areas of English studies, read and demonstrate advanced knowledge of a variety of texts from a culturally diverse range of historic periods and national origins, use a wide range of critical and cultural theory to engage and respond to texts verbally and in writing, engage texts from a wide variety of genres through advanced research, place of variety of texts in appropriate generic, national, historical, and aesthetic contexts through advanced research, bring to bear on a range of texts appropriate and effective interpretative strategies, and, through critical reading and research, create written and verbal arguments supporting interpretations of a range of texts.

Students successfully completing a plan of study in **teaching English to speakers of other languages** will have mastered learning objectives related to language and linguistics, second language learning theories, and second language instruction and assessment.

With respect to languages and linguistics, students should become familiar with the field of linguistics, its subfields, and the importance/role of linguistics in matters of language education; will learn and practice linguistic description at the levels of phonetics/phonology, morphology, and syntax for the purpose of developing an understanding of language structure beyond one's native language or the narrow range of foreign languages offered in most U.S. high schools and colleges; will demonstrate knowledge of language variation and language change in terms of what those areas of study tell us about the way humans use language and how that language use comes to be structured in human communication; will gain an understanding that successful language use has social as well as cognitive aspects; will become knowledgeable about cultural factors in language use and in second language acquisition; and will become aware of social and institutional barriers to successful second language acquisition that immigrants and other language learners may face.

With respect to second language learning theories, students will demonstrate an understanding of fundamental concepts and principles of the knowledge base pertaining to the learning of English as a second or foreign language, will be able to critically evaluate second language learning theories and engage in a systematic investigation of the knowledge base to inform their own or others' teaching practices; and will demonstrate that they know how to plan and manage a second language class effectively and how to evaluate and selectively apply a range of teaching strategies as appropriate to their students' needs and characteristics.

With respect to second language instruction and assessment, students will be able to understand and critically evaluate different theories, hypotheses, models, and research findings in second language learning; identify and understand the linguistic and cognitive developmental stages English language learners pass through in various learning contexts; create and develop instructional techniques and materials to accommodate the linguistic and cognitive developmental stages of English language learners, drawing upon their understanding of the theories and approaches to second language learning; demonstrate an advanced understanding of the terminology and fundamental concepts of language testing and test construction; and select and construct test items, tasks, and test types that are appropriate for a given situation and to use alternative forms of assessment in the classroom in addition to (or in place of) traditional achievement tests. Students will be able to demonstrate advanced knowledge of identification, placement, exiting, and monitoring of English language learners and of supporting them both in and outside of the schools.

### **Program curriculum** (2018-2019)

Students work with their faculty advisor to design a plan of study in one of five emphases: creative writing, children's literature, literary and cultural studies, integrative English studies, or teaching English to speakers of other languages. Students select a thesis or non-thesis capstone experience.

Graduation requirements:

Students selecting the thesis capstone are required to complete 10 courses and a thesis, typically totaling 34 credit hours. Students selecting a non-thesis capstone are required to complete 11 courses, typically totaling 33 credit hours, and either a comprehensive examination or a portfolio.

### **Program delivery**

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

The Department of English sponsors summer study abroad opportunities in England, subject to student interest and availability of funds for instructor stipends.

### **Department faculty** (Fall 2018)

33 tenure track faculty members (18 Professors, 12 Associate Professors, and 3 Assistant Professors)

20 non-tenure track faculty members (8 full-time and 12 part-time, totaling 10.9 FTE)

Undergraduate student to faculty ratio: 8.6 to 1

Undergraduate student to tenure-line faculty ratio: 11.1 to 1

The 33 tenure track faculty members in the department contribute to instructing and mentoring students in the M.A., M.S. in English program.

### **Specialized accreditation**

The M.A., M.S. in English program is not affiliated with a specialized accreditation association.

### **Changes in the academic discipline, field, societal need, and program demand**

The Department of English notes a nationwide trend over the past decade of declining applications for and enrollments in master's-level English programs, exacerbated by the economic crisis of 2008. However, the department is encouraged by positive trends in national news venues touting the need for broad training in the humanities for numerous professions. Indeed, career opportunities for those who hold a master's degree in English are more varied than ever before. Graduates of the M.A., M.S. in English program go on to successful careers as technical writers and communicators, creative writers, bloggers and social media experts, lawyers, educators and administrators at all levels, translators, programmers, usability specialists, project managers, copy editors, librarians, information architects, public relations experts, and trainers and consultants at a wide range of businesses. While the difficult economic climate in Illinois is also thought to have negatively impacted enrollment in the program, enrollment has increased over the past few years. Replacement in fall 2018 of the graduate admissions portal that had garnered numerous user complaints should help with student recruitment.

### **Responses to previous program review recommendations**

In response to previous program review recommendations, the Department of English has broadened the range of collaborations with Milner Library subject specialists, played a larger role in reviewing library collections, and increased instructional use of Milner facilities. Planning is underway for additional engagement with the Special Collections unit of Milner Library, including collaborative programming in connection with the Illinois Shakespeare Festival sponsored by the College of Fine Arts.

### **Major findings**

The M.A., M.S. in English program continues to model an innovative approach to English studies that is unique in its ability to offer a diverse yet integrative plan of study. Since the last self-study, the program has benefitted from an assessment plan that effectively guides programmatic change; research productivity from M.A., M.S. students and graduate faculty; enhanced relationships with alumni; active measures taken to improve the climate of inclusivity in the department; implementation of recruiting campaigns that involve faculty across the department; and creation of the English Studies Commons, a physical space near the department office intended to foster community-building and intellectual connections among students and faculty. Alumni survey results suggest broad satisfaction with the program. Although application numbers have decreased in recent years, enrollment numbers have rebounded and several initiatives intended to enhance recruitment are being pursued. The program has a demonstrated commitment to diversity and inclusion, though the ability of the department to recruit international students and students from traditionally underrepresented racial/ethnic groups has been negatively impacted by assistantship funding levels that are not highly competitive with programs at other universities.

### **Initiatives and plans**

- Publicize, revise, and sustain the program.
- Connect with more program alumni.
- Expand professional development and career preparation opportunities for students.
- Further develop the student learning outcomes assessment plan, particularly with respect to digital, cultural, and global literacies and critical socio-cultural approaches to reading and composing.
- Explore expanding master's level enrollment in the department through establishment of new programs such as select online master's programs, a five-year bachelor's/master's program in English teacher education, and a graduate certificate program in technical communication.

## **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

**Review Outcome.** The Academic Planning Committee, as a result of this review process, finds the M.A., M.S. in English program to be in Good Standing.

The Academic Planning Committee thanks the program for a thorough, critical, and forward-looking self-study report that describes a program unique among comparator programs in Illinois in its diverse yet integrative approach

to English studies. The committee recognizes the high levels of student satisfaction with their experiences in the program and with the professional preparation the program provides them. The self-study report evidences ongoing faculty efforts to monitor placement rates among program graduates. Noteworthy are the numerous successes of graduates in pursuing doctoral studies and subsequently obtaining post-secondary teaching positions.

The committee recognizes Department of English faculty members for their work since the prior English program reviews to evaluate the viability of the other master's program in the department, the M.A., M.S. in Writing, as the Academic Planning Committee at that time strongly encouraged. The department has since disestablished the program and has incorporated aspects of its curriculum into the M.A., M.S. in English program. The committee thanks faculty members for their work with students remaining in the M.A., M.S. in Writing program at the time of its dissolution to ensure their ability to complete the program.

The committee recognizes the Department of English for expanding its efforts to recruit students to the M.A., M.S. in English program since the prior program review. Those efforts have included more frequent communication with prospective students and promoting the program at conferences and job fairs. Recruitment efforts have resulted in an enrollment rebound, from a nine-year low of 22 students in fall 2016 to 32 students in fall 2018. The committee commends the Department of English for its commitment to diversity and inclusion among its students and faculty as evidenced by actions the department has taken to recruit for diversity and to promote an inclusive learning environment for a more diverse student population. The percentage of students from traditionally underrepresented racial/ethnic groups enrolling in the program has increased from 7.7 percent in fall 2015 to 14.8 percent in fall 2017. Actions taken to create a more inclusive learning environment include efforts by faculty to infuse equity and diversity issues throughout the curriculum as well as into co-curricular activities. Examples of the latter include the African American Read-In and the Diverse Writers project. Through its Equity and Diversity Committee, the department has infrastructure in place to continue assessing needs and making recommendations regarding diversity and inclusion in the coming years.

The committee recognizes the program for the numerous and varied professional development opportunities it provides students through co-curricular activities and through multiple capstone experiences. Examples include assistance arranging internships for students, opportunities to learn about the publishing industry through work in the Publications Unit of the department, travel awards that make possible student attendance at conferences to present scholarship, numerous presentations and workshops offered through the long-standing Graduate Forum series, the opportunity to publish in *Euphemism* (a department-sponsored journal), opportunities to gain leadership experience through service on department committees, and programs offered by the two registered student organizations supported by the department (Sigma Tau Delta and a graduate student chapter of the Rhetoric Society of America).

The committee commends contributions teaching assistants in the program make to undergraduate education at the University through their teaching of General Education courses. Department support of its teaching assistants through training and mentoring is exemplary. That support includes a week-long orientation in August to acquaint new teaching assistants with best practices in writing pedagogy and a semester-long pedagogy course taken by all teaching assistants (ENG 402: Teaching Composition). The instructional quality resulting from this support is evidenced by teaching and mentoring awards earned by teaching assistants enrolled in the M.A., M.S. in English program.

**Recommendations.** The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2026, the committee asks the program to describe actions taken and results achieved for each recommendation.

**Explore using curricular innovations to grow program enrollment.** Recognizing success the program has had since 2016 in reversing enrollment decline, the committee encourages the program to continue its efforts to stabilize and increase enrollment within the constraints of faculty resources. The committee supports faculty in its exploration of curricular innovations that could meet the specialized needs of students who might not otherwise enroll in the program. Among the innovations identified in the self-study report are an accelerated master's program through which highly-prepared students could earn a bachelor's degree and a master's degree in the discipline in less than six years and offering more courses using non-traditional delivery methods.



**Monitor effectiveness of the program in achieving its goal of exposing students to multiple subdisciplines of English studies.** The committee notes that the M.A., M.S. in English program, as described in the Graduate Catalog, affords students flexibility in selecting courses that best fit their professional interests and goals. Although the program has advising emphases, students could select courses related to just one sub-discipline of English studies and technically meet catalog requirements. However, if the program is committed to “offering students best practices in pedagogy across all areas of English studies,” as is stated in the self-study report, the committee recommends that faculty members periodically review students’ plans of study to determine whether that goal is being achieved. If it is not, the committee recommends that faculty consider modifications to the program. Those might include, but are not limited to, designating core courses required of all students in the program, modifying co-curricular opportunities, or altering student advisement policies or practices.

**Consider clarifying program requirements with respect to courses that may count toward the degree.** Also regarding the Graduate Catalog description of the program, the committee observes that a literal application of the description permits a student to earn most or all credits needed to complete the program through courses offered by units other than the Department of English. Although the committee does not have information regarding courses actually taken by students in the program, committee members surmise that department faculty members would not likely favor a plan of study that lacks English courses. If that is the case, the committee recommends that faculty revisit the program requirements and consider setting forth parameters for courses students are permitted to count toward the degree.

**Develop and implement a plan for recruiting for diversity, including both domestic and international students.** Recognizing success the program has had since the last program review in increasing the percentage of students from traditionally underrepresented racial/ethnic groups, the committee encourages the program to continue its efforts to recruit for racial/ethnic and gender diversity. The committee supports the recommendation in the self-study report that faculty develop an action plan to recruit for diversity and for addressing issues of diversity and inclusion in the curriculum (although extensive work in that area is already underway). The committee supports faculty plans to expand its targeted recruitment efforts to students enrolled at historically Black colleges and universities, tribal institutions, and Latinx serving institutions. Although the self-study report indicates that international graduate student enrollment in the U.S. has declined in 2016 and 2017, the INTO partnership initiated at Illinois State University in 2017-2018 could offer extensive support to the department with its efforts to recruit students internationally. The TESOL specialization in the M.A., M.S. in English program might be particularly attractive to international students.

**Enhance career mentoring and support for students pursuing non-academic careers.** According to the self-study report, analyses conducted by Department of English faculty in connection with review of the M.A., M.S. in English program included careful review of feedback provided by program alumni and graduating students. According to the report, that feedback is highly positive with regard to overall program quality and to almost all aspects of the program probed through surveys and interviews. One opportunity for program improvement cited by alumni through their feedback is career mentoring for students pursuing non-academic careers, including organization of a job group for those students. The committee encourages faculty to pursue this opportunity to further enhance the program.

**Expand efforts to track and involve program alumni.** The committee recognizes the numerous efforts underway in the department to track alumni of the M.A., M.S. in English program. Among those efforts are sending an annual department newsletter to alumni, inviting alumni to campus to participate in department events and student mentoring, and involving alumni in program planning through participation in the department advisory board. The committee supports plans articulated in the self-study report to expand alumni tracking efforts, such as upgrading the alumni database, documenting information about alumni gleaned from social media channels, developing a low-maintenance mechanism for capturing alumni information obtained through informal faculty-alumni contacts, and more systematically administering student surveys and exit interviews.

**Nurture a strong connection between student learning outcomes assessment and program planning.** The committee recognizes the many changes made by faculty to the program since the 2010-2011 program review, such as creating, revising, and deleting courses in response to changes in the discipline and changing student interests. Examples of such changes are described in the self-study report narrative and are documented in the annual assessment update included in an appendix to the self-study report. However, the student learning outcomes

assessment section of the report indicates that no changes have been made to the program based on assessment findings. While that statement in the report may be in error, the committee is concerned about a possible disconnect between student learning outcomes assessment and program planning. The committee encourages faculty to review the assessment plan for the program to ensure that assessment methods being implemented by faculty are incorporated into the plan and to ensure that processes are being implemented to use assessment findings to inform discussions regarding program changes. The committee encourages faculty to document those discussions, changes made, and the rationale for them in assessment records maintained by the department.

**Revisit the comparator and aspirational programs analyses and use findings to help guide program planning.**

The committee recognizes efforts described in the self-study report to identify and analyze comparator and aspirational programs. The report sets forth quality indicators, identifies other universities whose comparable programs excel relative to each quality indicator, and briefly describes how those programs excel. However, the self-study report does not indicate the changes faculty intends to pursue in the coming years based on the comparator and aspirational programs analyses and how faculty plans to do so. Nor are those changes cited in the list of initiatives for the next program review cycle. Accordingly, the committee encourages faculty to revisit and expand its analyses of comparator and aspirational programs by further contextualizing findings and prioritizing program changes faculty intends to pursue based on those findings.

**Continue collaboration with Milner Library and assess effectiveness of graduate students serving as department liaisons.** The committee recognizes faculty efforts since the last program review in working with Milner Library to develop greater degree-specific integration of library resources with the M.A., M.S. in English program. Among the outcomes of those efforts are expanded use of Milner Library Special Collections in English courses and in co-curricular programming such as Shakespearience (workshops held in 2017 and 2018 in conjunction with the Illinois Shakespeare Festival). The committee commends and encourages continuation of such collaboration. The committee notes mention in the self-study report of English graduate students serving as department liaisons to Milner Library to provide input regarding library collections and instruction that support the master's and doctoral English programs. Recognizing the unique nature of that liaison model, the committee encourages faculty to collaborate with the Milner Library subject specialist to assess its effectiveness in furthering department-library collaboration.

# REVIEW OF THE POST-BACCALAUREATE GRADUATE CERTIFICATE FOR TEACHING OF WRITING IN HIGH SCHOOL/MIDDLE SCHOOL

Classification of Instructional Programs (CIP) Code: 23.0101  
English Language and Literature, General

## OVERVIEW

The Post-Baccalaureate Graduate Certificate for Teaching of Writing in High School/Middle School (hereinafter, the “Teaching of Writing certificate program” or the “certificate program”) at Illinois State University is housed in the Department of English within the College of Arts and Sciences. The department also offers undergraduate minors in English, Teaching English to Speakers of Other Languages, and Writing; a B.A. in English; an M.A., M.S. in English; a Teaching English to Speakers of Other Languages Graduate Certificate; and a Ph.D. in English Studies. The last review of the Teaching of Writing certificate program occurred in 2010-2011.

The Teaching of Writing certificate program is designed for in-service language arts teachers at the elementary and secondary levels who seek to improve their writing instruction or the writing programs in their school or district. The program also enrolls teacher leaders seeking to strengthen their writing credentials and mentor their faculty in writing instruction. The certificate program does not lead to licensure or endorsement in Illinois. Certificate program participants concurrently or subsequently admitted to another graduate program offered by the Department of English may apply to have certificate program credit hours accepted toward credit hour requirements of their other graduate program.

Certificate program completers typically remain employed at the middle, junior high, or high school where they were employed during their certificate coursework, but some certificate completers move to other teaching or administrative positions. It is common for completers to offer professional development activities to their school colleagues based on activities developed in certificate program courses.

### Enrollment and Degrees Conferred, 2011-2018

#### Post-Baccalaureate Graduate Certificate for Teaching of Writing in High School/Middle School, Illinois State University

	2011	2012	2013	2014	2015	2016	2017	2018
Enrollment, fall census day	2	2	4	1	3	0	1	2
Degrees conferred, graduating fiscal year	3	2	3	0	0	0	1	0

Table note:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

## EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

### Program goals

- To develop and enhance expertise in the teaching of writing for teachers across levels and disciplines.
- To encourage teachers to pursue higher degrees in English.
- To offer graduate English classes amenable to teachers’ schedules.

### Students learning outcomes

At this time there are no student learning outcomes for the Teaching of Writing certificate program.

### **Program curriculum** (2018-2019)

Graduation requirements:

18 credit hours earned through successful completion of six specified courses. One of the six courses involves participation in the annual summer Illinois State Writing Project hosted by the Department of English. Writing Project participants identify a problem related to writing instruction at the elementary or secondary level and then spend four weeks writing and working on a teaching activity or set of activities intended to address the problem.

### **Program delivery**

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

### **Department faculty** (Fall 2018)

33 tenure track faculty members (18 Professors, 12 Associate Professors, and 3 Assistant Professors)

20 non-tenure track faculty members (8 full-time and 12 part-time, totaling 10.9 FTE)

Undergraduate student to faculty ratio: 8.6 to 1

Undergraduate student to tenure-line faculty ratio: 11.1 to 1

### **Specialized accreditation**

The Post-Baccalaureate Graduate Certificate for Teaching of Writing in High School/Middle School is not affiliated with a specialized accreditation association.

### **Changes in the academic discipline, field, societal need, and program demand**

The Department of English notes a nationwide and statewide trend over the past decade of declining graduate certificate applications and enrollments, exacerbated by the economic crisis of 2008. However, the department is encouraged by positive trends in national news venues touting the need for broad training in the humanities for numerous professions. Indeed, although most Teaching of Writing certificate program students and alumni use their certificates for professional development and career advancement, career opportunities for those who complete the certificate program are more varied than ever before. Thus, the Department of English is considering how it might revisit, revision, and innovate the Teaching of Writing certificate program in light of increasing statewide competition for the same students; student demand for different courses, courses at different times, and courses offered online; and the increase in national and international technical communicators.

### **Responses to previous program review recommendations**

In response to previous program review recommendations, an ad hoc committee of graduate faculty with interest in the teaching of writing drafted an assessment plan for the Teaching of Writing certificate program, although the plan has not yet been implemented; strived to balance curricular offerings with student demands and faculty resources; worked with multiple stakeholders to initiate and sustain more robust recruitment and retention efforts; and expanded the department database of and outreach to middle school and high school teachers in Illinois.

### **Major findings**

The Teaching of Writing certificate program continues to offer in-service teachers innovative, advanced graduate education in writing studies theory, pedagogy, and assessment. Students enrolling in the program continue to share what they learn with their in-service teacher and teacher leader colleagues. Students and faculty continue to participate in the Illinois Association of Teachers of English conference, the National and Illinois Writing Projects, and other venues to present research developed through their participation in the certificate program. Since the prior program review, the Department of English has expanded its relations with alumni, taken measures to improve the climate of inclusivity in the department, implemented student recruiting campaigns that involve faculty across the department, and created the English Studies Commons, a physical space near the department office intended to foster community-building and intellectual connections among students and faculty. The Teaching of Writing

certificate program continues to demonstrate its commitment to diversity and inclusion. However, the ability of the program to recruit students self-identifying with traditionally underrepresented racial/ethnic groups is negatively impacted by continued reliance on face-to-face instruction, which limits recruitment efforts to teachers and teacher leaders working within driving distance of campus. Since the prior review, faculty members have developed an assessment plan to guide programmatic changes, however, due to faculty turnover, the plan has not yet been implemented.

Low enrollment in the program and responses to student surveys and interviews point to the necessity of forming an ad hoc committee to reassess program goals, curriculum, audience, and sustainability. Faculty is also pursuing numerous initiatives for enhancing recruitment, including online learning.

### **Initiatives and plans**

- Seek ways to increase enrollment in the Teaching of Writing certificate program through innovation, such as exploring the possibility of offering the program online or in hybrid form.
- Continue to diversify the certificate program student population and curriculum.
- Publicize, revise, and sustain the program.
- Connect with more program alumni.
- Expand professional development and career preparation opportunities for students in the program.
- Revise the student learning outcomes assessment plan, particularly with respect to digital, cultural, and global literacies and critical socio-cultural approaches to teaching writing, and implement the plan.
- Revisit program goals and how well current courses meet them.
- Increase the visibility of social justice approaches to teaching in the curriculum design.

## **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

The Academic Planning Committee recognizes that high quality professional development opportunities for in-service teachers in the state are important for maintaining high quality educational programs on the elementary and secondary school levels. The committee also recognizes the integral role Illinois State University has played in providing such professional development opportunities to in-service teachers in Illinois for many years, including the Post-Baccalaureate Graduate Certificate for Teaching of Writing in High School/Middle School program offered by the Department of English. The department created the certificate program in 2001 as an opportunity for in-service teachers to improve their effectiveness as teachers of writing and to develop more robust writing programs in their schools. The program was also designed to meet professional development requirements promulgated by the Illinois State Board of Education and to assist in-service teachers seeking National Board Certification. Since its inception, the program has conferred 20 certificates to in-service teachers completing the program as part-time students, 12 since the 2010-2011 program review.

While recognizing the Teaching of Writing certificate program for its contributions to education in Illinois, the committee is concerned about consistently low enrollment in the program and about faculty turnover. Since its inception, the program at most has had eight students enrolled as of fall census day (in 2009). Fall enrollment in the last five years has ranged from zero to three. Without sufficient enrollment, the courses in the program cannot be offered. Not offering courses in turn inhibits timely completion of the program and may dissuade prospective students from enrolling. Many of the faculty members teaching in the certificate program at the time of its inception have since retired or left the University. Of the five faculty members named in the 2018 self-study report as being affiliated with the certificate program, three still teach in the program: a full professor, an emeritus professor, and a full-time director of another unit at the University. The remaining two faculty members named in the self-study report are no longer affiliated with the certificate program: an emeritus professor and a tenure-line faculty member who has since left the University.

The self-study report is candid in its recognition of the need to further evaluate the certificate program in light of these challenges as well as national and disciplinary trends in education and writing education. The report cites the potential for the program to continue to succeed in its professional development mission. But the report also cites the need to re-energize the program, in part by recruiting faculty members interested in carrying on that mission. The committee concurs.

Therefore, the Academic Planning Committee flags the Post-Baccalaureate Graduate Certificate for Teaching of Writing in High School/Middle School program for further review. The committee requests that the Department of English take the following actions and submit the following reports based on those actions.

