ILLINOIS STATE
UNIVERSITY

BOARD OF TRUSTEES

<u>**Report No. 2020.10/4000.02**</u>
<u>**Academic Plan 2020-2025**</u>

<u>**Executive Summary**</u>

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 2020-2025, which follows this executive summary, is presented to the Board of Trustees by the Provost in compliance with the aforecited provisions of the *Illinois State University Constitution* and *Governing Document of the Board of Trustees*. *Academic Plan 2020-2025* 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, 2019; 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 Year 2020; and a tentative schedule of academic program reviews from Fiscal Year 2021 through Fiscal Year 2028.

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN
2020-2025

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
September 23, 2020

Submitted to the Board of Trustees of Illinois State University
October 16, 2020

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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 2020-2025* is the 47th 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 2020, 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

Do-Yong Park, Associate Professor, School of Teaching and Learning, College of Education
Orin Reitz, Associate Professor, Mennonite College of Nursing
Noelle Selkow, Interim Director of Graduate Studies
Jennifer Sharkey, Associate Professor, Milner Library
Jeffrey Wagman, Professor, Department of Psychology, College of Arts and Sciences (Spring 2020)
Ani Yazedjian, Associate Provost (Provost's representative)

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN
2020-2025

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

Department of Educational Administration and Foundations

Department of Special Education

School of Teaching and Learning

WONSOOK KIM COLLEGE OF FINE ARTS

School of Music

RESEARCH AND SERVICE CENTERS

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 predominately 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 2019-2020 university catalog describes 79 undergraduate degree programs, 41 master's degree programs, 10 doctoral programs, and 39 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 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 last re-affirmed its accreditation of Illinois State University on July 27, 2015, as fully meeting all quality standards of the commission. Illinois State successfully completed the HLC year 4 assurance review during the summer 2019 with no recommended monitoring. In addition, Illinois State University is affiliated with 39 specialized accreditation associations that accredit or otherwise recognize the quality of academic units or plans of study. Approximately half of the 282 sequences of study offered by Illinois State are recognized by one or more of those professional associations (as of July 1, 2019). On November 8, 2019 the teacher education unit, which consists of approximately 35 educator preparation plans of study, was accredited by the Council for the Accreditation of Educator Preparation (CAEP). 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 2019 the institution enrolled 20,878 students, 87 percent (18,250) of whom were undergraduate students and 13 percent (2,628) of whom were graduate students. The mean ACT score for new beginning freshmen in fall 2019 was 23.3.

Nearly 79 percent of first-time-in-college students entering the University in fall 2018 returned for the fall 2019 semester. Sixty-nine percent of students who enrolled in the University as first-time-in college students in fall 2013 graduated within six years. In Fiscal 2019 the University conferred 5,403 degrees.

In fall 2019 Illinois State University employed 1,372 departmental faculty members (tenure track and non-tenure track), an increase of 46 faculty members from fall 2018. The undergraduate student-to-faculty ratio is 19:1. Hallmarks of Illinois State University include individualized attention to students and faculty involvement of students in collaborative research at both the graduate and undergraduate level.

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 stake-holders. 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 Merilatt, 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, 2019 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 2019-2020 Program Reviews in this document.

> ***Changes made to this program inventory during the year ending June 30, 2020 are listed in the Academic Program and Center Changes 2019-2020 section of this document.***

BACHELOR'S DEGREE PROGRAMS

Accountancy, B.S.
CIP Code: 52.0301
Accounting Business Analytics
Accounting Information Systems
Business Information Systems
Career Specialty
Financial Accounting

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

Accountancy, Integrated B.S./M.P.A.
CIP Code: 52.0301A
Accountancy and Information Systems
Professional Accountancy

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
Graphic Design
Studio Arts

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
BIS Business Analytics
Business Information Systems

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
English Teacher Education
Publishing Studies
Technical Writing and Rhetorics

Environmental Health, B.S.
CIP Code: 51.2202
Environmental Health (major plan of study)

Environmental Systems Science and Sustainability, B.S.
CIP Code: 03.0104
Environmental Systems Science and Sustainability (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
Allied Health Professions
Health and Human Performance