**Report 1: Due December 15, 2019**

Submit to the Academic Planning Committee via the Office of the Provost

The committee is encouraged to learn from the self-study report that discussions regarding the future of the program are already being planned. The committee asks Department of English faculty members to proceed with those discussions to determine whether there is sufficient student demand and faculty interest to continue offering the program either in its current form or in a modified form or whether program resources should be re-directed to other initiatives of the department. To help inform the faculty decision in this matter, the committee recommends that faculty members conduct the analyses described below, and any others faculty members deem potentially helpful.

**Consider input from program stakeholders.** The committee suggests that faculty review input already received from program stakeholders or prospective stakeholders for guidance regarding the future of the certificate program and seek additional input as deemed necessary and appropriate. Stakeholders may include, but are not limited to, certificate program graduates, students who have taken courses in the program but have not yet completed it, prospective enrollees, middle or secondary school administrators, regional superintendents of schools, or Illinois State Board of Education staff members. Consistent with principles of program review, the committee asks that all tenure-line and status non-tenure line faculty members in the department be consulted regarding this issue.

**Explore trends in post-baccalaureate writing education and their impacts on program demand and offerings.** The committee supports the suggestion in the self-study report that faculty explore trends in post-baccalaureate writing education but also recommends that faculty investigate current and emerging licensure, endorsement, and professional development regulations and guidelines promulgated by the Illinois State Board of Education. One trend worth investigating is growing interest on both the secondary and post-secondary education levels in Illinois in dual credit courses (courses taught in high schools by high school teachers for which students earn both high school and college credit). Currently lacking in Illinois are post-secondary programs designed to prepare in-service high school teachers to teach dual credit writing courses, particularly programs offered online and targeted toward high school teachers in downstate districts.

**Explore non-traditional delivery of the program to increase enrollment.** One recommendation resulting from its 2010-2011 review of the certificate program was for faculty to explore non-traditional means of delivering the program that would be more convenient to in-service teachers. The 2018 self-study report submitted by the department indicates that alternative delivery models have not yet been fully investigated by faculty. The committee recommends that faculty proceed with that investigation, including whether there is interest among prospective students to enroll in the program if it is offered online or is offered face-to-face at an off-campus location, whether faculty members in the department are interested in teaching courses in the program through non-traditional means, and what additional resources or support would be needed by faculty to do so. The committee notes that there are numerous models at the University for delivering graduate-level educator preparation programs through non-traditional means. Among them are programs delivered fully online, programs delivered face-to-face at off-campus locations, and programs with courses that occasionally meet face-to-face but more often involve work online, either asynchronously or synchronously.

**Explore use of the full-cost recovery model to fund the program.** The Teaching of Writing certificate program is an example of a program designed to serve non-traditional students who otherwise would not enroll in the University. Whether delivered online, face-to-face, or using a hybrid face-to-face/online model, such programs may be funded using the full-cost recovery funding model. That model makes possible hiring existing or additional faculty to teach courses in the program when existing department funds might not be sufficient to support the program.

The committee asks the department to report the status of faculty discussions regarding the certificate program in a follow-up report submitted to the committee via the Office of the Provost by December 15, 2019.

**Report 2: Due October 1, 2020**

Submit to the Academic Planning Committee via the Office of the Provost

The Academic Planning Committee asks the Department of English to summarize findings of its faculty discussions regarding the certificate program in a report submitted to the committee via the Office of the Provost by October 1, 2020. If faculty members decide to continue offering a certificate program, the committee asks that the report submitted to the Office of the Provost describe any changes faculty intends to make to the program (e.g., in terms of its audience, content, or delivery) and strategies the department intends to deploy to recruit students and support them through instruction and mentoring. If faculty members decide not to continue offering the certificate program, the committee asks that the report submitted to the Office of the Provost describe steps taken or intended to be taken by faculty members to disestablish the program, including provisions for any students still working toward the certificate to complete the program.

Based on the status of the program as reported in the October 1, 2020 report, the committee may request additional annual reports by the department until the program is once again deemed by the committee to be in good standing, unless the program has otherwise been disestablished. If the committee has not determined the program to be good standing by June 30, 2024, and the program has not already been disestablished, the Illinois Board of Higher Education (IBHE) may rescind the authority it granted to the University to offer the program and request that the University disestablish the program.

## REVIEW OF THE PH.D. IN ENGLISH STUDIES

Classification of Instructional Programs (CIP) Code: 23.0101  
English Language and Literature, General

### OVERVIEW

The Ph.D. in English Studies program at Illinois State University is housed in the Department of English within the College of Arts and Sciences. The department also offers undergraduate minors in English, Teaching English to Speakers of Other Languages, and Writing; a B.A. in English; an M.A., M.S. in English; and graduate certificate programs in Teaching English to Speakers of Other Languages and Teaching of Writing in High School/Middle School. The last review of the Ph.D. in English Studies program occurred in 2010-2011.

The Ph.D. in English Studies program is one of 10 doctoral programs offered by Illinois State University and one of five doctoral English programs offered by Illinois public universities. The program is unique in its adherence to the English studies model, which provides for exposure of students to the numerous subfields in the English discipline; comparator programs in Illinois tend to focus on just one or a few subfields. Also notable is emphasis throughout the curriculum and in graduate assistantships on pedagogy. Through broad exposure to the discipline and mentoring in pedagogy, program graduates are well prepared for faculty positions at post-secondary institutions.

Students in the Ph.D. in English Studies program serve the university community through their work as graduate assistants. Graduate teaching assistants instruct students in the English course required of all first-time-in-college students at the University regardless of major. Depending on their experiences and expertise, doctoral teaching assistants may also teach more advanced English courses on the undergraduate level. Graduate editorial assistants work in the Publications Unit sponsored by the department.

#### Enrollment and Degrees Conferred, 2011-2018 Ph.D. in English, Illinois State University

	2011	2012	2013	2014	2015	2016	2017	2018
Enrollment, fall census day	101	95	88	78	74	71	70	75
Degrees conferred, graduating fiscal year	6	10	13	15	11	12	13	10

Table note:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

### EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

#### Program goals

- The program seeks to develop students' ability to conduct original research commensurate with faculty in college and university English departments worldwide in one or more of the fields of English studies.
- The program seeks to develop students' pedagogical skills commensurate with faculty in college and university English departments worldwide through exposure to theories of pedagogy in special classes and throughout the curriculum, and through supervised teaching in a variety of educational settings (primarily college-level classrooms) appropriate to each student's career goals.
- The program seeks to assist students in integrating the knowledge from the various disciplines and subdisciplines contributing to English studies and applying that integrated knowledge in their research and teaching.



### **Students learning outcomes**

Linked to the program goals are the following specific objectives or desired abilities for students in the program.

- An integrative and self-reflexive pedagogical awareness.
- Engagement with cultural, global, and economic contexts.
- Writing, reading, technological, and oral communication skills that prepare students to participate in their chosen fields.
- Theoretical and content information appropriate to the area of the student's specialization and the ability to articulate the importance of those ideas.
- The ability to historicize and contextualize areas of study.
- Research and bibliographic methods commensurate with the student's field.
- The ability to integrate theory and practice in scholarship, pedagogy, and service to the academic community.
- An appreciation of the public role of the academy and the ability to participate in the public arena professionally and ethically.

### **Program curriculum** (2018-2019)

Graduation requirements:

65 credit hours including 16 credit hours of core courses covering the subfields of English studies pedagogy, linguistics and language study, literature and culture, and rhetoric and composition; 6 credit hours of pedagogy courses; 15 credit hours of specialization courses; a 3-credit hour course in teaching composition required of teaching assistants; a 4-credit hour internship in teaching; 6-9 credit hours of electives; and 15 (or more) credit hours of dissertation work. Students must successfully complete at least two academic terms of full-time residency and a comprehensive examination.

### **Program delivery**

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

### **Department faculty** (Fall 2018)

33 tenure track faculty members (18 Professors, 12 Associate Professors, and 3 Assistant Professors)

20 non-tenure track faculty members (8 full-time and 12 part-time, totaling 10.9 FTE)

Undergraduate student to faculty ratio: 8.6 to 1

Undergraduate student to tenure-line faculty ratio: 11.1 to 1

### **Specialized accreditation**

The Ph.D. in English Studies program is not affiliated with a specialized accreditation association.

### **Changes in the academic discipline, field, societal need, and program demand**

The Department of English notes a nationwide trend over the past decade of declining doctoral program applications and enrollments, exacerbated by the economic crisis of 2008. However, the department is encouraged by positive trends in national news venues touting the need for broad training in the humanities for numerous professions. Indeed, career opportunities for those who hold a doctorate in English studies are more varied than ever before. Graduates of the Ph.D. in English Studies program go on to successful careers as tenure track professors and work beyond the classroom as technical writers and communicators, creative writers, bloggers and social media experts, lawyers, educators and administrators, translators, programmers, usability specialists, project managers, copy editors, librarians, information architects, public relations experts, and trainers and consultants. While the difficult economic climate in Illinois may have negatively impacted the number of applications for admission to the program, enrollment continues to be healthy and the program continues to attract highly-qualified researchers and teachers. Replacement in fall 2018 of the graduate admissions portal that had garnered numerous user complaints should help with student recruitment.

### **Responses to previous program review recommendations**

In response to the previous program review recommendation that the department continue to recruit highly-qualified students from underrepresented groups, the department has continued to pursue initiatives intended to communicate its commitment to diversity and inclusion. Those initiatives have included instructional support for identity studies programs offered by other academic units, faculty participation in university-sponsored events such as the Culturally Responsive Campus Community Conference and the Women and Gender Studies Retreat, visiting professor collaborations with the Office of International Studies and Programs, and co-curricular opportunities that engage graduate students in issues of diversity and inclusion. In response to the recommendation that the department work with Milner Library to better integrate library resources into the doctoral program, the department has broadened the range of collaborations with Milner Library faculty, has played a larger role in reviewing library collections, and has increased instructional use of Milner facilities. English graduate students work closely with the Milner Library subject specialist to orient new graduate students to the resources and services available through the library and to provide graduate student feedback to library faculty and staff.

### **Major findings**

The Ph.D. in English Studies program continues to model an innovative approach to English studies that is unique in its ability to offer a diverse yet integrative plan of study that prepares and supports teachers, scholars, and professionals. Since the prior self-study was conducted, the program has benefitted from an assessment plan that effectively guides programmatic change; research productivity from doctoral students and graduate faculty; successful transition from the pedagogy examination to the teaching internship; productive conversations about doctoral seminar curricula; enhanced relations with alumni; measures taken to improve the climate of inclusivity in the department; student recruitment campaigns that have involved department faculty; and the creation of the English Studies Commons, a physical space near the department office intended to foster community-building and intellectual connections among students and faculty. Alumni survey results suggest broad satisfaction with the program. Although application numbers have decreased, enrollment in the program has rebounded in recent years. The program continues to pursue numerous initiatives intended to enhance recruitment and increase enrollment. Program faculty continues to demonstrate the department commitment to diversity and inclusion. However, the ability of the department to recruit international students and students from traditionally underrepresented racial/ethnic groups has been negatively impacted by the lack of summer assistantship funding, which has placed the program at a competitive disadvantage with respect to similar doctoral programs.

### **Initiatives and plans**

- Continue to publicize, revise, and sustain the program.
- Connect with more program alumni.
- Expand professional development and career preparation opportunities for students, especially those seeking non-academic jobs.
- Further develop the student learning outcomes assessment plan, particularly with respect to digital, cultural, and global literacies and critical socio-cultural approaches to reading and composing.
- Revisit the goals and evaluate the consistency of doctoral seminars.
- Revisit the English studies comprehensive examination.
- Strive for more equitable student mentoring loads among faculty.
- Increase the visibility of social justice approaches to teaching in the curriculum design.

## **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

**Review outcome.** The Academic Planning Committee, as a result of this review process, finds the Ph.D. in English Studies program to be in Good Standing.

The committee thanks the program for a thorough, critical, and forward looking self-study report. The report describes a doctoral program unique in Illinois in its diverse yet integrative plan of study covering multiple subdisciplines of English Studies rather than focusing on one or two. Among comparator programs in the state, the Ph.D. in English Studies program is consistently among the largest with respect to enrollments and degrees

conferred. The committee commends the program for its successes in preparing future English Studies teachers and researchers at the post-secondary level and for the high levels of satisfaction with that preparation among alumni. Since the last program review in 2010-2011 through 2017-2018, the program has conferred 90 doctorates. Approximately 80 of those graduates have been hired into tenure track positions at colleges or universities, many of them research-intensive institutions.

Contributing to the success graduates have had obtaining positions in academia is the emphasis in the curriculum on pedagogy. In many disciplines nationally, pedagogy instruction is not part of doctoral-level curricula even though most program graduates expect to teach at the post-secondary level. The committee commends faculty for its foresight in teaching pedagogy in addition to content. Every student in the program is required to complete a pedagogy seminar (ENG 510: Seminar in English Studies Pedagogy) through which the student designs a college course in an area of professional interest and expertise and then teaches that course in the third year of the program. That experience is in addition to the experiences students in the program selected as teaching assistants have during their time in the program.

The committee commends those English Studies students who serve as teaching assistants for their contributions to quality undergraduate education at the University. Doctoral students selected to serve as teaching assistants typically teach two courses in both the fall and spring semesters, most often the General Education writing course taken by nearly all first-time-in-college students enrolling at the University. Depending on their experience and expertise, some doctoral students are permitted to teach other lower-division undergraduate courses in addition to the course they design and teach in the third year of the program. The committee recognizes the efforts of doctoral students to balance their work to prepare and teach courses to undergraduate students with their own doctoral program coursework, research, and dissertation preparation. The committee also recognizes the Department of English for its exemplary support of those teaching efforts. That support includes a week-long orientation in August to acquaint new teaching assistants with best practices in writing pedagogy, peer and faculty support for students designing their own English course, and a semester-long pedagogy course taken by all teaching assistants (ENG 402: Teaching Composition). The quality of instruction and mentoring by teaching assistants in the program is evidenced by the multiple teaching and mentoring awards earned by them.

The committee recognizes the program for the numerous other professional development opportunities it provides its students, including opportunities to participate in and present at professional conferences. The program offers presentations and workshops through its long-standing Graduate Forum and opportunities for students to experience shared governance through service on department committees. For students interested in publishing careers, the department offers editorial assistantships in its Publications Unit, which manages and edits several journals in the field (among them *Obsidian*, *Rhetoric Review*, and *The Spoon River Poetry Review*). The department offers travel stipends for students attending, assisting with, or presenting at regional, national, and international conferences. Among them are the Central Illinois Interdisciplinary Graduate Conference, the English Studies Symposium, the David Foster Wallace Conference, the Computers and Writing Conference, and English Education conferences sponsored by the Illinois Association for Teachers of English and the National Council of Teachers of English.

The committee commends the actions taken by faculty to recruit for diversity and the exemplary efforts by faculty to infuse diversity and inclusion throughout the curriculum, in an effort to foster a welcoming and inclusive environment for a more diverse student population. Between fall 2014 and fall 2017 the percentage of students in the program who self-identify with racial/ethnic groups traditionally underrepresented in the discipline and the University increased from 10.8 percent to 21.0 percent. Faculty has re-designed courses to incorporate varied and non-traditional perspectives; provided instructional support for numerous culturally-focused programs, minors, and certificates offered by the University; supported diversity-themed co-curricular activities such as the African-American Read-In and the Diverse Writers Project; and provided opportunities for students and faculty to share their perspectives, experiences, and concerns related to diversity and inclusion. The committee notes program efforts to incorporate multiple elements of diversity and inclusion beyond gender and racial/ethnic concerns despite the difficulty finding statistics to assess those efforts. Through its Equity and Diversity Committee, the department has infrastructure in place to continue assessing needs and making recommendations regarding diversity and inclusion in the coming years.

**Recommendations.** The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2026, the committee asks the program to describe actions taken and results achieved for each recommendation.

**Develop and implement a systematic approach for recruiting students to the program.** Since the last review of the English Studies program, its enrollment peaked at 101 students in fall 2011 and then steadily declined to 70 students by fall 2017. Expanded recruitment efforts by faculty in the last few years have contributed to an enrollment rebound, to 75 students in fall 2018. In light of declining interest nationwide in post-secondary humanities programs and the resulting increase in competition for applicants to those programs, continued attention to recruitment will be needed to stabilize and increase enrollment in the English Studies doctoral program in the coming years or to balance enrollment decline in the Ph.D. program with enrollment increases in the master's program. The self-study report sets forth numerous strategies for student recruitment. Given the limited resources available to the program, the committee suggests that faculty organize and prioritize those strategies in a recruitment plan to guide those efforts during the next program review cycle. The committee suggests that the plan might identify the types of students faculty wants to recruit to the program with respect to their backgrounds and professional interests. The self-study report identifies at least two such groups: international students enrolling in the program through collaborative arrangements with universities in other countries and students interested in publishing-related work after graduation rather than work in academia. In addition to focusing and coordinating recruitment efforts, development of a recruitment plan could provide a venue for further faculty discussions regarding program admissions requirements, including whether the program should continue requiring applicants to submit Graduate Record Examinations scores.

**Continue to recruit for diversity and to foster diversity and inclusion in the pedagogy.** Faculty and staff of the Department of English have done extensive work since the last program review to foster and maintain an environment of diversity and inclusivity. In connection with those efforts the department has worked to recruit students from racial/ethnic groups traditionally underrepresented in the discipline and University. The committee supports faculty plans to continue those efforts through development of an action plan for recruiting students of color and (as noted in the self-study report) through development of action plans for “(re)addressing issues of diversity and inclusion in the pedagogy.” A particularly promising recruitment strategy set forth in the report is focusing recruitment efforts on students enrolled at historically Black colleges and universities, tribal institutions, and Latinx serving institutions.

**Continue the faculty dialogue regarding student mentoring loads.** According to the self-study report, respondents to a 2018 English Studies alumni survey favorably rated the mentoring they received from faculty while in the program. However, some respondents expressed concern that their faculty mentors were overworked. English studies faculty followed up that feedback by studying the types of mentoring in the program and their distribution among faculty members individually and by sub-discipline. The report resulting from that study concluded that a need exists to address mentoring workload. The committee encourages faculty to continue its discussions regarding mentoring assignments and to explore options for their distribution.

**Update the student learning outcomes assessment plan for the program and use assessment findings to inform program planning.** The summary resulting from the 2010-2011 review of the English Studies program recommended that faculty update and revise the student learning outcomes assessment plan for the program and then utilize the plan for program improvement. The 2018-2019 Academic Planning Committee reiterates that recommendation. Many elements of an effective assessment plan are already in place, including values, goals, objectives (learning outcomes), and numerous assessment methods. Yet to be added to the plan is a process and timeline for gathering assessment results, analyzing them, and systematically reviewing them for guidance with program planning. The plan should identify the committee(s) or faculty position(s) responsible for implementing the process at its various stages. A related committee concern is a possible disconnect between student learning outcomes assessment and program planning. While the self-study report identifies numerous changes made by faculty to the program in recent years intended to improve the program, the assessment section of the self-study report states that no changes have been made to the program based on assessment findings. While that statement may be in error, the committee encourages faculty to ensure that processes are in place for assessment findings to systematically inform program planning. The committee encourages faculty to regularly document discussions

regarding assessment findings, changes made to the program based on those findings, and the rationale for those changes.

**Use the comparator and aspirational programs analyses to help guide program planning.** The committee recognizes efforts described in the self-study report to identify and analyze comparator and aspirational programs. The report sets forth quality indicators, identifies other universities whose comparable program excels relative to each quality indicator, and briefly describes how those programs excel. The report suggests that English Studies faculty may consider further infusing community engagement and involvement in the curriculum, work to make the program commitment to mentoring and professional development more visible, or place more emphasis on industry work opportunities when mentoring students. However, the report does not indicate if any of those issues are priorities to be further explored by faculty in the coming years, nor are the issues included in the list of initiatives for the next review cycle. Accordingly, the committee encourages faculty to revisit its analyses of comparator and aspirational programs by further contextualizing findings and prioritizing program changes faculty intends to pursue based on those findings.

**Expand efforts to track and involve program alumni.** The committee recognizes the numerous efforts underway in the department to track alumni of the English Studies program. Among those efforts are sending an annual department newsletter to alumni, inviting alumni to campus to participate in department events and student mentoring, and involving alumni in program planning through participation in the department advisory board. The committee supports plans articulated in the self-study report to expand alumni tracking efforts, such as upgrading the alumni database, documenting information about alumni gleaned from social media channels, developing a low-maintenance mechanism for capturing alumni information obtained through informal faculty-alumni contacts, and more systematically administering student surveys and exit interviews.

**Continue collaboration with Milner Library and assess effectiveness of graduate students serving as department liaisons.** The committee recognizes faculty efforts since the last program review in working with Milner Library to develop greater degree-specific integration of library resources with Department of English programs. Among the outcomes of those efforts are expanded use of Milner Library Special Collections in English courses and in co-curricular programming such as Shakespearience (workshops held in 2017 and 2018 in conjunction with the Illinois Shakespeare Festival). The committee commends and encourages continuation of such collaboration. The committee notes mention in the self-study report of English graduate students serving as department liaisons to Milner Library to provide input regarding library collections and instruction that support the master's and doctoral English programs. Recognizing the unique nature of that liaison model, the committee encourages faculty to collaborate with the Milner Library subject specialist to assess its effectiveness in furthering department-library collaboration.

## REVIEW OF THE B.A., B.S. IN MATHEMATICS

Classification of Instructional Programs (CIP) Code: 27.0101  
Mathematics, General

### OVERVIEW

The B.A., B.S. in Mathematics program is housed in the Department of Mathematics within the College of Arts and Sciences. The department also offers an undergraduate minor in Mathematics, an M.S. in Mathematics, and a Ph.D. in Mathematics Education. The last review of the B.A., B.S. in Mathematics program occurred in 2010-2011.

Students in the B.A., B.S. in Mathematics program may pursue a general course of study or enroll in one of four sequences: actuarial science, mathematics teacher education, pedagogy emphasis, or statistics. The actuarial science sequence prepares students for careers in a variety of fields dealing with the risk of financial losses, such as life insurance, health insurance, financial risk management, property/casualty/liability insurance, pensions, or employee benefits. Students successfully completing the mathematics teacher education sequence qualify for initial teacher licensure in Illinois with an endorsement to teach high school mathematics. The pedagogy emphasis sequence serves students who are interested in teaching but who do not pursue teacher licensure. The statistics sequence prepares students for work in industry and government, with emphases in biometrics, econometrics, or psychometrics. Regardless of their plan of study, students preparing for a specific career may take courses recommended by faculty as helpful to their career preparation. Course lists are available for six careers: business management; secondary teaching; business, government, and industry; applications or research in physical sciences; applications or research in social sciences; or graduate study and research in mathematics.

In addition to serving its majors, the Department of Mathematics offers courses for every other major at the University, with almost every first-time-in-college student taking a mathematics course. The majority of credit hours produced by the department are generated through courses that qualify for General Education credit or that are preparatory to General Education courses.

#### **Enrollment by Plan of Study, Fall Census Day, 2011-2018**

##### **B.A., B.S. in Mathematics, Illinois State University**

First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
No sequence	51	44	49	58	53	46	29	22
Actuarial Science sequence	97	103	105	133	143	144	141	127
Mathematics Teacher Education sequence	242	216	203	166	133	137	138	133
Pedagogy Emphasis sequence						0	0	0
Statistics sequence	3	11	11	12	22	25	29	22
Total	393	374	368	369	351	352	337	304

#### **Degrees Conferred by Plan of Study, Graduating Fiscal Year 2011-2018**

##### **B.A., B.S. in Mathematics, Illinois State University**

First Majors Only

	2011	2012	2013	2014	2015	2016	2017	2018
No sequence	18	17	14	14	15	20	21	14
Actuarial Science sequence	17	11	18	15	14	15	19	22
Mathematics Teacher Education sequence	42	47	47	40	28	19	29	24
Pedagogy Emphasis sequence							0	0
Statistics sequence	4	0	2	2	3	5	5	13
Total	81	75	81	71	60	59	74	73

[See table notes on the following page]

Table notes:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

The pedagogy emphasis sequence was established effective May 16, 2016.

## **EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT**

### **Program goals**

The B.A., B.S. in Mathematics program is designed to help students acquire knowledge of mathematics commensurate with career/sequence goals; construct and critically analyze mathematical arguments; develop problem-solving skills, logical reasoning, and creative thinking; develop a positive attitude toward mathematics and its uses; and use the language of mathematics to communicate ideas.

### **Students learning outcomes**

- Demonstrate an understanding of the key concepts in mathematics, actuarial science, statistics, or secondary mathematics education.
- Demonstrate the ability to construct and analyze mathematical arguments.
- Demonstrate the ability to solve problems and apply mathematical knowledge to new problem situations.
- Demonstrate an appreciation of mathematics as a vital, growing field.
- Be able to use mathematics terms appropriately and correctly.
- Demonstrate the ability to communicate mathematics.

### **Program curriculum** (2018-2019)

Students may enroll in one of four sequences or complete the program without enrolling in a sequence. Sequences are actuarial science, mathematics teacher education, pedagogy emphasis, and statistics.

Graduation requirements (actuarial science):

120 credit hours including 71 credit hours in the major and 39 credit hours in General Education courses, with the balance earned through completion of elective courses. Students complete a senior portfolio.

Graduation requirements (mathematics teacher education):

120 credit hours including 50 credit hours in mathematics course, 27 credit hours in professional development (educator preparation) courses required of all candidates for initial teacher licensure regardless of program, and 39 credit hours in General Education courses, with any balance earned through completion of elective courses. Students complete a senior portfolio, a student teaching assignment, and the state-mandated edTPA capstone assessment.

Graduation requirements (pedagogy emphasis):

Same as mathematics teacher education, except students are not required to complete edTPA.

Graduation requirements (statistics):

120 credit hours including 50 credit hours in the major and 39 credit hours in General Education courses, with the balance earned through completion of elective courses. Students complete courses in two of three cognate areas of statistical application selected from biometrics, econometrics, and psychometrics.

Graduation requirements (non-sequence):

120 credit hours including 45 credit hours in mathematics courses and 39 credit hours in General Education courses, with the balanced earned through completion of elective courses. Students complete a senior portfolio.

### **Program delivery**

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

### **Department faculty** (Fall 2018)

27 tenure track faculty members (16 Professors, 5 Associate Professors, and 6 Assistant Professors)

27 non-tenure track faculty members (20 full-time and 7 part-time, totaling 24.16 FTE)

Undergraduate student to faculty ratio: 5.8 to 1

Undergraduate student to tenure-line faculty ratio: 10.6 to 1

### **Specialized accreditation**

The mathematics teacher education sequence is affiliated with the teacher education unit at Illinois State University which was last accredited by the National Council for Accreditation of Teacher Education (NCATE) in 2012. The teacher education unit has applied for initial accreditation by the Council for the Accreditation of Educator Preparation (CAEP), which is the successor to NCATE. In addition to being part of an accredited teacher education unit, the mathematics teacher education sequence is currently recognized by the National Council of Teachers of Mathematics (NCTM), a specialized professional association previously affiliated with NCATE. NCTM recognition of the sequence is scheduled to expire February 1, 2020. Faculty members have opted not to continue program affiliation with NCTM beyond that date, to instead focus on CAEP accreditation and compliance with state educator preparation program guidelines.

In 2009 the actuarial science program at Illinois State University, consisting of actuarial science sequences in the undergraduate and graduate mathematics programs, was one of the first nine programs in the U.S. designated a Center of Actuarial Excellence by the Society of Actuaries (SOA). In 2014 the actuarial science program was subject to a comprehensive five-year review by SOA, which resulted in continued accreditation through Calendar 2019. In 2016 the Casualty Actuarial Society, the other major professional actuarial organization in the U.S., began its own system of recognizing actuarial science programs. The program at Illinois State was one of the first four such programs in the world recognized by the society.

### **Changes in the academic discipline, field, societal need, and program demand**

Major trends in mathematics since the last program review include continued demand by employers for students trained in mathematics or allied fields, emphasis on application of mathematics in other fields, and use of technologies to provide mathematics education and foster collaborative learning environments. In part due to increasing emphasis on data-driven decision making, job growth in fields that employ mathematics program graduates is expected to exceed growth in other fields nationally, at least through 2026. The B.A., B.S. in Mathematics program is helping meet the demand for job applicants with mathematics skills, as enrollments in its actuarial science and statistics sequences have continued to grow. The Department of Mathematics has expanded its efforts to educate its students about the importance of mathematical tools and techniques in other fields. The department has introduced a weekly colloquium for undergraduate students and continues to sponsor special events during Math Awareness Month. With regard to technologies, the department continues to expand its repository of online courses and has started using online homework systems in some 100-level courses. There also has been increasing emphasis on fostering a sense of community among students and alumni through use of social media platforms and through creation of a student lounge near the department office. Technological change does not usually happen without challenges. Since the prior program review, the University transitioned from a mainframe student information system to a new cloud-based system. During the transition some student data were not available to the department, resulting in challenges for academic advisors who work closely with students. A trend specific to Illinois since the prior program review that has negatively impacted mathematics instruction at the University is the long-term decline in state funding for higher education. Indeed, there was an 18-month period since the last review during which the state did not allocate funds to its public universities. This trend has made it increasingly difficult for the University to provide instructional capacity sufficient to meet all program goals. To meet all goals of the undergraduate mathematics program, more tenure track faculty positions and additional summer term funding would be needed.

### **Responses to previous program review recommendations**

The 2010-2011 program review resulted in five recommendations: determine optimal enrollment in light of rising demand for the program, continue efforts to establish clinical sites for students in the mathematics teacher education sequence, continue to develop advisement structures and assess their effectiveness, continue recruiting for diversity,



and investigate the feasibility of a five-year B.S./M.S. program in biomathematics. The Department of Mathematics has made progress addressing each of the five recommendations. The department worked with the Enrollment Management and Academic Services unit at the University to establish an enrollment target of 375 students for the undergraduate mathematics program and worked with that office to reach that target. Since then, enrollment in the program has decreased, necessitating counter actions to maintain and increase enrollment. For the benefit of its teacher education students, the department has established and maintained at least 25 clinical (i.e., student teaching) sites. All are located within 40 miles of campus. At the time of the prior review, student advising was distributed among tenure track faculty members in the department. Since then the department has hired a full-time academic advisor to help with student advising, recruitment, and retention. This new approach is expected to positively impact students and free faculty time for instruction and research. The department continues to sponsor several long-standing initiatives intended to encourage students identifying with traditionally underrepresented racial/ethnic groups to enroll in the undergraduate mathematics program. In part as a result of those efforts, the percentage of majors from underrepresented groups has increased to approximately 21.5 percent. To benefit well-prepared advanced students, the faculty has made significant progress toward establishing accelerated programs in mathematics and biomathematics, which would make it possible for students to earn both a bachelor's degree and a master's degree in either field within five years. The accelerated biomathematics program has been approved and is scheduled to begin in 2020. A proposal for an accelerated mathematics program has been submitted for review by the appropriate curriculum committees.

### **Major findings**

The B.A., B.S. in Mathematics program is working well. Faculty members have increased the rigor of the curriculum since the last program review and have added courses to better prepare students for the growing data analysis needs of employers. The actuarial science sequence and its companion sequence in the M.S. in Mathematics program comprise one of the leading actuarial science programs in the world, designated as a Center of Actuarial Excellence by the Society of Actuaries. The mathematics program continues to be one of the top producers of secondary mathematics teachers in Illinois. Enrollment in the statistics sequence has grown. The demand for students graduating with a major in mathematics or a related program such as statistics or actuarial science continues to grow. Occupations requiring expertise in mathematics, statistics, or actuarial science consistently rank above others with respect to job growth rates and median salaries. Despite this increased demand, enrollment in the B.A., B.S. in Mathematics program has decreased since the prior program review. This has been a cause for introspection in the department. Faculty members have worked hard to maintain high quality teaching and scholarship, involve students in research, and support students through tutoring, advising, and scholarships. Those efforts will continue. The department will also seek additional ways to meet students' career goals through additional emphases on applied mathematics and through innovations in program delivery. One challenge to increasing enrollment is having sufficient instructional capacity to provide individualized attention to students and to teach in newly-established innovative programs. For example, faculty has prioritized assigning tenure-line faculty members to teach calculus and linear algebra courses to help recruit and retain majors, but there are not enough faculty members to do so. The ability to offer joint programs with other academic units has been hampered by having too few faculty members to teach upper division and graduate-level statistics and actuarial science courses. The recent hiring of a full-time academic advisor with student recruitment and retention responsibilities should free some faculty time for instruction and research. However, additional attention to instructional capacity is warranted.

### **Initiatives and plans**

- Implement newly-adopted student recruitment strategies.
- Increase the number of tenure track faculty positions to improve student learning experiences, especially at the 100-level.
- Augment pure mathematics instruction with more applied coursework.
- Investigate establishing a joint mathematics-computer science program with the School of Information Technology.
- Continue revising the statistics sequence to better prepare students for employment in data analytics and data science positions.
- Maintain the Center of Actuarial Excellence designation by continuing to adapt the curriculum to changing standards in the profession.

- Continue to adapt the mathematics teacher education curriculum to changing state and professional standards.
- Better publicize mathematics programs at Illinois State to increase awareness of the programs among prospective students.

### **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

**Review Outcome.** The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Mathematics program to be in Good Standing.

The committee thanks the program and department for a thorough, critical, and clearly written self-study report. In the report, faculty and staff of the program state that, “students in our programs are our pride.” Indeed, the report evidences a program that is student-centered as well as dynamic.

The committee commends faculty and staff for their efforts to graduate students from the program within four years. From Fiscal 2010 through Fiscal 2017, on average 72.2 percent of program completers graduated within four years compared to 63.5 percent across all undergraduate programs offered by the University. Six-year graduation rates for both first-time-in-college students and external transfer students have also consistently exceeded university-wide rates. For first-time-in-college students enrolling in the program in fall 2009, fall 2010, or fall 2011, the six-year graduation rate averaged 75.8 percent compared to 71.5 percent across all undergraduate programs at the University. Six-year graduation rates for external transfer students averaged 80.9 percent compared to 76.6 percent university-wide. Graduates have fared well with respect to employment or admission to graduate programs. In some years, for example, 95 percent of students graduating from the actuarial science sequence obtained jobs in the field.

The committee commends faculty efforts to encourage and support student participation in the University Honors program. In fall 2017, participation of undergraduate mathematics students in the Honors program reached an eight-year high of 29.1 percent, compared to 6.9 percent university-wide. The committee recognizes efforts by faculty to involve all students, whether participating in the Honors program or not, in research. In addition to research conducted by students in their courses, students have opportunities to work with faculty on research through independent studies. Students are encouraged to present their research findings at the annual University Research Symposium or at a session of the undergraduate colloquium sponsored by the Department of Mathematics. Other venues for learning outside the classroom include two registered student organizations sponsored and facilitated by the department (the Math Education Club and the Actuarial Club) and a mathematics-themed residential learning community, located in Hewitt Hall. Since the last program review, the department has created a space in Stevenson Hall in which students can study, socialize, or work on group projects.

The committee commends the program for its numerous community outreach efforts, including two summer programs designed to interest high school students in actuarial science: the Redbird Risk Management Program and the Midwest High School Scholars Analytics Academy. The latter has been offered by the department for more than 20 years to high school students self-identifying with racial/ethnic groups traditionally underrepresented in the discipline. Students completing either summer program receive a scholarship to enroll at Illinois State. The Analytics Academy has likely contributed to an increase in the percentage of students in the undergraduate mathematics program who are students of color, from 11.9 percent at the time of the prior program review to 27.3 percent in fall 2017. For Chicago public high school students interested in mathematics, university students attending the Research Experiences for Undergraduates in Mathematics program sponsored annually by the Department of Mathematics hold a week-long mathematics summer camp in the city.

In addition to teaching and mentoring mathematics majors, mathematics faculty members and graduate assistants contribute extensively to the General Education program of the University by teaching introductory mathematics courses to students across all undergraduate programs of the University. Nearly every first-time-in-college student enrolling at Illinois State (nearly 3,300 students in fall 2017) and many external transfer students (nearly 900 entering with freshman or sophomore status in fall 2017) take one or more of those courses. The department is responsible for the assessment instrument used by the University to determine the most appropriate introductory mathematics course for each student. The department also offers tutoring services for students, major or non-major, enrolled in any one of nine introductory mathematics courses. The committee thanks mathematics faculty and staff for these contributions.

Since the last program review, faculty members have made numerous changes to the program in response to changes in the discipline to best position program completers for employment or graduate study. Among those changes are establishment of emphases or tracks for students not enrolled in a sequence and adding coverage of special education theory and practice to the mathematics teacher education curriculum. The committee recognizes faculty for its ongoing monitoring of the actuarial science sequence for curricular changes necessitated by changes to the national actuarial examinations. The committee congratulates faculty for national and international recognition of the actuarial science program since the last program review. In 2009 it was one of the first nine actuarial programs in the U.S. designated by the Society of Actuaries as a Center of Actuarial Excellence (reaffirmed in 2014), and in 2016 it was one of the first four actuarial science programs in the world honored for its excellence by the Casualty Actuarial Society.

The committee acknowledges efforts by faculty and staff to develop non-traditional offerings of the program. Those efforts have included a partnership with Jiangsu Normal University (China), through which students from Jiangsu complete the fourth year of the Jiangsu undergraduate mathematics program while in residence at Illinois State and then remain at Illinois State to complete its M.S. in Mathematics program. The committee encourages faculty to continue nurturing the arrangement with Jiangsu, as it has potential to attract more international students to campus and, thereby, help further internationalize the University for the benefit of the campus community. Another non-traditional initiative underway at this time is establishment of accelerated sequences in the undergraduate mathematics program that will make it possible for high-achieving students to complete a bachelor's degree and a master's degree in mathematics from Illinois State within five years rather than six.

At the time of the 2010-2011 review of the B.A., B.S. in Mathematics program, its faculty members were relying almost exclusively on quantitative methods to assess student learning. As a follow-up to that review, mathematics faculty members have adopted a multiple-methods approach to student learning outcomes assessment, including strategies for assessing learning on the sequence level. The fall 2018 self-study report submitted by the program evidences implementation of the revised assessment plan to guide the numerous changes made by faculty to the program in recent years. The committee recognizes mathematics faculty for those efforts.

**Recommendations.** The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2026, the committee asks the program to describe actions taken and results achieved for each recommendation.

**Implement newly-established strategies for student recruitment and retention.** Enrollment in the B.A., B.S. in Mathematics program has steadily declined since the prior program review, from 397 students in fall 2010 to 304 students in fall 2018. While the decline in numbers was most precipitous in the mathematics teacher education sequence (a decrease of 98 students), enrollment of students pursuing a general mathematics plan of study declined 63 percent. Modest enrollment growth in the actuarial science sequence (from 101 to 127) and in the statistics sequence (from 5 to 22) has not been sufficient to fully offset the losses. However, with recent enhancements to student recruitment efforts, including the production of recruitment videos and plans to give mathematics talks to high school students, and with the hiring of an advisor who will also coordinate undergraduate recruitment, the department is well positioned to reverse enrollment decline. To coordinate and streamline those efforts, the committee suggests that the department work with Enrollment Management and Academic Services at the University to develop a recruitment, retention, and enrollment management plan for the program. The committee suggests that the plan address enrollment at the sequence level. Having that granularity could help the department not only with recruitment and retention but also with planning for faculty teaching assignments, including coverage of introductory mathematics courses by tenure-line faculty members (see below).

**Continue to consider innovative approaches to undergraduate mathematics education.** To best prepare students for employment or graduate education in light of changes in the discipline, the committee recommends that faculty continue its practice of periodic, systematic review of the program structure, curriculum, and delivery modes to help faculty identify and develop innovative approaches to structuring and delivering the program. Those new approaches could, in turn, aid student recruitment and retention efforts. The committee encourages the department to continue its work with Jiangsu Normal University, seek similar arrangements with other universities if deemed appropriate by faculty, and to fully establish and implement the accelerated sequences in development at this time. The committee supports faculty in their plans to explore establishing a pure and applied mathematics sequence and a joint major with the School of Information Technology. Given the limit to resources available to the department, the

committee encourages faculty to use the department strategic planning process underway at this time to prioritize the numerous potential program development initiatives.

**Work to maintain and improve the quality of instruction in introductory courses.** The quality of introductory mathematics instruction is critical to the success of students in every program offered by the University, since nearly every first-time-in-college student and many external transfer students must complete at least one mathematics course at the University to meet General Education requirements. In addition, the quality of instruction in introductory mathematics courses for mathematics majors is critical to engaging and retaining those students in the program. The self-study report indicates that faculty resources of the department are insufficient to assign tenured or tenure track faculty members to teach all or even most introductory mathematics courses. The report indicates that introductory courses for majors are instead taught primarily by non-tenure track faculty members while introductory courses for non-majors are taught by non-tenure track faculty or graduate assistants. In light of that situation, the committee makes two recommendations. First, the committee recommends that the department revisit its graduate teaching assistant training program and consider expanding it beyond a single day, to include more in-depth training in pedagogy and classroom management. Expanded graduate assistant training might also include additional faculty mentoring throughout the academic year. Faculty might look to its comparator and aspirational programs to identify models for this training. Second, the committee encourages the department to continuing working with the College of Arts and Sciences to seek ways to increase the percentage of introductory mathematics courses taught by tenured or tenure track faculty members. The committee notes that the B.A., B.S. in Mathematics program each year loses 30 percent or more of its freshmen cohort by the beginning of its sophomore year, almost all to other programs at the University. Having more tenure-line faculty members teach introductory mathematics courses could help with student recruitment and with improving student retention rates.

**Continue efforts to increase faculty diversity.** According to the self-study report, the Department of Mathematics has achieved a stable gender balance in its faculty ranks whereby approximately half of its full-time faculty members and approximately 40 percent of its tenure-line faculty members are women. The report further states that nearly two-thirds of tenure-line faculty members were born outside the U.S. The report observes that there is room for increasing diversity among its U.S.-born faculty. The committee encourages the department to pursue doing so during the next program review cycle as opportunities to hire faculty arise. The committee recommends recruiting for diversity with respect to groups traditionally underrepresented in the discipline, including racial/ethnic groups, but also with respect to expertise, interests, and perspectives faculty members may bring to the department.

**Collaborate with Milner Library to further integrate information fluency instruction in the curriculum and promote the article delivery service.** The committee recognizes collaborative program-library efforts to identify goals for information fluency in the B.A., B.S. in Mathematics program and to teach to those goals. The committee encourages program and library faculty to expand those efforts by specifying information fluency learning outcomes related to each goal, mapping those outcomes to the curriculum, and integrating information fluency training related to those outcomes into the student learning outcomes assessment plan for the program. With regard to research resources needed to support mathematics teaching and learning, the committee is aware that the costs of acquiring access to research resources of the discipline continue to increase at rates greater than increases in university allocations for those purchases (if there are any increases at all). The committee is also aware that this phenomenon has resulted in cancellation of numerous journal subscriptions. While this phenomenon is not unique to mathematics, it is most acute in STEM disciplines (Science, Technology, Engineering, and Mathematics). Since the last program review, Milner Library has introduced an article delivery service branded *Get It Now* to provide students and faculty access to literature published in journals to which the library does not subscribe. The service is free, and materials are made available electronically, often within hours of a request. The committee recommends that the department and library collaborate to increase awareness of the service among mathematics faculty and students.

**Continue efforts to assess student learning and utilize assessment findings to inform program design and implementation.** The committee encourages faculty to continue assessing student learning, utilizing assessment findings to make program improvements if deemed necessary based on the findings and to help guide strategic planning efforts, and documenting its assessment work, including the rationale for program changes. The committee encourages faculty to periodically review the assessment plan for its effectiveness in guiding program evaluation and for its sustainability in light of department resources.

# REVIEW OF THE M.S. IN MATHEMATICS

Classification of Instructional Programs (CIP) Code: 27.0101  
Mathematics, General

## OVERVIEW

The M.S. in Mathematics program is housed in the Department of Mathematics within the College of Arts and Sciences. The department also offers an undergraduate minor in Mathematics, a B.A., B.S. in Mathematics, and a Ph.D. in Mathematics Education. The last review of the M.S. in Mathematics program occurred in 2010-2011.

Students enrolling in the M.S. in Mathematics program choose one of four sequences of study (actuarial science, applied statistics, biomathematics, or elementary and middle school mathematics education) or they create a unique plan of study that better meets their career goals. Students completing the actuarial science sequence typically work in risk management positions with private companies, nationally or internationally. The sequence has an eight-year job placement rate of 94 percent. Students completing the applied statistics sequence often take positions involving analysis of big data, while biomathematics students most often pursue academic or research careers in the field. Students enrolling in the elementary and middle school mathematics education sequence typically are part-time students and full-time teachers who, after graduation, continue working at their school. The majority of students not choosing a sequence are part-time students and full-time high school teachers who either remain employed at their high school after graduation or seek work in community colleges. The M.S. in Mathematics program is also designed to prepare students for doctoral studies regardless of the plan of study they select.

**Enrollment by Plan of Study, Fall Census Day, 2011-2018**  
**M.S. in Mathematics, Illinois State University**

	2011	2012	2013	2014	2015	2016	2017	2018
No sequence	31	17	18	14	18	23	20	23
Actuarial Science sequence	37	41	43	33	30	25	21	26
Applied Statistics sequence	8	7	8	10	9	8	8	19
Biomathematics sequence	9	7	4	5	6	5	4	9
Elementary and Middle School Mathematics Education sequence	9	4	4	9	9	4	3	6
Total	94	76	77	71	72	65	56	83

**Degrees Conferred by Plan of Study, Graduating Fiscal Year 2011-2018**  
**M.S. in Mathematics, Illinois State University**

	2011	2012	2013	2014	2015	2016	2017	2018
No sequence	11	8	8	5	5	6	9	5
Actuarial Science sequence	19	10	15	19	13	14	11	12
Applied Statistics sequence	6	5	8	7	3	7	5	1
Biomathematics sequence	3	0	2	1	0	3	1	2
Elementary and Middle School Mathematics Education sequence	1	23	3	5	3	2	6	1
Total	40	46	36	37	24	32	32	21

Table note:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

## **EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT**

### **Program goals**

General mathematics plan of study and actuarial science, applied statistics, and biomathematics sequences:

- The program will provide students with strong mathematical foundations plus specialized content knowledge and reasoning/communication skills that are necessary and appropriate in their sequence.
- Students will demonstrate the ability to formulate and evaluate questions seeking new knowledge in mathematics.
- The program will prepare students to continue their professional growth after completion of the program.

Elementary and middle school mathematics education sequence:

- The program will provide students with strong mathematical knowledge and reasoning/communication skills that are necessary and appropriate in their sequence.
- The program will provide students with strong pedagogical knowledge and reasoning/communication skills that are necessary and appropriate in their sequence.
- The program will prepare students to continue their professional growth after completion of the program.