Family and Consumer Sciences, B.A., B.S.
CIP Code: 9.0101
Family and Consumer Sciences Teacher Education
General

Fashion Design and Merchandising, B.A., B.S.
CIP Code: 19.0901
Fashion Design and Merchandising
Fashion Design and Merchandising Accelerated

Finance, B.S.
CIP Code: 52.0801
General Finance

Food, Nutrition, and Dietetics, B.A., B.S.
CIP Code: 51.3101
Dietetics
Dietetics Accelerated
Food and Nutrition Management
Food and Nutrition Management Accelerated

French and Francophone Studies, B.A.
CIP Code: 16.0901
French and Francophone Studies (major plan of study)
French Teacher Education

Geography, B.A., B.S.
CIP Code: 45.0701
Geography (major plan of study)
Geography Teacher Education

Geology, B.S.
CIP Code: 40.0601
Geology (major plan of study)
Earth and Space Science Teacher Education

German, B.A.
CIP Code: 16.0501
German (major plan of study)
German Teacher Education

Graphic Communications, B.S.
CIP Code: 10.0301
Graphic Communications (major plan of study)

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

Health Promotion and Education, B.S., B.S.Ed.
CIP Code: 13.1307
Community Health Promotion
School Health Education

History, B.A., B.S.
CIP Code: 54.0101
History (major plan of study)
History-Social Sciences Teacher Education

Human Development and Family Science, B.A., B.S.
CIP Code: 19.0701
Human Development and Family Science (major plan of study)

Industrial Technology, B.S.
CIP Code: 15.0612
Computer Systems Technology

Information Systems, B.S.
CIP Code: 11.0103
Integration of Enterprise Systems
Systems Development/Analyst
Web Application Development

Interdisciplinary Studies, B.A., B.S.
CIP Code: 24.0101
Human and Educational Service
Individualized Studies
Multidisciplinary Studies

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

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)
Computational Physics
Engineering Physics Dual Degree Program
Physics Teacher Education

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)

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
Liberal Arts
Music Business

Music (Performance), Bachelor of (B.M.)
CIP Code: 50.0903
Band and Orchestra Instruments Performance
Classical Guitar Performance
Composition
Composition/Theory Emphasis
Jazz Studies
Keyboard Performance
Music Therapy
New Media Composition
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)

Psychology, B.A., B.S.
CIP Code: 42.0101
Psychology (major plan of study)

Public Relations, B.A., B.S.
CIP Code: 09.0902
Public Relations (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

Safety, B.S.
CIP Code: 51.2206
Safety (major plan of study)

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

Sustainable and Renewable Energy, B.S.
CIP Code: 15.0503
Sustainable and Renewable Energy (major plan of study)

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	German
African Studies	Gerontology
African-American Studies	Health and Wellness Coaching
Agriculture	History
Anthropology	Information Systems
Art	Insurance
Athletic Coaching	Interdisciplinary Studies
Bilingual Education	International Business
Biological Sciences	International Studies
Business Administration	Italian Studies
Business Analytics	Jazz Performance
Business Environment and Sustainability	Latin American and Latino/a Studies
Chemistry	Legal Studies
Children's Studies	Mass Media
Civic Engagement and Responsibility	Mathematics
Classical Studies	Middle Eastern and South Asian Studies
Cognitive Science	Military Science
Communication Sciences and Disorders	Music
Communication Studies	Native American Studies
Computer Science	Organizational Leadership
Criminal Justice Sciences	Peace and Conflict Resolution Studies
Dance	Philosophy

East Asian Studies
Economics
English
Environmental Health
Environmental Studies
Ethnic Studies
European Studies
Exercise Science
Family and Consumer Sciences
Film Studies
Financial Planning
Food Studies
French and Francophone Studies
Geography
Geology

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)

Accountancy, Integrated B.S./M.P.A.
CIP Code: 52.0301A
Accounting and Information Systems
Professional Accountancy

Agriculture, M.S.
CIP Code: 01.0000
Agribusiness
Agricultural Education and Leadership
Agriscience