### **Students learning outcomes**

General mathematics plan of study and actuarial science, applied statistics, and biomathematics sequences:

- Demonstrate core foundational knowledge.
- Demonstrate advanced content knowledge and reasoning/communication skills.
- Demonstrate ability to formulate and investigate new problems.

Elementary and middle school mathematics education sequence:

- Demonstrate core foundational knowledge.
- Demonstrate additional content knowledge and reasoning/communication skills.
- Demonstrate ability to apply pedagogical and content knowledge in an educational setting.

### **Program curriculum** (2018-2019)

Students may enroll in one of four sequences or complete the program without enrolling in a sequence. Sequences are actuarial science, applied statistics, biomathematics, and elementary and middle school mathematics education. Students choosing the actuarial science, applied statistics, or elementary and middle school mathematics education sequence or choosing the general mathematics plan of study may select as their culminating experience a master's project, comprehensive examination, professional practice, or thesis. Students enrolling in the biomathematics sequence must complete a thesis.

Graduation requirements (non-thesis):

32 credit hours including 26 credit hours in mathematics, 3 credit hours in the culminating experience, and electives needed to reach the credit hour minimum.

Graduation requirements (thesis):

30 credit hours including 24 credit hours in mathematics, 4-6 credit hours of thesis work, and electives as needed to reach the credit hour minimum.

More specific course requirements for each plan of study are set forth in the graduate catalog.

### **Program delivery**

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

### **Department faculty** (Fall 2018)

27 tenure track faculty members (16 Professors, 5 Associate Professors, and 6 Assistant Professors)

27 non-tenure track faculty members (20 full-time and 7 part-time, totaling 24.16 FTE)

Undergraduate student to faculty ratio: 5.8 to 1

Undergraduate student to tenure-line faculty ratio: 10.6 to 1

The 27 tenure track faculty members in the department contribute to instructing and mentoring students in the M.S. in Mathematics program.

### **Specialized accreditation**

In 2009 the actuarial science program at Illinois State University, consisting of actuarial science sequences in the undergraduate and graduate mathematics programs, was one of the first nine programs in the U.S. designated a Center of Actuarial Excellence by the Society of Actuaries (SOA). In 2014 the actuarial science program was subject to a comprehensive five-year review by SOA, which resulted in continued accreditation through Calendar 2019. In 2016 the Casualty Actuarial Society, the other major professional actuarial organization in the U.S., began its own system of recognizing actuarial science programs. The program at Illinois State was one of the first four such programs in the world recognized by the society.

### **Changes in the academic discipline, field, societal need, and program demand**

Numerous external factors, many of them related to technology, have impacted the M.S. in Mathematics program since the prior program review. As in most disciplines, advances in scholarly communications via the internet and World Wide Web have increased collaborations within the discipline and across disciplines. This has made it possible for the Department of Mathematics to create the Center for Collaborative Studies in Mathematical Biology, which relies on technology to foster collaborations among its 11 member institutions. With increased use of web-based open access article repositories, faculty and students have timelier access to research results. Technological advances have also made it possible for the department to make more resources available online so students can more easily access them to support their learning. The department has made actuarial examination reviews available online, and faculty members are working hard to develop a fully-online actuarial science master's program that would not have been feasible at the time of the last program review. Another development impacting the program is the large increase in the demand for mathematics graduates with knowledge of data science and predictive modeling. That demand has fueled interest and growing enrollments in the actuarial science and applied statistics sequences of the program. As computational power has increased and more sophisticated analytic tools have been introduced, more companies are seeking job applicants qualified to analyze large data sets. Mathematics faculty members have the expertise to prepare students for such positions, however a high speed computer/server is needed to help process the computations needed to support such learning. With regard to mathematics teacher education, it has been necessary for faculty to account for changes in Illinois Learning Standards and changes in state licensure of elementary and secondary school teachers. The changes have prompted practicing teachers to take graduate courses to become qualified to teach at different grade levels or to teach dual credit (high school/college) courses. Faculty in the department have been working to meet those needs. A decrease in the number of tenure-line faculty members in the department since the prior review has led to limits on course offerings and culminating experiences for students as well as limits on the new program opportunities faculty can pursue. Attention to instructional capacity is needed for faculty to continue providing high-quality experiences.

### **Responses to previous program review recommendations**

The 2010-2011 program review resulted in three recommendations: compile a student learning outcomes assessment plan for each sequence of the program, investigate developing a five-year integrated biomathematics program, and continue efforts to develop a training program for graduate teaching assistants. In response to the recommendations,

the department has completed and submitted two assessment plans to University Assessment Services (one for the elementary and middle school mathematics education sequence and one for all other plans of study), developed and submitted proposals for two integrated programs (one for biomathematics and one for general mathematics), and developed a one-day workshop/orientation for graduate teaching assistants to acquaint them with the department and their teaching assistant responsibilities. The integrated programs have been designed to make it possible for well-prepared advanced students to earn both a bachelor's degree and a master's degree in general mathematics or biomathematics within five years rather than the usual six. The integrated program in biomathematics has been approved and is scheduled to begin in 2020. A proposal for a general mathematics program has been submitted for review by the appropriate curriculum committees.

### **Major findings**

Faculty of the M.S. in Mathematics program concludes from this program review that some plans of study in the program remain strong while some warrant attention to better meet students' needs. Faculty cites as exemplary the international recognition for the actuarial science sequence through designation of Illinois State University as a Center for Actuarial Excellence by the Society of Actuaries. Maintaining that designation should be a high priority for the department. Actuarial science faculty has embarked on design of a stand-alone actuarial science master's degree to further enhance that plan of study. Faculty hopes to offer the new program fully online for the convenience of practitioners. Faculty also cites increasing enrollment in the applied statistics sequence and the opportunities afforded by the biomathematics sequence for interdisciplinary inquiry. The Center for Collaborative Studies in Mathematical Biology, new since the prior program review, offers unique opportunities for students in the biomathematics sequence to collaborate with faculty at the 10 other institutions affiliated with the center. Beginning in 2020, well-prepared advanced students will be able to complete a bachelor's degree and a master's degree with an emphasis in biomathematics in five years rather than six through a new integrated biomathematics program. Among the opportunities for program improvements identified through this program review are adding an applied mathematics track to the general mathematics plan of study, which might attract more students and better prepare them for their chosen careers, and examining the curriculum and delivery of the elementary and middle school mathematics education sequence to identify ways to better meet the needs of practicing teachers seeking to advance their careers or qualify to teach dual credit (high school/college) courses. Faculty has also identified the need to revisit guidelines for all capstone experiences, to ensure consistency in their quality while maintaining flexibility to accommodate differences in students' academic and career goals. Maintaining and increasing enrollment is a program-wide priority as are recruiting for diversity and recruiting international students. Leveraging technology to create and disseminate more appealing promotional materials about the program should be a priority. In maintaining what is good about the program and addressing opportunities for program enhancements, resources may be an issue. The instructional capacity needed to offer more courses and new programs warrants attention. The ability to fund more graduate assistantships would also help attract high-achieving students, especially from overseas.

### **Initiatives and plans**

- Improve the graduate assistant orientation, and, if resources become available, provide an orientation for all new students (not just the graduate assistants).
- Improve program visibility by highlighting students' successes and providing more information about alumni so prospective students have a better sense of their career options if they were to complete the program.
- Involve more students in thesis writing and other research activities.
- Require Graduate Record Examinations (GRE) scores for all applicants.
- Increase the number of high-achieving full-time students enrolling in the general mathematics plan of study.
- Implement more creative student recruiting techniques.
- Increase students' participation in the annual University Research Symposium.
- Create a website to help guide students who are interested in pursuing a Ph.D. in mathematics or an allied field.
- Seek more creative ways to help students find graduate assistant positions outside the mathematics department.
- Find ways to raise the standard for the research project capstone experience, and create guidelines for both the research project capstone and the master's thesis so that expectations of both are clearer.
- Invite successful alumni to share their career experiences at new student orientations.
- Create a graduate student newsletter.
- Find ways to involve students with the Association for Women in Mathematics.
- Add a computer/technology/computational component to some four-credit-hour courses.



## **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

**Review Outcome.** The Academic Planning Committee, as a result of this review process, finds the M.S. in Mathematics program to be in Good Standing.

The committee thanks the program and department for a concise, complete, and clearly-written report. The committee recognizes the program for its blending of master's-level education in applied sub-disciplines (including actuarial science, applied statistics, biomathematics, and elementary and middle level education) and for its preparation of students interested in pursuing a doctoral degree. The committee congratulates faculty for the actuarial science plan of study being one of the first nine actuarial programs in the U.S. designated by the Society of Actuaries as a Center of Actuarial Excellence (reaffirmed in 2014) and for being one of the first four actuarial science programs in the world honored for its excellence by the Casualty Actuarial Society (in 2016).

The committee commends faculty for its ongoing review of the program for its relevance and currency and for the numerous changes faculty has made to the program to best position students for success after graduation. Faculty has made changes to sequence requirements, courses, and course content; continued to develop and grow enrollment in the actuarial science sequence; developed accelerated sequences at the undergraduate level to retain high-achieving students and encourage their enrollment in the master's program; participated in the INTO University Partners program to attract additional international students to the department; and has entered into an agreement with Jiangsu Normal University (China) for students from that institution to complete their Jiangsu undergraduate degree while in residence at Illinois State and to remain at the University to complete the M.S. in Mathematics program. The committee recognizes the work by faculty to attract high-achieving students to the program, to mentor them through the curriculum, and to provide numerous opportunities for them to be involved in research. Students are encouraged to attend and present research findings at conferences, the annual University Research Symposium, and at research seminars sponsored by the department. Since the last program review, program faculty members have annually collaborated with the Center for Insurance and Risk Management (Katie School) in the College of Business to sponsor a statistical research competition for students.

Faculty oversight of the curriculum and efforts to mentor students through the program have contributed to high rates of employment and admission to doctoral study for program completers. Placement rates for actuarial science graduates, for example, have averaged 94 percent since 2010. Across all sequences, program graduates are employed at nearly all major insurance companies, with government agencies, and with research institutions. Numerous graduates have subsequently completed a doctoral program and are now faculty members at postsecondary institutions.

In the self-study report, faculty has named several universities with mathematics programs that might serve as aspirational examples for the program at Illinois State and has identified aspects of those programs to which faculty aspires. However, faculty has not provided details regarding the aspirational programs nor has faculty identified specific actions that could be taken at Illinois State to implement initiatives or achieve levels of excellence similar to those of the aspirational programs. Accordingly, the committee asks faculty to continue its investigations and discussions regarding aspirational programs and to contextualize its findings in a follow-up report submitted to the Office of the Provost by December 15, 2019. Faculty might use this opportunity to develop strategies for achieving initiatives identified in the self-study report for the next program review cycle (e.g., improving graduate assistant training, involving more students in thesis writing and other research activities, or developing more creative recruiting techniques).

**Recommendations.** The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2026, the committee asks the program to describe actions taken and results achieved for each recommendation.

**Continue recruitment efforts to stabilize enrollment within enrollment targets.** Enrollment in the M.S. in Mathematics program steadily declined from 94 students in fall 2011 to 56 students in fall 2017. In response, faculty has established a target enrollment range based on resources available to the program and has adopted a more proactive approach to student recruitment to achieve enrollment within the target range. Examples include updating

information regarding the program on the university website and increasing the frequency and timeliness of communications with prospective students. Those efforts have already contributed to an enrollment rebound, to 83 students in fall 2018. The committee recommends continuation of recruitment efforts during the next review cycle. The committee also recommends periodic review of enrollment targets in light of changes in the discipline and changes to program resources.

**Continue to consider innovative approaches to master's-level mathematics education.** To best prepare students for employment or further graduate education in light of changes in the discipline, the committee encourages faculty to continue its discussions regarding the types of students the program might serve and the program structure, curriculum, and delivery methods best suited for each. The committee recommends as first priorities fully establishing and implementing the accelerated master's program to serve high-achieving students in the B.A., B.S. in Mathematics program and nurturing the collaboration with Jiangsu Normal University to increase enrollment resulting from that arrangement. If the Jiangsu Normal collaboration is successful, then faculty might seek similar arrangements with other universities. The committee encourages faculty to continue planning for elevation of the actuarial science sequence to a degree program that can be completed online. Depending on demand for the program from international students, faculty may want to consider providing for on-campus delivery of the program as well. The committee notes references in the self-study report of service to practicing high school teachers who seek credentials to teach dual credit mathematics courses (i.e., courses for high school and college credit). Providing additional opportunities for credentialing high school teachers to teach dual credit courses in general education disciplines, especially in less affluent communities and school districts, is a current priority in the state. Especially needed are opportunities delivered online for the convenience of practicing high school teachers. Biomathematics is another potential area of growth for the program. Faculty might explore ways to build on the unique inter-university collaborations of the Center for Collaborative Study in Mathematical Biology (Intercollegiate Biomathematics Alliance) housed in the Department of Mathematics. Faculty might, for example, explore establishing a certificate program taught collaboratively by faculty at Alliance member institutions. Given the numerous program innovations to explore and the limit to resources available to the department to do so, the committee recommends that faculty prioritize program initiatives for the next program review cycle and incorporate them into the strategic plan being completed by the department at this time.

**Implement strategies for increasing diversity among non-international students in the program.** The committee commends faculty for successful efforts to maintain gender balance among students enrolling in the program, particularly since women have historically been underrepresented in the discipline. The committee also recognizes the work faculty has done to recruit international students, which contributes to the university goal of internationalizing the institution. The committee notes that enrollment in the program of U.S. citizens who self-identify with traditionally underrepresented racial or ethnic groups has declined in recent years, from 16.7 percent in fall 2015 to 11.1 percent in fall 2017. The committee asks the program to develop and implement strategies for encouraging more students who identify with those groups to enroll in the program to further diversify the student population. Among the strategies faculty might pursue are recruiting from the increasingly diverse pool of undergraduate students in the department and encouraging high-achieving undergraduate students to enroll in the accelerated master's program after it has been established. Faculty might also target recruitment efforts to undergraduate students enrolled at universities in more diverse areas such as metropolitan Chicago.

**Continue efforts to increase faculty diversity.** According to the self-study report, the Department of Mathematics has achieved a stable gender balance in its faculty ranks whereby approximately half of its full-time faculty members and approximately 40 percent of its tenure-line faculty members are women. The report further states that nearly two-thirds of tenure-line faculty members were born outside the U.S. The report observes that there is room for increasing diversity among its U.S.-born faculty. The committee encourages the department to pursue doing so during the next program review cycle as opportunities to hire faculty arise. The committee recommends recruiting for diversity with respect to groups traditionally underrepresented in the discipline, including racial/ethnic groups, but also with respect to expertise, interests, and perspectives faculty members may bring to the department.

**Expand systematic efforts to connect with program alumni from all sequences in the program.** The committee recognizes concerted efforts of faculty to systematically track graduates of the actuarial science and biomathematics sequences since the last program review. Maintaining contacts with alumni can benefit the program and its students in many ways, such as obtaining advice for improving the program, recruiting alumni to mentor students, establishing endowments for scholarships and assistantships, and helping students obtain employment after

graduation. The committee supports faculty plans to expand its alumni tracking efforts to graduates of the general mathematics plan of study, the applied statistics sequence, and the elementary and middle school mathematics education sequence.

**Expand efforts to increase external funding for research.** Among the initiatives identified by faculty for the next program review cycle are involving more students in research activities, increasing graduate assistantship opportunities, and increasing program visibility. The self-study report cites having an insufficient number of faculty members as an impediment to successfully implementing these and other program initiatives. The committee encourages the department to continue working with the College of Arts and Sciences on its faculty resource needs but also recommends that faculty expand its efforts to seek external funding to support work of the department. Two existing research and service centers at the University might provide venues for helping faculty develop research initiatives and external funding requests to support them: the Intercollegiate Biomathematics Alliance (see above) and the Center for Mathematics, Science, and Technology. The department might also look to the Office of Research and Sponsored Programs on campus for guidance.

**Improve training for students in the program selected to serve as graduate teaching assistants.** Students in the M.S. in Mathematics program serving as graduate teaching assistants make valuable contributions to undergraduate education at the University. By facilitating discussion sections of high enrollment lecture courses, graduate assistants are able to provide a level of individualized attention to students that faculty members alone would have difficulty providing. The graduate assistants help faculty with introductory courses taken by undergraduate students across all programs at the University to prepare them for more advanced courses. The introductory courses meet general education requirements or prepare students to take general education mathematics courses. Graduate assistants may also work as tutors in the Mathematics Learning Assistance Center sponsored by the department. The self-study report cites as an initiative for the new program review cycle improving the orientation for graduate assistants. The committee concurs. The committee recommends that the department consider expanding graduate teaching assistant training beyond a single day to provide in-depth training in pedagogy, tutoring, and classroom management. Graduate assistant training might also be enhanced by faculty mentorship of graduate assistants throughout the academic year.

**Continue collaboration with Milner Library to provide research services and resources needed by students and faculty.** The committee recognizes collaborative efforts by program and library faculty to acquire research resources needed by students and faculty associated with the program and to provide assistance with their use. The committee is aware of the challenges faced by the program and library due to the ever-rising costs associated with research resources in STEM fields (Science, Technology, Engineering, and Mathematics). The committee commends the vigilance by the program and library to target available funds to research resources most needed by students and faculty. Since the last program review, Milner Library has introduced an article delivery service branded *Get It Now* to provide access to literature published in journals to which the library does not subscribe. The committee recommends that the department and library collaborate to increase awareness of the service among mathematics faculty and students. The committee also encourages program and library faculty to collaborate to further integrate information fluency training with the curriculum and with student learning outcomes assessment.

**Continue efforts to assess student learning and to utilize assessment findings to inform program planning.** The fall 2018 self-study report submitted by the program evidences implementation of the student learning outcomes assessment plan to guide the numerous changes made by faculty to the program in recent years, such as restructuring the master's project to permit students to complete the project over multiple semesters and adding content on data mining. The committee encourages faculty to continue assessing student learning, utilizing assessment findings to make program improvements if deemed necessary based on the findings, and documenting its assessment work including the rationale for program changes. The committee also encourages faculty to continue revising the assessment plan based on experiences with its implementation. Among enhancements faculty might consider are developing strategies for assessing learning of students who complete the non-thesis capstone option and using a reflective essay to assess learning as is done in the doctoral program. As faculty considers changes to the assessment plan, the committee encourages faculty to maintain a plan that can be sustained by the department given its faculty and staff resources.

# REVIEW OF THE PH.D. IN MATHEMATICS EDUCATION

Classification of Instructional Programs (CIP) Code: 13.1311  
Mathematics Teacher Education

## OVERVIEW

The Ph.D. in Mathematics Education program is housed in the Department of Mathematics within the College of Arts and Sciences. The department also offers an undergraduate minor in Mathematics, a B.A., B.S. in Mathematics, and an M.S. in Mathematics. The last review of the Ph.D. in Mathematics Education program occurred in 2011-2012.

The Ph.D. in Mathematics Education program prepares individuals for careers as college or university professors in education or mathematics units. In those careers, program alumni conduct and direct basic research on the teaching and learning of mathematics in elementary and secondary schools, teach courses to mathematics teacher education students, and provide professional development opportunities for in-service elementary and secondary school mathematics teachers. Approximately 80 percent of students graduating from the program since the prior program review now hold tenure track faculty positions. Graduates are also qualified to assume positions as mathematics curriculum consultants or mathematics program supervisors in school districts, researchers in educational laboratories, and staff members in educational publishing companies.

While other universities in Illinois offer doctoral programs that include mathematics education as one of multiple emphases, the Ph.D. in Mathematics Education program is the only doctoral program in the state whose sole focus is mathematics education. The program differs from comparator programs in other states in that it is housed within a mathematics department rather than an education department, which allows for direct interactions and collaborations with mathematicians and statisticians.

### Enrollment and Degrees Conferred, 2011-2018 Ph.D. in Mathematics Education, Illinois State University

	2011	2012	2013	2014	2015	2016	2017	2018
Enrollment, fall census day	17	13	17	17	14	15	16	17
Degrees conferred, graduating fiscal year	5	3	2	5	2	3	2	2

Table note:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

## EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

### Program goals

- To encourage students to appreciate and understand the history and research literature related to the teaching and learning of mathematics.
- To prepare graduates for the teaching responsibilities typically expected of mathematics education faculty; more specifically, to teach mathematics content and pedagogy courses to prospective teachers and to provide professional development opportunities for K-12 mathematics teachers.
- To prepare students to formulate and investigate questions seeking new knowledge related to the teaching and learning of mathematics.

### **Students learning outcomes**

- Students will be skilled in reading, interpreting, and evaluating research in general and, more specifically, research related to the teaching and learning of mathematics.
- Students will understand the historical forces that have influenced mathematics education.
- Students will understand and apply the basic psychological and developmental principles of teaching mathematics for the grade levels associated with their selected program option (K-9 or K-12).
- Students will possess broad knowledge of mathematics content needed to educate prospective teachers, in-service teachers, and supervisors of mathematics programs.
- Students will develop, implement, and evaluate programs for prospective teachers, in-service teachers, and supervisors of mathematics programs.
- Students will demonstrate understanding of current theories of learning mathematics.
- Students will understand basic principles that influence the development, implementation, and evaluation of mathematics curricula.
- Students will be involved in research projects conducted by faculty members.
- Graduates will have designed, conducted, and reported original research.

### **Program curriculum** (2018-2019)

Students select one of two options: K-9 or K-12.

Graduation requirements:

The typical plan of study consists of approximately 90 credit hours. Students are required to complete at least 6 credit hours in mathematics content courses; 30 credit hours in mathematics education courses; 3 credit hours earned through completion of a professional project; 12 credit hours in research methods courses; 6 credit hours in elective courses in areas such as mathematics, technology, curriculum, educational psychology, evaluation, supervision, human development, learning theory, or measurement; and at least 15 credit hours of dissertation work. Students must demonstrate competence in teaching pre-service and in-service mathematics teachers.

### **Program delivery**

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

### **Department faculty** (Fall 2018)

27 tenure track faculty members (16 Professors, 5 Associate Professors, and 6 Assistant Professors)

27 non-tenure track faculty members (20 full-time and 7 part-time, totaling 24.16 FTE)

Undergraduate student to faculty ratio: 5.8 to 1

Undergraduate student to tenure-line faculty ratio: 10.6 to 1

Twelve tenure track faculty members serve as the core faculty of the Ph.D. in Mathematics Education program. The 12 faculty members include 6 Professors, 4 Associate Professors, and 2 Assistant Professors.

### **Specialized accreditation**

The Ph.D. in Mathematics Education program is not affiliated with a specialized accreditation association.

### **Changes in the academic discipline, field, societal need, and program demand**

Mathematical and statistical understanding continues to be an important need throughout society, especially as more quantitative data are gathered to inform decision making. Since quantitative skills are necessary for many well-paying jobs in many fields, quantitative literacy has become more important than ever in students' education. As such, there has been an increased focus on the teaching and learning of mathematics as an issue of social justice and equity in mathematics education. An important question in mathematics education is determining when a pedagogical intervention intended to improve student learning is effective and when it is not. As a result, it is

important that students in doctoral mathematics education programs are prepared to conduct large-scale studies involving statistical analyses of quantitative data gathered about student learning of mathematics. As with other disciplines, technology has made it possible for students studying mathematics education to participate in learning through web conferencing software and learning management systems without having to come to campus. Many of the resources students need to conduct research as part of their studies are also available online. Technology makes it possible for mathematics education programs to work with students who are interested in the discipline but have geographic limitations.

### **Responses to previous program review recommendations**

The 2011-2012 program review resulted in recommendations related to student learning outcomes assessment, library resources, benchmark programs, enrollment, alumni tracking, and the curriculum. Regarding assessment, it was recommended that faculty refine the assessment plan to include methods for obtaining student, faculty, and alumni feedback. Faculty and students are involved in current student learning outcomes assessment strategies, however at this time feedback from alumni regarding their satisfaction with the program is only collected informally. Creating and administering an alumni survey to systematically gather feedback regarding the program should be a priority for the next program review cycle. Regarding library resources, it was recommended that faculty work more closely with the mathematics subject librarian at Milner Library to develop greater degree-specific integration of library resources into the program. Faculty has done so. Faculty and graduate students have continued to send requests for materials they need for their teaching and research to the subject librarian, who has almost always found funds to purchase them. As have most academic libraries, Milner Library has experienced fast-rising periodical costs in the last decade, which has necessitated reducing monograph purchases and cancelling some lower-use journal subscriptions to meet periodical literature needs of its patrons. The library has introduced initiatives to provide alternative, less-costly means of delivering resources faculty and students in the doctoral mathematics education program need, including an electronic book rental program and a per-article subscription service that provides rapid online delivery to library patrons. Regarding benchmark programs, it was recommended that faculty members continue to monitor the mathematics education program against comparator and aspirational programs to identify opportunities for program improvement. Faculty has continued to do so. Regarding the number of students in the program, faculty has worked to enroll between 13 and 17 students each fall, averaging 16.25 students since the prior review. However, the number of tenure track mathematics education faculty members in the department has decreased. Accordingly, ongoing monitoring of enrollment is needed to ensure an appropriate balance of faculty, students, and other program resources. Regarding alumni tracking, faculty has expanded its efforts to document the careers of program graduates. Faculty has been able to obtain contact and employment information for nearly all students who have graduated from the program since the last review. Regarding the curriculum, faculty has continued to monitor the need for changes in the curriculum in response to changes in the discipline. While the program structure and graduation requirements remain largely unchanged since the prior program review, changes have been made to individual courses.

### **Major findings**

The Ph.D. in Mathematics Education program is succeeding in preparing students for post-secondary tenure track jobs by providing students a strong foundation in mathematics education and preparing them to conduct original research in the discipline. Almost all alumni have been hired into college or university mathematics positions since the prior program review, with over 80 percent of them hired into tenure track teaching and research positions. Looking towards the future in light of anticipated changes in the discipline, faculty has identified four aspects of the program that could be improved in order to better prepare students for their careers. First, as there is a need for more quantitative studies in the field, faculty would like to re-examine the quantitative methods courses taken by students in the program to see if the courses could provide an even stronger foundation for the data collection and analysis work that alumni are likely to encounter in their careers. While students in the program currently take quantitative methods courses offered by another department at the University, faculty would like to examine if expertise in quantitative methods could be developed in the mathematics education program through an appropriate tenure track faculty hire. Second, faculty has identified a need to incorporate more technology into the curriculum to equip students with better knowledge of learning technologies and how they influence mathematics learning. Additional content regarding technology might be provided in a stand-alone course or might be added to multiple courses across the curriculum. Third, it would be valuable to include more diverse perspectives in assigned readings. More inclusive perspectives and more non-Western perspectives embedded in the curriculum could help students prepare

for the diverse teaching and learning environments they are likely to encounter during their careers. Fourth, the program needs to adapt to a changing student population that may demand more flexibility regarding time spent in residence and availability of online course offerings.

### **Initiatives and plans**

- Work to address the changing needs of the program and the field to provide students with a more comprehensive background in quantitative analysis.
- Increase efforts to recruit current K-12 teachers to the program.
- Increase support for international students who enroll in the program, especially resources to support their English language reading, speaking, and writing skills.
- Consider ways to restructure the program model to accommodate students who cannot be on campus full-time. Alternate delivery methods might include delivery of courses in an online format when appropriate and summer residencies with follow-up work during the academic year.

## **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

**Review Outcome.** The Academic Planning Committee, as a result of this review process, finds the Ph.D. in Mathematics Education program to be in Good Standing.

The committee thanks the program and department for a concise, well-written self-study report that is critical and forward looking. The committee recognizes contributions the program continues to make to improving mathematics education for elementary and secondary school students throughout the state and country. The program prepares mathematics teacher education professors who, in turn, prepare undergraduate students to teach mathematics on the elementary and secondary school level. The program is the only stand-alone mathematics education doctoral program offered by an Illinois public university and one of only two such programs in the state. The program is relatively unique nationally in that it is administered by a department of mathematics rather than an educator preparation unit. As a result, students in the program benefit from regular interactions with mathematics content faculty.

From 2010 through 2014, the program conferred the seventh highest number of mathematics education doctorates in the U.S. The placement rates for program graduates remain high. Eighteen (18) of the 22 students who graduated from the program since the 2011-2012 program review have assistant or associate professor positions at institutions of higher education, and three work as adjunct faculty members. The committee recognizes the impacts the program continues to have on the discipline beyond the number of degrees conferred. Since the prior program review, the department served as the administrative home of the *Journal for Research in Mathematics Education* (a core journal in the field) for four years. In addition to contributions to research literature in the field, Department of Mathematics faculty published 17 mathematics or mathematics education textbooks from 2012 through 2017.

The committee recognizes faculty members for the many ways they support students in the program and encourage involvement of program alumni. The program director meets annually with each student to review feedback from faculty members regarding progress of the student toward program completion and to solicit feedback from the student regarding the program. Faculty members encourage students to join them in meetings of the Group for Educational Research in Mathematics in the department and supports an affiliated group organized specifically for students (Graduate Group for Educational Research in Mathematics). The department provides financial support for students to present their research at professional conferences. Since the prior program review, faculty has modified the dissertation defense timeline to provide students formative feedback regarding their draft dissertation before it is completed. Faculty continues to maintain close ties with students after they have graduated. The department hosts an alumni reception at the annual National Council of Teachers of Mathematics conference, periodically seeks feedback from alumni regarding the program, and invites alumni to join gatherings of the Group for Educational Research in Mathematics to help mentor students.

Recruitment efforts have contributed to steady enrollment since the last program review within the range established by faculty based on resources available to the program. The committee commends efforts by faculty to encourage persons self-identifying with racial or ethnic groups traditionally underrepresented in the discipline to apply for the

program. Those efforts include maintaining a presence in Chicago through teacher pipeline initiatives of the National Center for Urban Education in the College of Education. Of students enrolled in the program in fall 2015, 2016, and 2017, students identifying with traditionally underrepresented groups ranged from 25 percent to 30 percent (percentages exclude international students). Across those three years, women comprised 43 percent to 62 percent of program enrollment. The committee further commends faculty members for considering ways to incorporate more cultural perspectives into the curriculum and courses. Such efforts can contribute to maintaining an environment of inclusivity in the program and further student success.

The committee recognizes contributions students in the program make to undergraduate education at the University through their service as graduate teaching assistants. Students in the program teach either introductory mathematics courses for non-mathematics majors or a mathematics pedagogy course for undergraduate students preparing for initial licensure in the state.

In the self-study report, faculty has identified five program quality indicators and three universities with doctoral mathematics education programs that excel relative to one or more of the indicators. However, the report does not explain why faculty selected those programs, nor does the report identify actions faculty might take to meet or exceed the quality of the aspirational programs with respect to each quality indicator. Accordingly, the committee asks faculty to continue its investigations and discussions regarding aspirational programs and to contextualize its findings in a follow-up report submitted to the Office of the Provost by December 15, 2019. Faculty might use this opportunity to develop strategies for achieving initiatives faculty has identified in the self-study report for the next program review cycle (e.g., providing students with a more comprehensive background in quantitative analysis; recruiting K-12 teachers to the program; assisting international students with English speaking, reading, and writing skills; or modifying the program model to accommodate students unable to attend classes on campus).

**Recommendations.** The Academic Planning Committee makes the following recommendations to be addressed within the next regularly scheduled review cycle. In the next program review self-study report, tentatively due October 1, 2026, the committee asks the program to describe actions taken and results achieved for each recommendation.

**Sustain student recruitment efforts.** The committee commends efforts by faculty to recruit students to the program, including students who identify with groups that are traditionally underrepresented in the discipline, and encourages faculty to sustain those efforts during the next program review cycle. The committee encourages the program to sustain its presence in Chicago through work with teacher pipeline initiatives of the National Center for Urban Education in the College of Education and supports efforts of the program to increase outreach to K-12 teachers throughout the state. One change that might aid recruitment efforts is revising the description of the program in the graduate catalog (which is also used online to describe the program) to clarify and expand on program requirements.

**Develop strategies for assisting international students in the program with English language skills.** The most recently available data suggests that between one-quarter and one-third of students enrolled in the doctoral program are international students. The percentage in the master's program is similar, but counts of international students in that program are even higher. In light of those figures, the committee is concerned about the needs cited in the self-study report to assist some international students with their English reading, writing, and speaking skills. According to the report, faculty members are doing their best to meet those needs. The committee surmises that other programs at the University may be encountering the same needs among some of their students, particularly given efforts by the University to enroll additional international students through the INTO partnership that began in summer 2018. The committee encourages the department to work with the College of Arts and Sciences, Academic English resources of the INTO Illinois State University program, and the Office of the Provost in strategizing ways to meet those international student needs.

**Explore ways to serve more students through deployment of alternative program delivery models.** The committee supports faculty in its efforts to explore ways to restructure or supplement the current program delivery model to accommodate persons unable to attend classes full time on campus, including in-service elementary and secondary school teachers in distal regions of the state or in other states. The committee encourages faculty to explore the numerous delivery models used by other educator preparation programs at the University. These include online-only instruction, blending occasional on-campus or off-campus meetings with synchronous or asynchronous



distance learning, delivering courses in other locations of the state, or delivering the same course simultaneously to an on-campus cohort and an off-campus cohort connected by videoconferencing technologies.

**Explore increasing coverage of educational technologies in the curriculum.** The self-study report cites a need on the part of faculty to explore ways to increase coverage in the curriculum of educational technologies. The committee supports faculty efforts to do so. Familiarizing doctoral students with the latest technologies used to teach mathematics and the research regarding efficacies of those technologies is important for preparing program graduates who will, in turn, be tasked with preparing the next generation of elementary and secondary school mathematics teachers. Increasing coverage of educational technologies in the curriculum might also provide faculty and students additional opportunities to contribute to the discipline through research about or involving those technologies.

**Expand efforts to increase external funding for research.** In the self-study report section regarding aspirational programs, faculty has indicated that more externally funded projects are needed to advance the program with respect to several quality indicators (such as faculty contributions to scholarship in the discipline, student-faculty research collaborations, or financial support for students). The committee recommends that faculty study this issue further and develop strategies for increasing external funding for research. Faculty might look to its aspirational programs for guidance in doing so.

**Continue efforts to increase faculty diversity.** According to the self-study report, the Department of Mathematics has achieved a stable gender balance in its faculty ranks whereby approximately half of its full-time faculty members and approximately 40 percent of its tenure-line faculty members are women. The report further states that nearly two-thirds of tenure-line faculty members were born outside the U.S. The report observes that there is room for increasing diversity among its U.S.-born faculty. The committee encourages the department to pursue doing so during the next program review cycle as opportunities to hire faculty arise. The committee recommends recruiting for diversity with respect to groups traditionally underrepresented in the discipline, including racial/ethnic groups, but also with respect to expertise, interests, and perspectives faculty members may bring to the department.

**Draw upon doctoral students' teaching experiences to help improve training for graduate teaching assistants.** Students in the Ph.D. in Mathematics Education program who serve as graduate teaching assistants make valuable contributions to undergraduate education at the University by teaching content and pedagogy courses. In doing so they draw from their experiences teaching mathematics at the elementary or secondary school levels, which is required for admission to the doctoral program. The doctoral students might also draw from those experiences to assist with an expanded orientation program for students new to the M.S. in Mathematics program who are selected to serve as graduate teaching assistants. Sharing their experiences might also benefit their doctoral program colleagues. The committee recommends that the department consider expanding graduate assistant orientation beyond a single day to provide in-depth training in pedagogy, tutoring, and classroom management. Graduate assistant training might also be enhanced by faculty or doctoral student mentoring of master's-level graduate assistants throughout the academic year.

**Continue collaboration with Milner Library to provide research services and resources needed by students and faculty.** The committee recognizes collaborative efforts by program and library faculty to acquire research resources needed by students and faculty associated with the program and to provide assistance with their use. The committee is aware of the challenges faced by the program and library due to the ever-rising costs associated with research resources in STEM fields (Science, Technology, Engineering, and Mathematics). The committee commends the vigilance by the program and library to target available funds to research resources most needed by students and faculty. Since the last program review, Milner Library has introduced an article delivery service branded *Get It Now* to provide access to literature published in journals to which the library does not subscribe. The committee recommends that the department and library collaborate to increase awareness of the service among mathematics faculty and students. The committee also encourages program and library faculty to collaborate to further integrate information fluency training with the curriculum and with student learning outcomes assessment.

**Continue efforts to assess student learning and to utilize assessment findings to inform program planning.** The committee encourages faculty to continue assessing student learning, utilizing assessment findings to make program improvements if deemed necessary based on the findings, and documenting its assessment work including the rationale for program changes. The committee also encourages faculty to continue revising the assessment plan

based on experiences with its implementation. Among the enhancements faculty might consider is formalizing administration of an alumni survey to systematically gather information regarding alumni accomplishments and to solicit suggestions from alumni regarding program enhancements. Faculty has cited this change as a priority for the next program review cycle, and the committee concurs.

# **REVIEW OF THE POST-BACCALAUREATE LIBRARY INFORMATION SPECIALIST CERTIFICATE**

Classification of Instructional Programs (CIP) Code: 25.0101  
Library and Information Science

## **OVERVIEW**

The Post-Baccalaureate Library Information Specialist Certificate program (hereinafter, the “Library Information Specialist program”) at Illinois State University is housed in the School of Teaching and Learning within the College of Education. The school also offers an undergraduate minor in Bilingual Education; a B.S., B.S.Ed. in Early Childhood Education; a B.S., B.S.Ed. in Elementary Education; a B.S., B.S.Ed. in Middle Level Teacher Education; an M.S.Ed. in Reading; an M.S. in Teaching and Learning; and an Ed.D. in Teaching and Learning.

The Library Information Specialist program was established by Illinois State University and recognized by the Illinois Board of Higher Education in 2008. The program serves elementary and secondary school districts of Illinois by preparing qualified candidates for their school library or school media center positions. The program enrolls licensed in-service teachers seeking Library Information Specialist endorsement from the Illinois State Board of Education to qualify for those positions, typically in their own school or school district. For the convenience of in-service teachers, the program is designed to be completed fully online. Since its inception, the program has graduated more than 80 students qualified for the Library Information Specialist endorsement.

Through 2015-2016, the Library Information Specialist program was delivered jointly by Milner Library and the School of Teaching and Learning. The library administered the program, which involved providing oversight of the curriculum for its adherence to state standards, recruiting students, scheduling courses and instructors, and assisting instructors with the technologies used to teach the courses. Since the library does not offer credit-bearing courses, library information specialist courses were offered through the School of Teaching and Learning, which also conferred certificates to students completing the program. Beginning in 2016-2017, by agreement of both parties, the program was streamlined by transitioning all aspects of its administration and delivery to the School of Teaching and Learning.

### **Enrollment and Degrees Conferred, 2011-2018 Post-Baccalaureate Library Information Specialist Certificate, Illinois State University**

	2011	2012	2013	2014	2015	2016	2017	2018
Enrollment, fall census day	22	24	23	22	22	17	17	18
Degrees conferred, graduating fiscal year	4	11	12	11	8	10	15	7

Table note:  
Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

## **EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT**

### **Program goals**

To prepare library information professionals who are ...

- Information literate and familiar with best practices for information literacy instruction and models of information literacy.
- Competent in the basics of school library management, including planning, marketing, publicity, and the management of school library funds.
- Able collection developers who create dynamic, evolving school library collections that support the curriculum and student interests.
- Avid readers familiar with age appropriate literature and the use of literature for classroom instruction.
- Pursuers of lifelong learning and professional growth and development.

### **Students learning outcomes**

- The library information specialist provides equitable intellectual and physical access to information and ideas in support of the curriculum for a diverse community of learners.
- The library information specialist plans and implements the access to and delivery of a full range of information resources and services through the library media program.
- The library information specialist demonstrates knowledge and mastery of information literacy standards for student learning by creating and maintaining a program for a broad learning community.
- The library information specialist encourages and engages students in reading, viewing, and listening for understanding and enjoyment. The collection and functions of the library media program respond to various developmental levels, physical and intellectual disabilities, special gifts and talents, diverse cultural backgrounds, and different styles of accessing and processing information.
- The library information specialist plans and provides instruction in the five cross-disciplinary abilities as they apply to the Illinois Learning Standards.
- The library information specialist is knowledgeable about information, instruction, and production-based technologies that enhance learning and teaching. He or she is knowledgeable about both the access to information and the operation of the devices that deliver, produce, and manage that information.
- The library information specialist demonstrates leadership in curricular planning and assessment.
- The library information specialist communicates effectively with students, faculty, staff, administrators, parents, and the community.
- The library information specialist uses active listening skills to assist learners in locating, evaluating, and using information.
- The library information specialist plans instruction collaboratively with teachers and other members of the learning community.
- The library information specialist serves as an educational leader and as a catalyst for improving the learning community.
- The library information specialist plans and efficiently administers a program that makes a significant contribution to students' learning. He or she leads, collaborates, and applies technology skills in designing and managing a program that is integrated into the schools' curriculum and supports the development of effective users and communicators of ideas and information within a lifelong, independent learning process.

### **Program curriculum** (2018-2019)

Graduation requirements:

Eight courses totaling 24 credit hours. Seven of the eight courses are prescribed. Students select their eighth course from a list including technology courses offered by the School of Teaching and Learning and children's literature courses offered by the Department of English.

### **Program delivery**

The program is designed to be completed online. All seven library science courses are offered online through synchronous communication. Three of the elective courses are offered online, through asynchronous communication.

### **School faculty** (Fall 2018)

41 tenure track faculty members (6 Professors, 18 Associate Professors, and 17 Assistant Professors)

66 non-tenure track faculty members (10 full-time and 56 part-time, totaling 33.19 FTE)

Undergraduate student to faculty ratio: 22.5 to 1

Undergraduate student to tenure-line faculty ratio: 38.2 to 1

Instructors teaching in the Library Information Specialist program are part-time, non-tenure track faculty members with experience in school librarianship.

### **Specialized accreditation**

The Library Information Specialist program is not affiliated with a specialized accreditation association.

### **Changes in the academic discipline, field, societal need, and program demand**

Since the Library Information Specialist program was established in 2008, the number of school library or school media center positions in Illinois has decreased as school districts have sought to reduce costs. Some districts have consolidated libraries or transitioned from having a librarian in every school library to appointing a librarian to serve multiple school libraries on a rotating basis. Despite the reduction in the number of positions, a need persists for qualified library information specialists to serve the elementary and secondary schools of the state. The Illinois State Board of Education reports that between 10 and 25 school library positions have remained unfilled in the state during each of the last 10 years. The Library Information Specialist program continues to receive inquiries from school districts seeking qualified candidates for their school library or school media center positions. By doubling the number of graduates each year, the Library Information Specialist program could help meet that unmet demand. A challenge in recruiting students to the program is overcoming the misperception among many in-service teachers that job opportunities in the state for teachers with the library information specialist endorsement no longer exist.

### **Responses to previous program review recommendations**

Not applicable. This is the first review of the Library Information Specialist program on the eight-year program review cycle.

### **Major findings**

The Library Information Specialist program continues to be an educator preparation asset for the state that needs to be experienced by more students. Program alumni, some of whom now teach in the program, express satisfaction with the experiences they gained from the program and continue to express pride in it. Two of the strongest aspects of the program are the practicality and purposefulness of the coursework and the focus of every library science course on school librarianship (compared to other school librarianship programs that include content appropriate for public librarianship and academic librarianship as well). Small class size, while sometimes creating challenges for program funding and delivery, has also been a program asset as it makes individualized attention to students possible and fosters networking among students and faculty, which often results in professional relationships that continue long after students have completed the program. Other program strengths include the ability of students to complete the program online, the singular focus of the program on preparing students for the library information specialist endorsement rather than for the endorsement and a master's degree, and instructors who are active on state committees involved in updating school library standards.

The two primary opportunities for program improvement identified during the program review self-study process are recruiting a program coordinator who has content expertise and increasing enrollment. The current program

coordinator is an administrator in the School of Teaching and Learning with extensive experience in elementary and secondary education but not in school librarianship. A program coordinator with that expertise would be better equipped to maintain a curriculum that is current and relevant, promote coherence across the curriculum, and keep instructors updated regarding program changes, challenges, and opportunities. The latter is particularly important, since instructors in the program typically teach only one course each year and do so from off-campus locations. Increasing program enrollment would help the program address the unmet demand for school librarians across the state. In addition, enrolling more students could lead to increased financial support for the program and its students, increased diversity of thought in course discussions, and increased student diversity.

### **Initiatives and plans**

#### **Program coordination**

- Investigate hiring a program coordinator with content area expertise.
- Create a virtual space to house shared documents and provide a platform for faculty collaboration.
- Host virtual meetings each semester to discuss the program curriculum and course content.
- Host an annual faculty retreat/workshop to focus on curriculum and course changes.
- Determine professional development needs (e.g., pedagogy in the online environment, technology changes) and implement professional development programming.

#### **Student recruitment**

- Work with the College of Education Director of Enrollment and Transition Services to develop a recruitment strategy.
- Work with University Marketing and Communications and the College of Education to develop new marketing materials.
- Target larger school districts with more diverse populations when recruiting students.
- Attend and present at state- and national-level teacher conferences to promote the program.

### **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

The Academic Planning Committee thanks the Post-Baccalaureate Library Information Specialist Certificate program for submission of its first self-study report on the eight-year program review cycle. The only prior report submitted by the program was a three-year progress report submitted to the Office of the Provost in 2014 and subsequently to the Illinois Board of Higher Education (IBHE) in summer 2015. The program was determined to be in good standing at that time.

The Library Information Specialist program was established in 2008 to prepare in-service elementary and secondary teachers for endorsement by the Illinois State Board of Education (ISBE) to serve as library information specialists in Illinois schools. Initially, students in the Library Information Specialist program chose between working toward an endorsement to serve on the elementary school level or to serve on the secondary school level. Endorsement rules have since been changed by ISBE to provide for a single library information specialist endorsement that covers pre-kindergarten through Grade 12. The Library Information Specialist program is the sole endorsement-only program in the state that qualifies teachers to serve as library information specialists. Comparator plans of study offered at other institutions in the state are part of master's degree programs, either in library science or instructional technology. Thus, the Library Information Specialist program at Illinois State serves in-service teachers who seek to work as a library information specialist but who do not seek a master's degree in the field.

The Library Information Specialist program was designed to be delivered online for the convenience of in-service teachers unable to attend classes on campus, with courses scheduled at times convenient for full-time elementary and secondary school teachers or delivered asynchronously. Online program delivery has been accomplished through the combined efforts of the program coordinator and teaching faculty. Those efforts have included planning for online delivery as new courses are designed and converting courses traditionally delivered face-to-face to online instruction (as has been the case with at least one children's literature course that is taught by faculty in the Department of English and that serves as an elective course for the Library Information Specialist program).

Enrollment in the Library Information Specialist program has been strong relative to other certificate programs at the University, which are typically designed to serve smaller numbers of students. Fall census day enrollment in the Library Information Specialist program averaged 19 students between 2010 and 2018. During that period the program graduated 82 students eligible for library information specialist endorsement. Those new specialists have, in turn, partnered with their classroom teachers to advance literacy in their schools. The self-study report evidences alumni satisfaction with the Library Information Specialist program, particularly its convenience and the expertise of its instructors (most of whom have served as school librarians). Contributing to the success of the program in preparing students for endorsement are ongoing efforts by Milner Library faculty and staff to build and maintain a library and information science collection relevant to the program and accessible to students online. The committee commends library faculty for guest lecturing in the program upon request.

The committee recognizes that the Library Information Specialist program has been in transition with respect to its administration since at least 2017. The committee further recognizes that the administrative changes have significant ramifications regarding compliance with accreditation standards and university policies. When first offered in spring 2009, the Library Information Specialist program was administered by Milner Library. A tenure-line library faculty member who had previously served as a high school librarian coordinated and taught in the program. Since fall 2017 the program has been administered by the School of Teaching and Learning within the College of Education. Despite school efforts to hire a tenure-line faculty member credentialed to teach both in educator preparation programs offered by the school and in the Library Information Specialist program, the school has thus far been unsuccessful in doing so. Indeed, there are no faculty members in the school credentialed to teach or coordinate the program. The self-study report identifies the hiring of an appropriately-credentialed program coordinator as an immediate need and priority for the program. The committee concurs.

In its delivery of academic programs, the University is expected to follow assumed practices promulgated by the Higher Learning Commission (HLC), the body that accredits the University. Those practices provide that each faculty member associated with an academic program should possess an academic degree relevant to the program and at least one level higher than the level of the program. HLC allows for exceptions when an instructor lacks the appropriate academic degree but possesses equivalent experience, so long as the institution has a policy regarding equivalent experience for the program and use of the policy is an exception rather than commonplace. Consistent with that HLC expectation, it is the policy of Illinois State University that its graduate programs are taught by graduate faculty members. To qualify for graduate faculty status, a faculty member must be a tenure-line faculty member with the terminal degree in the field.

Since at least 2015, the practice observed by the Library Information Specialist program has been to hire adjunct instructors to teach courses in the program (i.e., instructors who are not members of the graduate faculty at Illinois State). The highest degree attained by every adjunct faculty member who has taught in the program since 2015 has been either a master's degree or a certificate of advanced study (i.e., a post-master's certificate). In addition, since 2017 the program has lacked a coordinator with library science credentials. As a result, the Library Information Specialist program has not been and is not currently in compliance with HLC assumed practices or with university policies.

Therefore, the Academic Planning Committee flags the Post-Baccalaureate Library Information Specialist Certificate program for further review. The committee requests that the School of Teaching and Learning take the following actions and submit the following reports based on those actions.

**Report 1: Due December 15, 2019**

Submit to the Academic Planning Committee via the Office of the Provost

The Academic Planning Committee asks the School of Teaching and Learning to investigate options for bringing the Library Information Specialist program into full compliance with HLC assumed practices and university policies regarding the credentials of faculty members teaching at the graduate level. The committee further asks the school to develop a plan of action for doing so based on its investigations. The committee asks the school to submit a follow-up report to the committee via the Office of the Provost by December 15, 2019, setting forth the plan of action. The plan should provide a general rationale for the approach selected by the school, detailed actions, and a timeframe for their implementation.

**Report 2: Due October 1, 2020**

Submit to the Academic Planning Committee via the Office of the Provost

The Academic Planning Committee asks the school to implement its plan of action for bringing the Library Information Specialist program into full compliance with HLC assumed practices and university policies. The Academic Planning Committee asks the school to report the status of that implementation in a report submitted to the committee by October 1, 2020 via the Office of the Provost. The committee recognizes that full implementation of the plan might not be complete by the submission date.

Based on the status of plan implementation and on review by the committee of the report due October 1, 2020, the committee may request additional annual reports by the school until full compliance has been achieved by the school, unless the program has otherwise been disestablished. If full compliance has not been achieved by June 30, 2024, and the program has not already been disestablished, IBHE may rescind the authority it granted to the University in 2008 to offer the program and request that the University disestablish the program.



# REVIEW OF THE B.A., B.S. IN INTERDISCIPLINARY STUDIES

Classification of Instructional Programs (CIP) Code: 24.0101  
Liberal Arts and Sciences/Liberal Studies

## OVERVIEW

The B.A., B.S. in Interdisciplinary Studies program is administered by University College, a unit that reports directly to the Office of the Vice President for Academic Affairs and Provost. In addition to the Interdisciplinary Studies program, University College administers the B.A., B.S. in University Studies program, which has also been reviewed during this program review cycle. The last review of the B.A., B.S. in Interdisciplinary Studies program occurred in 2010-2011.

University College was established in July 1996 to improve the effectiveness and efficacy of academic support services provided to undergraduate students and to deliver support services to unique student populations. A primary focus of University College today is providing programming that addresses the academic and transitional needs of first-year undergraduate students. Among the units, programs, and services of University College are undergraduate academic advisement, developmental mathematics, first-year seminars, the Julia N. Visor Academic Center, retention services, and orientation and transition services. All first-year students regardless of major (with the exception of those in the University Honors program) are advised by University College. In addition, all students who have not yet declared a major are advised by the unit, regardless of the number of credit hours they have earned. At the time of the 2010-2011 program review, the B.A., B.S. in Interdisciplinary Studies program was administered by the Office of the Provost, with student advisement services provided by the Department of Sociology and Anthropology. University College has administered the program since October 2015.

The B.A., B.S. in Interdisciplinary Studies program is intended to serve students fitting one of two profiles with respect to their academic goals and circumstances. The Interdisciplinary Studies program is primarily intended to serve students interested in completing a program of study not otherwise offered by the University or a multidisciplinary program of study that spans the offerings of two or more academic units at the University. Students enroll in either the individualized sequence or the multidisciplinary studies sequence. Each student selects a faculty mentor who works with the student and University College advisor to design an individualized plan of study appropriate to the student's academic and career goals. The Interdisciplinary Studies program also serves students who have nearly completed a teacher education program at the University but are unable to graduate from that program. These are students in academic good standing who cannot complete their clinical experiences for reasons unrelated to their academic qualifications. Students in this circumstance enroll in the human and educational services sequence of the Interdisciplinary Studies program, complete any unmet university graduation requirements, and receive their undergraduate degree through the program. But for the human and educational services sequence, students in this circumstance would not be able to graduate from the University in a timely manner. In terms of degrees conferred, the Interdisciplinary Studies program has historically served many more students through the human and educational services sequence than through the individualized sequence or the multidisciplinary studies sequence.

It is not unusual for students, staff, or faculty members to conflate the B.A., B.S. in Interdisciplinary Studies program with the B.A., B.S. in University Studies program, especially since both have unique academic purposes and both are administered by University College. The B.A., B.S. in University Studies program is intended for students who are unable to meet admission or retention requirements for majors with requirements above the university minimums, students who discover late in their initial program of study that they no longer wish to pursue that career path, or students who have earned 75 or more credit hours without having declared a major.

**Enrollment by Plan of Study, Fall Census Day, 2011-2018**  
**B.A., B.S. in Interdisciplinary Studies, Illinois State University**

	2011	2012	2013	2014	2015	2016	2017	2018
Individualized sequence	0	3	1	1	0	0	0	0
Multidisciplinary sequence	0	1	1	1	0	1	0	0
Human and Educational Services sequence	3	5	5	8	6	9	8	4
Total	3	9	7	10	6	10	8	4

**Degrees Conferred by Plan of Study, Graduating Fiscal Year 2011-2018**  
**B.A., B.S. in Interdisciplinary Studies, Illinois State University**

	2011	2012	2013	2014	2015	2016	2017	2018
Individualized sequence	0	0	1	0	0	0	1	0
Multidisciplinary sequence	0	0	0	1	0	0	1	0
Human and Educational Services sequence	28	51	51	39	29	45	65	47
No sequence	0	0	0	0	0	1	0	0
Total	28	51	52	40	29	46	67	47

Table notes:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

Fall census day enrollment is not the best indicator of enrollment in the B.A., B.S. in Interdisciplinary Studies program during an academic year, because students transferring into the human and educational services sequence of the program typically do so at times during the academic year other than early in the fall semester. It is not unusual for students to transfer into that sequence late in the spring semester, in time for May or August graduation.

**EXECUTIVE SUMMARY**  
**PROGRAM REVIEW SELF-STUDY REPORT**

**Program goals**

- The Interdisciplinary Studies program enables students to construct individualized programs of study that differ from traditional major or minor programs in order to achieve specific educational and/or career goals.
- The Interdisciplinary Studies program enables students to achieve cognitive and affective learning outcomes beyond those associated with traditional programs. Cognitive learning outcomes include critical thinking, problem solving, contextual understanding, and ability to integrate disciplinary perspectives. Affective learning outcomes include increased self-confidence, sense of empowerment, respect for differences, and ability to work on a team.

**Students learning outcomes**

Each student enrolling in the B.A., B.S. in Interdisciplinary Studies program follows an individualized plan of study with individualized student learning outcomes. The program does not currently have a common set of student learning outcomes applicable to all students.

**Program curriculum** (2018-2019)

Students enroll in one of three sequences: individualized, multidisciplinary studies, or human and educational services. Regardless of sequence, each student follows an individualized plan of study developed collaboratively by the student, advisor, and, if applicable, faculty mentor.

Graduation requirements (individualized sequence):

120 credit hours including completion of an approved individualized plan of study totaling 36-55 credit hours with courses from at least two academic units and 39 credit hours of General Education courses, with the remainder of

credit hours earned through elective courses. Students are also required to submit a portfolio of relevant coursework documenting the accomplishment of learning objectives associated with the individualized plan of study.

Graduation requirements (multidisciplinary studies sequence):

120 credit hours including completion of an approved individualized plan of study totaling at least 36 credit hours with courses from at least two academic units and 39 credit hours of General Education courses, with the remainder of credit hours earned through elective courses. Students are also required to submit a portfolio of relevant coursework documenting the accomplishment of learning objectives associated with the individualized plan of study. Credit hours earned through completion of the individualized plan of study must include at least 12 senior-college hours (i.e., courses at the 200 or 300 level) from each of two academic units; credit hours earned from any one of the academic units cannot exceed 25.

Graduation requirements (human and educational services sequence):

120 credit hours including completion of an approved individualized plan of study totaling at least 36 credit hours and 39 credit hours of General Education courses, with the remainder of credit hours earned through elective courses. For students who had been enrolled in a teacher education major administered by either the Department of Special Education or the School of Teaching and Learning, the 36 credit hours must include at least 27 credit hours earned in Special Education and/or Teaching and Learning courses, as well as at least 9 credit hours of advisor-approved elective courses from academic units other than Special Education or Teaching and Learning. For students who had been enrolled in a teacher education major administered by some other academic unit, the individualized plan of study consists of at least of 27 credit hours required in an existing major and at least 9 credit hours of advisor-approved elective courses.

### **Program delivery**

The program is offered on the Normal campus.

Courses taken by students in the program may be delivered through face-to-face instruction, blended face-to-face/online instruction, or online instruction.

### **Program faculty** (Fall 2018)

There are no designated teaching faculty members for the B.A., B.S. in Interdisciplinary Studies program. Because students enrolled in the program take courses offered through other academic units of the University, any faculty member at the institution may teach a course in which an Interdisciplinary Studies major is enrolled.

### **Specialized accreditation**

The B.A., B.S. in Interdisciplinary Studies program is not affiliated with a specialized accreditation association.

### **Changes in the academic discipline, field, societal need, and program demand**

Trends external to the Interdisciplinary Studies program and developments internal to the University regarding administration of the program have impacted the program and its students since the 2010-2011 program review. Among the external trends is continuing emphasis in academia on interdisciplinary study, which continues to fuel interest in the individualized and multidisciplinary studies sequences of the program among faculty members and prospective students. Adoption by the Illinois State Board of Education of additional requirements to graduate from an educator preparation program and qualify for teacher licensure has served as a reminder of the importance of the Interdisciplinary Studies program to all educator preparation programs at the University. For students who decide late in their undergraduate career that they are unable or unwilling to complete teacher licensure requirements, the human and educational services sequence provides an alternative path for completing their undergraduate degree. Changes in administration of the Interdisciplinary Studies program since 2010-2011 have delayed progress in further enhancing the program to better serve its students. Three units have administered the program since that last review: the Office of the Provost until 2013, the University Honors program from 2013 to 2015, and University College since then. University College is expected to continue in its role as program administrator during the next program review cycle, which should make progress on program enhancements possible.

### **Responses to previous program review recommendations**

The 2010-2011 program review resulted in recommendations to investigate methods of assessment appropriate to the program, strengthen student and faculty awareness of the program, strengthen the relationship with the University Honors program and participation in it by Interdisciplinary Studies students, and investigate transitioning the human and educational services sequence to the College of Education. Despite the numerous changes in administration of the program since 2010-2011, progress has been made on addressing the recommendations. University College continues to work with University Assessment Services to explore development of an effective assessment plan for the program. The primary challenge in developing such a plan is the lack of student learning outcomes common to all students in the program, since each student follows a unique plan of study. University College has started working with the Office of Admissions so high-achieving students can be made aware of the opportunities to develop individualized plans of study through the Interdisciplinary Studies program. Efforts have been made to provide information about the program to Admissions staff so they, in turn, can inform prospective students about it. Efforts have also been made to outreach to students during recruitment activities such as the Presidential Scholars Interview Day. Relations between the Interdisciplinary Studies program and the University Honors program have been strengthened since the last program review in large part through University Honors administration of the Interdisciplinary Studies program. University Honors worked directly with Interdisciplinary Studies students from July 2013 to October 2015. Exploring the benefits and drawbacks of transitioning the human and educational services sequence to a plan of study administered directly by the College of Education has been delayed because the college has had interim leadership since 2017. Meanwhile, University College has continued to work closely with College of Education advisors to ensure that processes, procedures, and advisement for College of Education students transferring into the human and education services sequence are effective.

### **Major findings**

The Interdisciplinary Studies program continues to provide students with opportunities to work with scholars from multiple disciplines in order to achieve unique academic and career goals. The individualized plans of study developed through the program makes it possible for students to pursue goals they would not otherwise be able to pursue through some other academic program offered by the University. This uniqueness impacts and serves all academic disciplines at the institution. The human and educational services sequence of the program is also unique in that it provides a path toward graduation for students, typically seniors, who have transitioned out of their teacher education program just prior to or during the student teaching experience. Students graduating from that sequence are able to apply the knowledge and skills developed while at the University to subsequent work in many related careers. Through this program review self-study, growth in the number of students creating individualized plans of study through the program and documenting student successes through student learning outcomes assessment and program evaluation have been identified as opportunities for program enhancement. More students at the University would likely pursue individualized plans of study if they knew of the opportunity earlier in their college career. Thus, additional student outreach work is needed. In addition, a plan is needed for assessing and documenting student experiences in the program, including program-wide assessment of student learning and tracking career outcomes of program graduates. Neither of these program enhancements is new, as both were recommendations from the prior program review. The primary obstacle to moving forward with them has been the numerous changes in program administration and student advising since 2010-2011. Having gained experience working with students in the program over the last four years and with no plans to transition the program to another unit, University College is well positioned to move forward with the enhancements during the coming program review cycle.

### **Initiatives and plans**

- Pursue active measures to increase student and faculty awareness of the opportunities for students to develop individualized plans of study through the program. The responsibility for increasing awareness of the program and its benefits should be shared liberally and campus-wide, with particular emphasis on the Office of Admissions, University College, the Honors program, and department/school advisors.
- Continue to enhance collaboration with other interdisciplinary programs offered by the University including the interdisciplinary minors.
- Develop and implement a plan for evaluating the Interdisciplinary Studies program. Alumni tracking should be a key element in assessing the effectiveness of the program in preparing students for their careers.
- Develop and implement a student learning outcomes assessment plan for the program.

## **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

**Review Outcome.** The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Interdisciplinary Studies program to be in Good Standing.

The Academic Planning Committee thanks University College for a critical evaluation of strengths, challenges, and opportunities of the B.A., B.S. in Interdisciplinary Studies program. The committee appreciates efforts of University College staff to study comparator and aspirational programs, particularly given the differences among interdisciplinary studies programs with respect to their missions, the student populations they serve, and the academic environments in which they exist.

The committee thanks University College for its many contributions to undergraduate education at Illinois State through its work with students in the Interdisciplinary Studies program and the University Studies program and through its services to undergraduate students across all units and programs of the institution. Among those services are advisement for almost all undergraduate students with fewer than 24 credit hours; academic support through tutoring, coaching, and workshops; developmental mathematics courses and tutoring; first-year seminars to help students transition into college; retention services; and orientation and transition services. The committee thanks University College for assuming administrative responsibility for the Interdisciplinary Studies program in fall 2015 and for its work to bring stability to the program. The committee commends University College efforts to further a sense of belonging and community for Interdisciplinary Studies students and to stress the value of the program in furthering their educational and career goals.

The committee recognizes the opportunities the B.A., B.S. in Interdisciplinary Studies program provides students to customize a plan of study that meets their unique academic and professional goals. In addition, since 2004 the program has provided opportunities for teacher education students working toward a degree in the College of Education to earn an undergraduate degree if they decide not to complete their teacher education program or are unable to do so. From Fiscal 2011 through Fiscal 2018, approximately 360 students earned their undergraduate degree through the B.A., B.S. in Interdisciplinary Studies program, the majority of them former teacher education students.

The committee recognizes achievements of Interdisciplinary Studies students since the prior program review, including one student being nominated for a Bone Scholarship (the highest level of recognition attainable by an Illinois State University student) and being accepted to present at a research conference. A study of alumni employment and earnings completed by University Assessment Services in 2017 documents stable employment and steadily rising income among graduates of the B.A., B.S. in Interdisciplinary Studies program.

Through its discussion of the Interdisciplinary Studies program review report, the committee has identified several challenges and opportunities for University College to explore collaboratively with other units at the University. Those challenges and opportunities are set forth in the recommendations that follow. Several recommendations suggest substantive changes to the program that the committee feels merit discussion and action well prior to the next program review on the eight-year cycle. Accordingly, the committee asks University College to consider the committee recommendations and summarize its discussions and any actions taken through two follow-up reports submitted to the committee via the Office of the Provost.

In a first follow-up report, submitted to the committee via the Office of the Provost by May 15, 2020, the committee asks University College to report which recommendations the college is addressing or plans to address, the order in which the college is addressing the recommendations, the parties involved in the discussions, and actions either taken or planned to be taken.

In a second follow-up report, submitted to the committee via the Office of the Provost by May 15, 2022, the committee asks University College to report the status of its efforts to address the recommendations, including any actions taken or planned to be taken.

The committee recognizes that University College has been charged with administering the Interdisciplinary Studies program but may not be empowered to effectuate all of the committee recommendations. The committee suggests

that in considering the recommendations, University College work with the Office of the Provost to which it reports to engage the appropriate shared governance partners and processes in the discussions.

**Recommendations.** The Academic Planning Committee makes the following observations and recommendations to be addressed by University College. In program review follow-up reports, due May 15, 2020 and May 15, 2022, and in the next self-study report on the eight-year program review cycle, tentatively due October 1, 2026, the committee asks the program to describe actions taken and results achieved for each recommendation.

**Explore the feasibility of increasing enrollment in the individualized studies and multidisciplinary studies sequences.** The committee recognizes the importance of the individualized studies and multidisciplinary studies sequences of the program in allowing students to create plans of study in unique areas of interest. However, the committee observes that fewer than 10 students graduated from those sequences between Fiscal 2011 and Fiscal 2018. The committee believes that more students at the University could benefit from the opportunities the sequences provide. The committee recommends three actions to encourage more participation in the sequences.

First, the committee concurs with University College staff that better promoting the Interdisciplinary Studies program among students, academic advisors, and faculty members should be a priority for the University. The committee encourages such efforts.

Second, the committee recommends re-evaluation by the university community of the premise inherent in admissions requirements for the program: that Interdisciplinary Studies is intended primarily for students whose academic record qualifies them for the University Honors program. The committee observes that there are numerous students who, regardless of grade point average, could thrive academically if able to customize a plan of study that better meets their educational objectives than any traditional academic program offered by the institution. To give more students that opportunity, the committee recommends that the University consider lowering the grade point average requirement for admission to the program.

Third, the committee observes that students enrolled in an interdisciplinary minor offered by the University and interested in expanding their study of the discipline could do so through the Interdisciplinary Studies major. Accordingly, the committee suggests that University College staff continue their collaboration with advisors associated with the interdisciplinary minors to communicate that opportunity to their students.

Before any of those actions are taken, however, the committee urges careful analysis of the feasibility and implications of doing so, particularly with respect to additional resources that may be necessary to provide individualized attention to more students. Among the factors to consider are the additional time needed on the part of University College staff to provide intensive advisement services for additional students and interest among faculty members to serve as academic mentors for the additional students. The committee also observes that expanding program enrollment would likely add to the ongoing challenge of enrolling Interdisciplinary Studies students in 300-level (senior-level) courses.

**Consider merging or disestablishing sequences to simplify the program and focus its mission.** The committee appreciates the curriculum requirements set forth for the Interdisciplinary Studies program for their importance in achieving the appropriate breadth and rigor in each individualized plan of study. However, the committee observes that differences between requirements of the individualized studies sequence and the multidisciplinary studies sequence are minor and may unnecessarily confuse students considering the program as well as advisors and faculty members directing students to the program. Accordingly, the committee recommends that University College explore merging those two sequences. The committee further recommends that University College, working through the Office of the Provost, re-engage College of Education administration and faculty in discussions about moving the human and educational services sequence to a program or programs within the College of Education. Such a move would allow University College to focus Interdisciplinary Studies resources on creating customized plans of study for students who intentionally seek to study a specialized discipline not otherwise taught at the University. The committee believes that removing the human and educational services sequence from the program would further simplify the structure of the Interdisciplinary Studies program and enhance its integrity. The committee notes that every teacher education initial licensure program offered by the University other than elementary education, middle level education, and special education has already developed an option within their own program to accommodate

students who do not complete initial licensure requirements. Among them is the Early Childhood Education program of the College of Education, which established a pedagogy emphasis sequence in 2017 for that purpose.

**Explore consolidating Interdisciplinary Studies and University Studies.** The committee observes that plans of study for the B.A., B.S. in Interdisciplinary Studies program and plans of study for the B.A., B.S. in University Studies program are similar despite differences in the profiles of students each program is intended to serve. Accordingly, the committee recommends that University College work with the Office of the Provost and the appropriate shared governance committees to explore the benefits and disadvantages of consolidating the two programs. The committee observes that consolidation would eliminate the long-standing confusion among students, faculty, staff, and external stakeholders (including employers) regarding differences between the programs. Consolidation might be particularly appropriate if the grade point average required for admission to the Interdisciplinary Studies program is changed to match the requirement applicable to University Studies students and if the human and educational service sequences of the Interdisciplinary Studies program is eliminated (see above).

**Explore enhancements to the curriculum and to co-curricular opportunities.** The committee commends the commitment of University College staff to students in the program and encourages staff to continue exploring curricular and co-curricular enhancements to improve their experience. With regard to adding required core courses, the committee notes two issues for University College to consider. One is the impact core course requirements may have on the flexibility students now have to customize their plan of study. The second is the likelihood of having too few students to justify offering a course dedicated to the Interdisciplinary Studies program, at least in the short term. An option might be to use or adapt one or more existing Interdisciplinary Studies courses that admit students regardless of their program affiliation (e.g., IDS 106 Career Choice). The self-study report suggests exploration of adding a capstone experience to the curriculum. The committee concurs. Asking students to complete a capstone research project or internship could enhance cohesiveness of students' experiences in the program and improve students' qualifications for employment. The committee suggests having students work through their academic mentor to arrange an appropriate experience.

**Develop and implement a plan for connecting with program alumni.** The committee recognizes efforts by University College to compile a database of program graduates and to develop procedures for adding students to the database as they graduate. The committee recommends that University College continue those efforts by developing and implementing a plan for systematic outreach to alumni for feedback regarding the program and for updates regarding their professional endeavors. The committee suggests that University College consider including as a component of the plan efforts to engage alumni through social media. University College might consider encouraging students to join social media sites established for program alumni when the students enroll in Interdisciplinary Studies. Through such an approach, students could be encouraged to maintain contact with University College during and after their time in the program and would have opportunities to engage with program graduates. Information gleaned from contacts with alumni, and even with current students engaged with alumni social media sites, could be used to promote the program to prospective students and to help identify gaps in the university curriculum that might be filled by newly-established plans of study.

**Develop and implement a new student learning outcomes assessment plan for the program.** The committee concurs with University College that development and implementation of a new student learning outcomes assessment plan for the program should be a priority for the next program review cycle, after decisions have been made regarding the program structure and curriculum. The committee recognizes the challenges facing University College in developing such a document given that the program does not have core courses or plans of study shared by multiple students. The committee recognizes that an assessment plan for the program may, consequently, focus more heavily on indirect assessment methods than do assessment plans for other academic programs. The committee recommends including strategies for documenting information regarding individualized plans of study and career paths of alumni and for communicating that information to other units at the University to inform academic program planning. The committee recommends that University College look to the Assessment Advisory Council, University Assessment Services, and comparator and aspirational programs for guidance in developing the new assessment plan.

## **REVIEW OF THE B.A., B.S. IN UNIVERSITY STUDIES**

Classification of Instructional Programs (CIP) Code: 24.0102  
General Studies

### **OVERVIEW**

The B.A., B.S. in University Studies program is administered by University College, a unit that reports directly to the Office of the Vice President for Academic Affairs and Provost. In addition to the University Studies program, University College administers the B.A., B.S. in Interdisciplinary Studies program, which has also been reviewed during this program review cycle. The last review of the B.A., B.S. in University Studies program occurred in 2012-2013. While programs at Illinois State University are typically reviewed every eight years, review of the B.A., B.S. in University Studies program was scheduled six years after the prior review so the two degree programs offered by University College could be reviewed concurrently.

University College was established in July 1996 to improve the effectiveness and efficacy of academic support services provided to undergraduate students and to deliver support services to unique student populations. A primary focus of University College today is providing programming that addresses the academic and transitional needs of first-year undergraduate students. Among the units, programs, and services of University College are undergraduate academic advisement, developmental mathematics, first-year seminars, the Julia N. Visor Academic Center, retention services, and orientation and transition services. All first-year students regardless of major (with the exception of those in the University Honors program) are advised by University College. In addition, all students who have not yet declared a major are advised by the unit, regardless of the number of credit hours they have earned.

The B.A., B.S. in University Studies program was initially proposed in 2002 and was first offered by the University in 2006-2007. The program was designed to serve students in academic good standing who are either unable to meet the admission or retention requirements for majors with requirements above university minimums, who discover late in their program of study that they do not wish to pursue the academic or career path related to their choice of major, or who have completed 75 or more credit hours but not yet decided on a major. Since 2006-2007, the mission and objectives of the program and its student profile have remained unchanged. The program continues to serve a diverse group of students who have been generally successful at the University and are in good academic standing but are unable to complete a traditional major in a reasonable time due to one or more factors, such as adopting new career goals or pursuing different career opportunities, extenuating personal circumstances, or the inability to gain admittance to their program of choice because enrollment in the program has reached its capacity. But for the University Studies program, students enrolling in the program would not likely complete an undergraduate degree. One of the many unique aspects of the University Studies program is the goal of minimizing its enrollment by serving students through their traditional major of choice instead.

The curriculum of the B.A., B.S. in University Studies program is flexible enough to accommodate breadth or depth of study. Students select from among three plans of study: specialized studies, through which students focus their coursework on one discipline; general studies, through which students focus their coursework on two disciplines; and liberal studies, which provides for coursework that bridges academic disciplines. Students work with the University Studies advisor to develop and follow an individualized plan of study. With approval of the advisor, credit hours earned prior to admittance to the University Studies program and credit hours being earned at the time of admittance to the program may count toward University Studies graduation requirements.

It is not unusual for students, staff, or faculty members to conflate the B.A., B.S. in University Studies program with the B.A., B.S. in Interdisciplinary Studies program, especially since both have unique academic purposes and both are administered by University College. The B.A., B.S. in Interdisciplinary Studies program is primarily intended for students interested in completing a program of study not otherwise offered by the University or a multidisciplinary program of study that spans the offerings of two or more academic units at the University. The Interdisciplinary Studies program also provides a path to graduation for students in teacher education programs who do not complete all clinical experiences required for graduation and teacher licensure.



**Enrollment and Degrees Conferred, 2011-2018**  
**B.A., B.S. in University Studies, Illinois State University**

	2011	2012	2013	2014	2015	2016	2017	2018
Enrollment, fall census day	43	50	45	50	44	25	23	35
Degrees conferred, graduating fiscal year*	90	76	109	102	117	95	87	94

Table notes:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018.

The number of degrees conferred by the program is significantly higher than fall census day enrollment because students typically transfer into the University Studies program at times during the academic year other than early in the fall semester. It is not unusual for students to transfer into the program during the spring semester, in time for May or August graduation.

**EXECUTIVE SUMMARY**  
**PROGRAM REVIEW SELF-STUDY REPORT**

**Program goals**

- Expand graduation opportunities for Illinois State University students who are in good academic standing but cannot gain admission to their desired major or cannot complete it.
- Provide students enrolling in the University Studies program with opportunities for pathways to meet their career goals.
- Improve opportunities for realistic and meaningful individualized plans of studies for students in the program through the accessibility to 300-level courses and practical opportunities.

**Students learning outcomes**

Each student enrolling in the B.A., B.S. in University Studies program follows an individualized plan of study with individualized student learning outcomes. The program does not currently have a common set of student learning outcomes applicable to all students.

**Program curriculum** (2018-2019)

Students select one of three options: specialized studies, general studies, or liberal studies.

Graduation requirements (specialized studies option):

120 credit hours including completion of all university requirements for a B.A. or B.S. degree, including General Education requirements, and completion of all course requirements set forth in the student's individualized plan of study. Individualized plans of study for the specialized studies option consist of at least 30 credit hours from the major plan from one department or school, including at least 9 credit hours of 300-level coursework in that major.

Graduation requirements (general studies option):

120 credit hours including completion of all university requirements for a B.A. or B.S. degree, including General Education requirements, and completion of all course requirements set forth in the student's individualized plan of study. Individualized plans of study for the general studies option consist of at least 36 credit hours for the major plan with at least 18 credit hours from each of two disciplines, including at least 9 credit hours of 300-level coursework in the major.

Graduation requirements (liberal studies option):

120 credit hours including completion of all university requirements for a B.A. or B.S. degree, including General Education requirements, and completion of all course requirements set forth in the student's individualized plan of study. Individualized plans of study for the liberal studies option consist of at least 36 credit hours of coursework bridging academic disciplines, including at least 9 credit hours of 300-level coursework in the major.

### **Program delivery**

The program is offered on the Normal campus.

Courses taken by students in the program may be delivered through face-to-face instruction, blended face-to-face/online instruction, or online instruction.

### **Department faculty** (Fall 2018)

There are no designated teaching faculty members for the B.A., B.S. in University Studies program. Because students enrolled in the program take courses offered through other academic units of the University, any faculty member at the institution may teach a course in which a University Studies major is enrolled.

### **Specialized accreditation**

The B.A., B.S. in University Studies program is not affiliated with a specialized accreditation association.

### **Changes in the academic discipline, field, societal need, and program demand**

Changes external to the University have had little impact on the University Studies major since the prior program review. However, current economic trends indicate that students nationwide (if eligible) may be more inclined to seek a non-traditional degree in order to facilitate more timely graduation. Some employers still place less value on non-traditional degrees like University Studies in the hiring process. To help University Studies graduates address that issue should they encounter it, University College has made strides toward emphasizing the importance of articulating the uniqueness of the program to potential employers and why the student selected the major. Efforts to increase awareness of the University Studies program have resulted in greater recognition campus-wide of program needs and benefits and a slight increase in the number of students enrolling in the program.

### **Responses to previous program review recommendations**

The 2012-2013 program review resulted in two recommendations. One was to maintain and expand relationships with units across campus that can enrich student experiences through co-curricular activities and support services and that can help students complete the program in a timely manner. A specific strategy suggested by the Academic Planning Committee for accomplishing this recommendation was to organize a program advisory council to regularly solicit feedback regarding the program from faculty, alumni, and other constituents. Since that program review, University College has continued its practice of regularly informing academic advisors campus-wide about the University Studies program so they are able to articulate program requirements to students interested in and eligible for the program. Following the Academic Planning Committee suggestion, University College established a program advisory council, the University Studies Program Council, in fall 2014. To provide council members with a holistic understanding of the program and its students, University College staff presented information to council members regarding the program application process, student enrollment and demographics, and individual cases. The council has benefitted the program and its students in some ways, such as through discussion of expanded programming for students by the Career Center. However, the council has limited scope to successfully address the primary barrier to graduation for students in the program: the ability of students to gain admittance to 300-level courses they need to meet program requirements. Enrollment in those courses is often restricted by academic units to students enrolled in their own programs. While some successes removing this barrier have been achieved by University College staff working with unit faculty and staff on a case-by-case basis, the issue has not been completely resolved. A second recommendation was to work with University Assessment Services to investigate and implement methods of student learning outcomes assessment appropriate for the program and to use assessment findings to inform program improvements. University College has since begun working with University Assessment Services to develop assessment plans for both the B.A., B.S. in University Studies program and the B.A., B.S. in Interdisciplinary Studies program. The primary challenge in developing an assessment plan for each program is the lack of student learning outcomes common to all students in each program, since students in both programs have individualized plans of study. Efforts to develop the assessment plans continue.

## **Major findings**

The B.A., B.S. in University Studies program continues to serve a unique population of students at Illinois State University by providing them with an alternative means of graduating in a timely manner. Without this program, students unable to enroll in majors of their choice, students unable to meet retention requirements of their majors when different than university-wide retention requirements, or those deciding late in their academic careers that their major of choice is not right for them would have no option other than to leave the University without having earned a degree. Providing information to the campus community regarding availability of the University Studies program and working with campus constituents to streamline the academic experience for students enrolling in the program continue to be priorities for University College. Advisor training and campus-wide information sessions provide updates about the University Studies program. The University Studies Program Council, established since the prior program review, has improved communication among constituents by engaging them in discussions of issues pertinent to the program and the students it serves. The ability of University Studies students to enroll in the 300-level courses they need to meet program requirements has been an issue since inception of the University Studies program. Because University Studies students take courses offered by other departments or schools and because some departments or schools may restrict enrollment in their courses to students enrolled in their own programs, the University Studies program relies on academic units to cooperatively agree to accept University Studies students into their courses. While University College has expanded its outreach to academic units regarding this issue since the last program review, the problem persists. A review by University College of similar programs at other universities, conducted as part of this self-study process, found that programs at two other public universities in the state require a capstone experience or student portfolio. Illinois State University should consider establishing a similar requirement for its University Studies program, perhaps to substitute for one of the required 300-level courses. The review also found that at least one other comparator program in the state provides academic and pre-professional opportunities for its students, such as a research day, speaker events, professional workshops, and activities coordinated by student organizations and clubs. Illinois State University might consider incorporating similar opportunities in its University Studies program, to enhance the overall program experience for students and potentially increase students' focus on career planning.

## **Initiatives and plans**

- Develop a student learning outcomes assessment plan that includes student learning outcomes that reflect the unique nature of the University Studies program.
- Continue to augment career readiness and development services provided to University Studies students.
- Develop a more defined set of goals for the University Studies Program Council.

### **PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE**

**Review Outcome.** The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in University Studies program to be in Good Standing.

The Academic Planning Committee thanks University College for agreeing to compile and submit a self-study report for the B.A., B.S. in University Studies program two years before it was due, so the program could be reviewed by the committee concurrently with its review of the B.A., B.S. in Interdisciplinary Studies program, also administered by University College. The committee appreciates the ability to review the two programs during the same cycle, to help the committee understand their differences and similarities. The committee thanks University College for a critical evaluation of the strengths, challenges, and opportunities of the University Studies program. The committee appreciates efforts of University College staff to study comparator and aspirational programs, particularly given the differences among general studies programs with respect to their missions, the student populations they serve, and the academic environments in which they exist.

The committee recognizes University College for its many contributions to undergraduate education at Illinois State through its work with students in the University Studies program and the Interdisciplinary Studies program and through its services to undergraduate students across all units and programs of the institution. Among those services are advisement for almost all undergraduate students with fewer than 24 credit hours; academic support through tutoring, coaching, and workshops; developmental mathematics courses and tutoring; first-year seminars to help

students transition into college; retention services; and orientation and transition services. The committee recognizes the unique contributions the University Studies program makes to undergraduate education at the University. The program provides opportunities for students to earn an undergraduate degree if they remain undecided about their career goals after starting their upper-division courses, if they decide late in their chosen major that they prefer not to complete it, or if they are unable to meet admission or retention requirements of programs with requirements above the university minimums. In the six years since the 2012-2013 program review, the program has graduated 604 students. The committee notes that the number of graduates during those six years peaked at 117 in Fiscal 2015 and has since dropped to 94 in Fiscal 2018. If that decrease is the result of more students having been served through traditional academic programs at the University, the committee views the decrease as a positive development.

The committee commends University College staff members for their work with each University Studies student to develop an individualized plan of study that builds on prior coursework completed by the student and includes courses appropriate to the student's educational and professional goals. The committee notes emphasis in the plans of study on developing critical thinking and interpersonal skills. The committee also commends University College for efforts to further a sense of belonging and community among students. Examples include sending a letter of congratulations and a gift to each student upon their completion of the program and recognition of University Studies students at commencement. University College staff has been assisted in those efforts by members of the University Studies Program Council, which has been established since the prior program review.

The committee recognizes that students choosing the University Studies major may need more than four years to graduate from the program given their late change of major and the difficulties they may face enrolling in 300-level (senior-level) courses. The committee commends efforts of University College to help students complete the University Studies program as quickly as possible, to minimize their costs of attendance and accelerate their transition into graduate studies or employment. The percentage of graduates who take more than five years to complete the University Studies program decreased from 44.2 percent in Fiscal 2014 to 27.6 percent in Fiscal 2018.

The committee recognizes the many accomplishments of students who complete the University Studies program. For example, since the prior program review numerous graduates have pursued master's degrees (e.g., at Illinois State University, Northeastern Illinois University, Olivet Nazarene University) or have been employed by Fortune 500 companies (e.g., Merrill Lynch, American Airlines). One former University Studies student was nominated for a university alumni award. A study of alumni employment and earnings completed by University Assessment Services in 2017 documents stable employment and steadily rising income among University Studies alumni.

Through its discussion of the University Studies program review report, the committee has identified several challenges and opportunities for University College to explore collaboratively with other units at the University. Those challenges and opportunities are set forth in the recommendations that follow. Several recommendations suggest substantive changes to the program that the committee feels merit discussion and action well prior to the next program review on the eight-year cycle. Accordingly, the committee asks University College to consider the committee recommendations and summarize its discussions and any actions taken through two follow-up reports submitted to the committee via the Office of the Provost.

In a first follow-up report, submitted to the committee via the Office of the Provost by May 15, 2020, the committee asks University College to report which recommendations the college is addressing or plans to address, the order in which the college is addressing the recommendations, the parties involved in the discussions, and actions either taken or planned to be taken.

In a second follow-up report, submitted to the committee via the Office of the Provost by May 15, 2022, the committee asks University College to report the status of its efforts to address the recommendations, including any actions taken or planned to be taken.

The committee recognizes that University College has been charged with administering the University Studies program but may not be empowered to effectuate all of the committee recommendations. The committee suggests that in considering the recommendations, University College work with the Office of the Provost to which it reports to engage the appropriate shared governance partners and processes in the discussions.

**Recommendations.** The Academic Planning Committee makes the following observations and recommendations to be addressed by University College. In program review follow-up reports, due May 15, 2020 and May 15, 2022, and in the next self-study report on the eight-year program review cycle, tentatively due October 1, 2026, the committee asks the program to describe actions taken and results achieved for each recommendation.

**Explore enhancements to the curriculum and to co-curricular opportunities.** The committee encourages University College to continue exploring curricular and co-curricular enhancements that promote an academic experience commensurate with experiences of students in all other academic programs offered by the University. To the extent that it is feasible given the point at which students enter the University Studies program, the committee recommends that each student be encouraged and guided in selecting a faculty member to serve as their academic mentor. This approach would be similar to the approach taken with students in the Interdisciplinary Studies program. The committee recommends that students be encouraged to work through their academic mentor to arrange opportunities for exposure to research in the discipline and for assisting with or conducting research, if feasible. The committee recommends consideration of offering an optional capstone experience, to further improve the quality of the academic experience and to help students prepare for post-graduation employment or graduate studies. The committee also supports University College staff in their efforts to expand career development programming for University Studies students during the next program review cycle. The committee encourages University College to collaborate with the Career Center at the University in the endeavor.

**Continue seeking access to 300-level (senior-level) courses.** The fall 2012 program review report for the University Studies program describes the difficulties students have obtaining admission to 300-level courses they need to graduate. Enrollment in 300-level courses most in demand by University Studies students may be restricted by academic units to their own majors. Some 300-level courses may be over-subscribed, whereas some may have pre-requisites University Studies students have difficulty meeting. The committee recommended in 2013 that University College establish a program advisory council to help address this problem. In its fall 2018 self-study report, University College notes that an advisory council has been established and has studied the matter. However, the problem persists. The committee encourages University College staff to continue working with the council, academic units, and the Office of the Provost to study patterns related to this issue and to seek ways to address it.

**Consider revising, merging, or eliminating curricular options.** The committee suggests that University College explore the benefits and disadvantages of revising, merging, or eliminating the three curricular options of the University Studies program. The committee observes that there are only minor differences across the three options and that revising, merging, or eliminating them might provide additional flexibility to students in devising plans of study that best meets their academic and career goals. Changes might also help mitigate confusion among students regarding the requirements they must meet to graduate and might render the program easier to administer. If the options are retained, the committee recommends careful consideration of the option names to most clearly reflect their content, to distinguish one option from another, and to help graduates with their job searches or applications for admission to graduate programs.

**Explore consolidating University Studies and Interdisciplinary Studies.** The committee observes that plans of study for the B.A., B.S. in University Studies program and plans of study for the B.A., B.S. in Interdisciplinary Studies program are similar despite differences in the profiles of students each program is intended to serve. Accordingly, the committee recommends that University College work with the Office of the Provost and the appropriate shared governance committees to explore the benefits and disadvantages of consolidating the two programs. The committee observes that consolidation would eliminate the long-standing confusion among students, faculty, staff, and external stakeholders (including employers) regarding differences between the programs. Consolidation might be particularly appropriate if the grade point average required for admission to the Interdisciplinary Studies program is changed to match the requirement applicable to University Studies students and if the human and educational services sequence of the Interdisciplinary Studies program is eliminated.

**Inform university conversations regarding student diversity in the University Studies program.** The committee observes that the University Studies program consistently serves a higher percentage of students who self-identify with racial/ethnic groups traditionally underrepresented at the University than the average across all undergraduate programs offered by the University. While the committee recognizes the value of the program in providing opportunities for all students to earn an undergraduate degree from the University, the committee believes that this phenomenon should be carefully examined and monitored by the University. The committee recommends

that student diversity in the program be studied in connection with broader university efforts to study and address long-standing disparities in student success metrics, such as retention and graduation rates, across racial and ethnic groups. The committee views this issue as meriting conversations involving multiple shared governance partners facilitated through the Office of the Provost. The committee asks that University College staff contribute to these conversations by providing and contextualizing information regarding student experiences in the University Studies program, such as details about why students enroll in the program and obstacles students encounter when attempting to enroll in and complete their first-choice majors.

**Develop and implement a plan for connecting with program alumni.** The self-study report mentions recent efforts by University College staff to compile and research a list of University Studies graduates. The committee recommends that University College continue those efforts by developing and implementing a plan for systematic outreach to alumni for feedback regarding the program and for updates regarding their professional endeavors. The committee suggests that University College consider including as a component of the plan efforts to engage alumni through social media. University College might consider encouraging students to join social media sites established for program alumni when the students enroll in University Studies. Through such an approach, students could be encouraged to maintain contact with University College during and after their time in the program and would have opportunities to engage with and learn from program graduates.

**Develop and implement a new student learning outcomes assessment plan for the program.** The committee concurs with University College that development and implementation of a new student learning outcomes assessment plan for the program should be a priority for the next program review cycle, after decisions have been made regarding the program structure and curriculum. The committee recognizes the challenge facing University College in developing such a document given that the program does not have core courses or plans of study shared by multiple students. The committee recognizes that an assessment plan for the program may, consequently, focus more heavily on indirect assessment methods than do assessment plans for other academic programs. The committee recommends including strategies for documenting information regarding individualized plans of study and career paths of alumni and for communicating that information to other units at the University to inform academic program planning. The committee recommends that University College look to the Assessment Advisory Council, University Assessment Services, the University Studies Program Council, and comparator and aspirational programs for guidance in developing the new assessment plan.

## PROGRAM REVIEW SCHEDULE

The Illinois Administrative Code requires that every academic program and research and service center that a public university has been authorized by the state to offer must be reviewed by that university at least once every eight years. A summary of each review is to be submitted by the sponsoring university to the Illinois Board of Higher Education (IBHE).

At Illinois State University every degree and certificate program authorized by IBHE is reviewed once every eight years. A separate program review self-study report is prepared for each degree program, while documentation regarding each certificate program is included with the self-study report for the degree program with which the certificate is associated. Every research and service center recognized by IBHE is reviewed once every four years.

This section of the Academic Plan includes schedules for submission of program review self-study reports for academic programs and research and service centers at Illinois State University, from fall 2019 through fall 2026. Two versions of the schedule are presented: one organized by the year in which the self-study report is due and one organized by academic program and center. The two schedules are followed by tables that associate each certificate program offered by the University with its parent academic program, for the purpose of determining when and how program review documentation for each certificate is submitted.

The program review schedules in this section also include the schedule for submission of three-year progress reports for programs and centers newly authorized by IBHE. The Illinois Administrative Code requires compilation and submission of such reports as well. Progress reports are reviewed by the Office of the Provost rather than by the Academic Planning Committee.

The careful reader may notice that, in a few instances, the time between reviews of an academic program is more or less than eight years. Similarly, in a few instances, the time between reviews of a research and service center may be more than four years. Those anomalies result from attempts to equalize, to the extent possible, the number of self-study reports reviewed each year by the Academic Planning Committee so as not to overburden committee members in any one year. In addition, some anomalies may result from requests by academic units to schedule review of all academic programs of their unit in the same year or to coordinate compilation of self-study reports with specialized accreditation processes. All variances from the eight-year rule prescribed in the Illinois Administrative Code are subject to concurrence by IBHE staff.

The schedules that follow are subject to change. Numbers in brackets are Classification of Instructional Programs (CIP) codes. For more information about CIP codes, see "About Classification of Instructional Program (CIP) Codes" in the introduction to Section IV of this document or see <https://nces.ed.gov/ipeds/cipcode>.

## PROGRAM REVIEW SCHEDULE BY YEAR

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

Eight-year review (programs)
<b>College of Arts and Sciences</b>
Chemistry Education, M.C.E., M.S.C.E. [13.1323]
<b>College of Business</b>
Business Education, B.A., B.S., B.S.Ed. [13.1303]
<b>College of Education</b>
Educational Administration, M.S., M.S.Ed. [13.0401]
Educational Administration, Ed.D., Ph.D. [13.0401]
Special Education, B.S.Ed. [13.1001]
Special Education, M.S., M.S.Ed. [13.1001]
Special Education, Ed.D. [13.1001]
Early Childhood Education, B.S., B.S.Ed. [13.1209]
Elementary Education, B.S., B.S.Ed. [13.1202]
Middle Level Teacher Education, B.S., B.S.Ed. [13.1203]
Reading, M.S.Ed. [13.1315]
Teaching and Learning, M.S. [13.0301]
Teaching and Learning, Ed.D. [13.0301]
<b>College of Fine Arts</b>
Music Education, Bachelor of (B.M.E.) [13.1312]
Music Education, Master of (M.M.Ed.) [13.1312]
<b>Four-year review (centers)</b>
Mary and Jean Borg Center for Reading and Literacy
Radio Station WGLT

Three-year review (progress)
Fashion Design and Merchandising, B.A., B.S. [19.0901]
Food, Nutrition, and Dietetics, B.A., B.S. [51.3101]
Human Development and Family Science, B.A., B.S. [19.0701]
Interior Design, B.A., B.S. [50.0408]
Teacher Leader Certificate, Post-Baccalaureate [13.0401]
National Center for Urban Education (Due March 31, 2020)

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

Eight-year review (programs)
<b>College of Applied Science and Technology</b>
Agriculture, B.S. [01.0000]
Agriculture, M.S. [01.0000]
Construction Management, B.S. [52.2001]
Engineering Technology, B.S. [15.0000]
Graphic Communications, B.S. [10.0301]
Industrial Technology, B.S. [15.0612]
Technology and Engineering Education, B.S. [13.1309]
Technology, M.S. [15.0612]
<b>College of Arts and Sciences</b>
Philosophy, B.A. [38.0101]
Psychology, B.A., B.S. [42.0101]
Psychology, M.A., M.S. [42.0101]
Clinical-Counseling Psychology, M.A., M.S. [42.2803]
School Psychology, Specialist in (S.S.P.) [42.2805]
School Psychology, Ph.D. [42.2805]
<b>College of Business</b>
Accountancy, B.S. [52.0301]
Business Information Systems, B.S. [52.1201]
Accountancy, Integrated B.S./M.P.A. [52.0301A]
Accountancy, M.S. [52.0301]
Finance, B.S. [52.0801]
Risk Management and Insurance, B.S. [52.1701]
Business Administration, B.S. [52.0201]
International Business, B.A., B.S. [52.1101]
Management, B.S. [52.1301]
Marketing, B.S. [52.1401]
Business Administration, Master of (MBA) [52.0201]
<b>Four-year review (centers)</b>
Center for Mathematics, Science, and Technology
Center for the Study of Education Policy

Three-year review (progress)
Cybersecurity, B.S. [11.1003]
Center for Collaborative Studies in Mathematical Biology



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

<b>Eight-year review (programs)</b>
<b>College of Applied Science and Technology</b>
Computer Science, B.S. [11.0701]
Information Systems, B.S. [11.0103]
Network and Telecommunications Management, B.S. [11.0901]
Information Systems, M.S. [11.0103]
Family and Consumer Sciences, B.A., B.S. [19.0101]
Fashion Design and Merchandising, B.A., B.S. [19.0901]
Food, Nutrition, and Dietetics, B.A., B.S. [51.3101]
Human Development and Family Science, B.A., B.S. [19.0701]
Interior Design, B.A., B.S. [50.0408]
Family and Consumer Sciences, M.A., M.S. [19.0101]
<b>College of Arts and Sciences</b>
Biochemistry, B.S. [26.0202]
Molecular and Cellular Biology, B.S. [26.0406]
French and Francophone Studies, B.A. [16.0901]
German, B.A. [16.0501]
Spanish, B.A. [16.0905]
Languages, Literatures, and Cultures, M.A. [16.0101]
<b>Mennonite College of Nursing</b>
Nursing Practice, Doctor of (D.N.P.) [51.3818]
<b>Four-year review (centers)</b>
Adlai Stevenson II Center for Community and Economic Development
Center for Teaching, Learning, and Technology
<b>Three-year review (progress)</b>
European Studies, B.A. [05.0106]

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

<b>Eight-year review (programs)</b>
<b>College of Applied Science and Technology</b>
Criminal Justice Sciences, B.A., B.S. [43.0104]
Criminal Justice Sciences, M.A., M.S. [43.0104]
<b>College of Arts and Sciences</b>
Economics, B.A., B.S. [45.0601]
Applied Economics, M.A., M.S. [45.0601]
Geography, B.A., B.S. [45.0701]
History, B.A., B.S. [54.0101]
History, M.A., M.S. [54.0101]
Legal Studies, B.A., B.S. [22.0302]
Political Science, B.A., B.S. [45.1001]
Political Science, M.A., M.S. [45.1001]
Social Work, Bachelor of (B.S.W.) [44.0701]
Social Work, Master of (M.S.W.) [44.0701]
Anthropology, B.A., B.S. [45.0201]
Sociology, B.A., B.S. [45.1101]
Anthropology, M.A., M.S. [45.0201]
Sociology, M.A., M.S. [45.1101]
<b>Four-year review (centers)</b>
Center for Child Welfare and Adoption Studies
Center for Insurance and Risk Management (Katie School)
<b>Three-year review (progress)</b>
Environmental Systems Science and Sustainability, B.S. [03.0104]
Business Education, Master of Science (M.S.B.E.) [13.1303]

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

<b>Eight-year review (programs)</b>
<b>College of Applied Science and Technology</b>
Recreation and Park Administration, B.S. [31.0301]
<b>College of Arts and Sciences</b>
Biological Sciences Teacher Education, B.S. [13.1322]
Communication Studies, B.A., B.S. [09.0101]
Journalism, B.A., B.S. [09.0401]
Mass Media, B.A., B.S. [09.0102]
Public Relations, B.A., B.S. [09.0902]
Communication, M.A., M.S. [09.0101]
<b>College of Education</b>
College Student Personnel Administration, M.S. [13.1102]
<b>College of Fine Arts</b>
Art, B.A., B.S. [50.0701]
Art, B.F.A. [50.0702]
Art, M.A., M.S. [50.0701]
Art, M.F.A. [50.0702]
Arts Technology, B.A., B.S. [50.9999]
Arts Technology, M.S. [50.9999]
Music (Liberal Arts), B.A., B.S. [50.0901]
Music (Performance), Bachelor of (B.M.) [50.0903]
Music, Master of (M.M.) [50.0901]
Theatre, B.A., B.S. [50.0501]
Theatre Studies, M.A., M.S. [50.0501]
Theatre, M.F.A. [50.0501]
<b>Four-year review (centers)</b>
Mary and Jean Borg Center for Reading and Literacy
Radio Station WGLT

**Self-studies due October 2024, Reviewed 2024-2025**  
**Summaries Published in *Academic Plan 2025-2030***

<b>Eight-year review (programs)</b>
<b>College of Arts and Sciences</b>
Chemistry, B.S. [40.0501]
Chemistry, M.S. [40.0501]
Geology, B.S. [40.0601]
Hydrogeology, M.S. [40.0699]
Physics, B.S. [40.0801]
<b>Four-year review (centers)</b>
Center for Mathematics, Science, and Technology
Center for the Study of Education Policy

**Self-studies due October 2025, Reviewed 2025-2026  
Summaries Published in *Academic Plan 2026-2031***

<b>Eight-year review (programs)</b>
<b>College of Applied Science and Technology</b>
Environmental Health, B.S. [51.2202]
Health Information Management, B.S. [51.0706]
Cybersecurity, B.S. [11.1003]
<b>College of Arts and Sciences</b>
Biological Sciences, B.S. [26.0101]
Biological Sciences, M.S. [26.0101]
Biological Sciences, Ph.D. [26.0101]
Communication Sciences and Disorders, B.S. [51.0204]
Speech-Language Pathology, M.A., M.S. [51.0204]
Audiology, Doctor of (Au.D.) [51.0204]
<b>Mennonite College of Nursing</b>
Nursing, Bachelor of Science (B.S.N.) [51.3801]
Nursing, Master of Science (M.S.N.) [51.3801]
Nursing Practice, Doctor of (D.N.P.) [51.3818]
Nursing, Ph.D. [51.3808]
<b>Four-year review (centers)</b>
Adlai Stevenson II Center for Community and Economic Development
Center for Teaching, Learning, and Technology

**Self-studies due October 2026, Reviewed 2026-2027  
Summaries Published in *Academic Plan 2027-2032***

<b>Eight-year review (programs)</b>
<b>College of Arts and Sciences</b>
English, B.A. [23.0101]
English, M.A., M.S. [23.0101]
English Studies, Ph.D. [23.0101]
Mathematics, B.A., B.S. [27.0101]
Mathematics, M.S. [27.0101]
Mathematics Education, Ph.D. [13.1311]
European Studies, B.A. [05.0106]
<b>College of Applied Science and Technology</b>
Exercise Science, B.S. [31.0505]
Physical Education, B.S., B.S.Ed. [13.1314]
Kinesiology and Recreation, M.S. [31.0501]
Health Promotion and Education, B.S., B.S.Ed. [13.1307]
Medical Laboratory Science, B.S. [51.1005]
Safety [51.2206]
Sustainable and Renewable Energy, B.S. [15.0503]
<b>University-wide Programs</b>
Interdisciplinary Studies, B.A., B.S. [24.0101]
University Studies, B.A., B.S. [24.0102]
<b>Four-year review (centers)</b>
Center for Child Welfare and Adoption Studies
Center of Insurance and Risk Management (Katie School)

## PROGRAM REVIEW SCHEDULE BY PROGRAM AND CENTER

Program review self-study reports are due to the Academic Planning Committee via the Office of the Provost on October 1 of the year indicated unless otherwise noted.

### PROGRAMS

Accountancy, B.S.: 2020  
Accountancy, M.S.: 2020  
Accountancy, Integrated B.S./M.P.A.: 2020  
Agriculture, B.S.: 2020  
Agriculture, M.S.: 2020  
Anthropology, B.A., B.S.: 2022  
Anthropology, M.A., M.S.: 2022  
Applied Economics, M.S., M.S.: 2022  
Art, B.A., B.S.: 2023  
Art, M.A., M.S.: 2023  
Art, B.F.A.: 2023  
Art, M.F.A.: 2023  
Arts Technology, B.A., B.S.: 2023  
Arts Technology, M.S.: 2023  
Audiology, Doctor of (Aud.D.): 2025  
Biochemistry, B.S.: 2021  
Biological Sciences, B.S.: 2025  
Biological Sciences, M.S.: 2025  
Biological Sciences, Ph.D.: 2025  
Biological Sciences Teacher Education, B.S.: 2023  
Business Administration, B.S.: 2020  
Business Administration, MBA: 2020  
Business Information Systems, B.S.: 2020  
Business Education, B.A., B.S., B.S.Ed.: 2019  
Business Education, M.S.B.E.: 2022 (new program progress report)  
Chemistry, B.S.: 2024  
Chemistry, M.S.: 2024  
Chemistry Education, M.C.E., M.S.C.E.: 2019  
Clinical-Counseling Psychology, M.A., M.S.: 2020  
College Student Personnel Administration, M.S.: 2023  
Communication, M.A., M.S.: 2023  
Communication Sciences and Disorders, B.S.: 2025  
Communication Studies, B.A., B.S.: 2023  
Computer Science, B.S.: 2021  
Construction Management, B.S.: 2020  
Criminal Justice Sciences, B.A., B.S.: 2022  
Criminal Justice Sciences, M.A., M.S.: 2022  
Cybersecurity, B.S.: 2020 (new program progress report), 2025  
Early Childhood Education, B.S., B.S.Ed.: 2019  
Economics, B.A., B.S.: 2022  
Educational Administration, M.S., M.S.Ed.: 2019  
Educational Administration, Ed.D., Ph.D.: 2019  
Elementary Education, B.S., B.S.Ed.: 2019  
Engineering Technology, B.S.: 2020  
English, B.A.: 2026  
English, M.A., M.S.: 2026  
English Studies, Ph.D.: 2026  
Environmental Health, B.S.: 2025  
Environmental Systems Science and Sustainability, B.S.: 2022 (new program progress report)  
European Studies, B.A.: 2021 (new program progress report), 2026  
Exercise Science, B.S.: 2026  
Family and Consumer Sciences, B.A., B.S.: 2021

Family and Consumer Sciences, M.A., M.S.: 2021  
 Fashion Design and Merchandising, B.A., B.S.: 2019 (new program progress report), 2021  
 Finance, B.S.: 2020  
 Food, Nutrition, and Dietetics, B.A., B.S.: 2019 (new program progress report), 2021  
 French and Francophone Studies, B.A.: 2021  
 Geography, B.A., B.S.: 2022  
 Geology, B.S.: 2024  
 German, B.A., B.S.: 2021  
 Graphic Communications, B.S.: 2020  
 Health Promotion and Education, B.S., B.S.Ed.: 2026  
 Health Information Management, B.S.: 2025  
 History, B.A., B.S.: 2022  
 History, M.A., M.S.: 2022  
 Human Development and Family Science, B.A., B.S.: 2019 (new program progress report), 2021  
 Hydrogeology, M.S.: 2024  
 Industrial Technology, B.S.: 2020  
 Information Systems, B.S.: 2021  
 Information Systems, M.S.: 2021  
 Interdisciplinary Studies, B.A., B.S.: 2026  
 Interior Design, B.A., B.S.: 2019 (new program progress report), 2021  
 International Business, B.A., B.S.: 2020  
 Journalism, B.A., B.S.: 2023  
 Kinesiology and Recreation, M.S.: 2026  
 Languages, Literatures, and Cultures, M.A.: 2021  
 Legal Studies, B.A., B.S.: 2022  
 Management, B.S.: 2020  
 Marketing, B.S.: 2020  
 Mass Media, B.A., B.S.: 2023  
 Mathematics, B.A., B.S.: 2026  
 Mathematics, M.S.: 2026  
 Mathematics Education, Ph.D.: 2026  
 Medical Laboratory Science, B.S.: 2026  
 Middle Level Teacher Education, B.S., B.S.Ed.: 2019  
 Molecular and Cellular Biology, B.S.: 2021  
 Music, M.M.: 2023  
 Music (Liberal Arts), B.A., B.S.: 2023  
 Music Education, B.M.E.: 2019  
 Music Education, M.M.Ed.: 2019  
 Music Performance, B.M.: 2023  
 Network and Telecommunications Management, B.S.: 2021  
 Nursing, B.S.N.: 2025  
 Nursing, M.S.N.: 2025  
 Nursing, Ph.D.: 2025  
 Nursing Practice, Doctor of (D.N.P.): 2021, 2025  
 Philosophy, B.A.: 2020  
 Physical Education, B.S., B.S.Ed.: 2026  
 Physics, B.S.: 2024  
 Political Science, B.A., B.S.: 2022  
 Political Science, M.A., M.S.: 2022  
 Psychology, B.A., B.S.: 2020  
 Psychology, M.A., M.S.: 2020  
 Public Relations, B.A., B.S.: 2023  
 Reading, M.S.Ed.: 2019  
 Recreation and Park Administration, B.S.: 2023  
 Sustainable and Renewable Energy, B.S.: 2026  
 Risk Management and Insurance, B.S.: 2020  
 Safety, B.S.: 2026  
 School Psychology, S.S.P.: 2020  
 School Psychology, Ph.D.: 2020  
 Social Work, B.S.W.: 2022  
 Social Work, M.S.W.: 2022  
 Sociology, B.A., B.S.: 2022

Sociology, M.A., M.S.: 2022  
Spanish, B.A.: 2021  
Special Education, B.S.Ed.: 2019  
Special Education, M.S., M.S.Ed.: 2019  
Special Education, Ed.D.: 2019  
Speech-Language Pathology, M.A., M.S.: 2025  
Teacher Leader, Post-Baccalaureate Certificate: 2019 (new program progress report)  
Teaching and Learning, M.S.: 2019  
Teaching and Learning, Ed.D.: 2019  
Technology, M.S.: 2020  
Technology and Engineering Education, B.S.: 2020  
Theatre, B.A., B.S.: 2023  
Theatre Studies, M.A., M.S.: 2023  
Theatre, M.F.A.: 2023  
University Studies, B.A., B.S.: 2026

## **CENTERS**

Adlai Stevenson II Center for Community and Economic Development: 2021, 2025  
Center for Child Welfare and Adoption Studies: 2022, 2026  
Center for Collaborative Studies in Mathematical Biology: 2020 (temporary center report)  
Center for Insurance and Risk Management (Katie School): 2022, 2026  
Center for Mathematics, Science, and Technology: 2020, 2024  
Center for Teaching, Learning, and Technology: 2021, 2025  
Center for the Study of Education Policy: 2020, 2024  
Mary and Jean Borg Center for Reading and Literacy: 2019, 2023  
National Center for Urban Education: March 31, 2020 (temporary center report)  
Radio Station WGLT: 2019, 2023

## CERTIFICATE AND DEGREE PROGRAM ASSOCIATIONS FOR PROGRAM REVIEW

As with degree programs, certificate programs at Illinois State University are scheduled for review once every eight years. However, while academic units submit a comprehensive program review self-study report for each of its degree programs, units are not asked to prepare a comprehensive program review self-study report for each of its certificate programs. Instead, units are asked to provide an update regarding each certificate program as one section of the comprehensive self-study report compiled for the degree program with which the certificate program is associated. Degree and certificate program associations are determined based on common courses and faculty.

Associations of certificate programs and degree programs at Illinois State, for purposes of program review, are set forth in the two tables that follow. The first table identifies the degree program with which each certificate program is associated. The second table identifies the certificate program or programs with which each degree program is associated. Not all degree programs have an associated certificate program.

### Certificate Program - Degree Program Associations

<b>Certificate Program</b>	<b>Submit program review documentation with the program review self-study report submitted for this degree program</b>
Anthropology Geographic Information Systems (GIS) Graduate Certificate	Anthropology, M.A., M.S.
Behavior Intervention Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Biology Geographic Information Systems (GIS) Graduate Certificate	Biological Sciences, M.S.
Business Analytics Graduate Certificate	Business Administration, MBA
Chief School Business Official, Post-Master's Graduate Certificate	Educational Administration, Ed.D., Ph.D.
Curriculum Adaptation Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Data Scientist: Business Information Systems in Accounting Graduate Certificate	Accountancy, M.S.
Deaf and Hard of Hearing Listening and Spoken Language Professional Graduate Specialization Certificate	Special Education, M.S., M.S.Ed.
Dietetic Internship Graduate Certificate	Family and Consumer Sciences, M.A., M.S.
Director of Special Education, Post-Master's Graduate Certificate for	Special Education, Ed.D.
Early Intervention Vision Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Enterprise Computing Systems Graduate Certificate	Information Systems, M.S.
Family Nurse Practitioner Certificate, Post-Master's	Nursing, Master of Science (M.S.N.)
Forensic Accountant Graduate Certificate	Accountancy, M.S.
General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate	Educational Administration, Ed.D., Ph.D.
Hydrogeology Geographic Information Systems (GIS) Graduate Certificate	Hydrogeology, M.S.
Information Assurance and Security Graduate Certificate	Information Systems, M.S.
Instructional Technology in World Languages Graduate Certificate	Languages, Literatures, and Cultures, M.A.
Internet Application Development Graduate Certificate	Information Systems, M.S.
IS Audit and Control Specialist Graduate Certificate	Accountancy, M.S.
Library Information Specialist Certificate, Post-Baccalaureate	Teaching and Learning, M.S.
Multiple Disabilities Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.

<b>Certificate Program</b>	<b>Submit program review documentation with the program review self-study report submitted for this degree program</b>
Network and Telecommunications Management Graduate Certificate	Information Systems, M.S.
Organizational Leadership Graduate Certificate	Business Administration, Master of (MBA)
Project Management Graduate Certificate	Technology, M.S.
Quality Management and Analytics Graduate Certificate	Technology, M.S.
School Nurse Graduate Certificate	Nursing, M.S.N.
Social Aspects of Aging Graduate Certificate	Sociology, M.A., M.S.
STEM Education and Leadership Graduate Certificate	Technology, M.S.
Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate	Educational Administration, Ed.D., Ph.D.
Systems Analyst Graduate Certificate	Information Systems, M.S.
Teacher Leader Certificate, Post-Baccalaureate	Educational Administration, M.S., M.S.Ed.
Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate	English, M.A., M.S.
Teaching of Writing in High School/Middle School, Post-Baccalaureate Graduate Certificate in	English, M.A., M.S.
Technology Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Training and Development Graduate Certificate	Technology, M.S.
Transition Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Women's and Gender Studies Graduate Certificate	Sociology, M.A., M.S.

### **Degree Program – Certificate Program Associations**

<b>Degree Program</b>	<b>Include with the program review self-study report documentation regarding these certificate programs</b>
Accountancy, M.S.	Data Scientist: Business Information Systems in Accounting Graduate Certificate Forensic Accountant Graduate Certificate IS Audit and Control Specialist Graduate Certificate
Anthropology, M.A., M.S.	Anthropology Geographic Information Systems (GIS) Graduate Certificate
Biological Sciences, M.S.	Biology Geographic Information Systems (GIS) Graduate Certificate
Business Administration, Master of (MBA)	Business Analytics Graduate Certificate Organizational Leadership Graduate Certificate
Educational Administration, M.S., M.S.Ed.	Teacher Leader Certificate, Post-Baccalaureate
Educational Administration, Ed.D., Ph.D.	Chief School Business Official, Post-Master's Graduate Certificate General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate
English, M.A., M.S.	Teaching of Writing in High School/Middle School, Post-Baccalaureate Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate
Family and Consumer Sciences, M.A., M.S.	Dietetic Internship Graduate Certificate
Hydrogeology, M.S.	Hydrogeology Geographic Information Systems (GIS) Graduate Certificate



<b>Degree Program</b>	<b>Include with the program review self-study report documentation regarding these certificate programs</b>
Information Systems, M.S.	Enterprise Computing Systems Graduate Certificate Information Assurance and Security Graduate Certificate Internet Application Development Graduate Certificate Network and Telecommunications Management Graduate Certificate Systems Analyst Graduate Certificate
Languages, Literatures, and Cultures, M.A.	Instructional Technology in World Languages Graduate Certificate
Nursing, Master of Science (M.S.N.)	Family Nurse Practitioner Certificate, Post-Master's
Sociology, M.A., M.S.	Social Aspects of Aging Graduate Certificate Women's and Gender Studies Graduate Certificate
Special Education, M.S., M.S.Ed.	Behavior Intervention Specialist Graduate Certificate Curriculum Adaptation Specialist Graduate Certificate Deaf and Hard of Hearing Listening and Spoken Language Professional Graduate Specialization Certificate Early Intervention Vision Specialist Graduate Certificate Multiple Disabilities Specialist Graduate Certificate Technology Specialist Graduate Certificate Transition Specialist Graduate Certificate
Special Education, Ed.D.	Director of Special Education, Post-Master's Graduate Certificate for
Teaching and Learning, M.S.	Library Information Specialist Certificate, Post-Baccalaureate
Technology, M.S.	Project Management Graduate Certificate Quality Management and Analytics Graduate Certificate STEM Education and Leadership Graduate Certificate Training and Development Graduate Certificate