Anthropology, M.A., M.S.
CIP Code: 45.0201
Anthropology (major plan of study)
Applied Community and Economic Development

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
Quantitative Economics

Art, M.A., M.S.
CIP Code: 50.0701
Art Education (M.S. only)
Visual Culture (M.A. only)

Art, M.F.A.
CIP Code: 50.0702
Art (major plan of study)

Arts Technology, M.S.
CIP Code: 50.9999
Arts Technology (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

Business Administration, Master of (MBA)
CIP Code: 52.0201
Business Administration (major plan of study)

Chemistry, M.S.
CIP Code: 40.0501
Chemistry (major plan of study)

Chemistry Education, Master of (M.C.E.)
CIP Code: 13.1323
Chemistry Education (major plan of study)

Chemistry Education, Master of Science in (M.S.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)

College Student Personnel Administration, M.S.
CIP Code: 13.1102
College Student Personnel Administration (major plan of study)

Communication, M.A., M.S.
CIP Code: 09.0101
Communication (major plan of study)

Criminal Justice Sciences, M.A., M.S.
CIP Code: 43.0104
Criminal Justice Sciences (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)

Family and Consumer Sciences, M.A., M.S.
CIP Code: 19.0101
Family and Consumer Sciences (major plan of study)
Dietetic Internship

History, M.A., M.S.
CIP Code: 54.0101
History (major plan of study)

Hydrogeology, M.S.
CIP Code: 40.0699
Hydrogeology (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

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

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

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, Master of (M.M.)
CIP Code: 50.0901
Collaborative Piano
Composition
Conducting
Jazz Performance
Music Therapy
Performance
String Pedagogy

Music Education, Master of (M.M.Ed.)
CIP Code: 13.1312
Music Education (major plan of study)

Nursing, Master of Science in
CIP Code: 51.3801
Family Nurse Practitioner
Nursing Systems Administration

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

Psychology, M.A., M.S.
CIP Code: 42.0101
Cognitive and Behavioral Sciences
Developmental
Industrial-Organizational-Social
Quantitative

Reading, M.S.Ed.
CIP Code: 13.1315
Reading (major plan of study)

Social Work, Master of (M.S.W.)
CIP Code: 44.0701
Child and Family Practice
Gerontology Practice
School Social Work

Sociology, M.A., M.S.
CIP Code: 45.1101
Sociology (major plan of study)
Applied Community and Economic Development

Special Education, M.S., M.S.Ed.
CIP Code: 13.1001
Special Education
Interdisciplinary Early Intervention Sensory Disabilities

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 (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

NOTE: 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 2019-2020 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)
Business Analytics Graduate Certificate (52.1301)
Chief School Business Official, Post-Master's Graduate Certificate (13.0499)
Curriculum Adaptation Specialist Graduate Certificate (13.1099)
Data Scientist: Business Information Systems in Accounting Graduate Certificate (11.0802)

Deaf and Hard of Hearing Listening and Spoken Language Graduate Certificate (13.1003)
Dietetic Internship Graduate Certificate (51.3101)
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)
Forensic Accountant Graduate Certificate (42.0117)
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)
IS Audit and Control Specialist Graduate Certificate (52.0208)
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 Nurse Graduate Certificate (51.3899)
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 (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, 2019, 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 2019.

In addition to these 11 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

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://wglt.org/

ACADEMIC PROGRAM AND CENTER CHANGES 2019-2020

The following changes to plans of study and research and service centers at Illinois State University were approved during the period beginning July 1, 2019 and ending June 30, 2020. The responsible unit and effective date are indicated for each change.

NEWLY-ESTABLISHED PLANS OF STUDY OR CENTERS

Degree Programs

Athletic Training, Master of (M.A.T.)
School of Kinesiology, College of Applied Science and Technology
Effective May 18, 2020

Computer Science, M.S.
School of Information Technology, College of Applied Science and Technology
Effective May 18, 2020

Sequences

Criminal Justice Sciences Accelerated sequence, B.A., B.S. in Criminal Justice Sciences
Department of Criminal Justice, College of Applied Arts and Sciences
Effective May 18, 2020

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

Family Nurse Practitioner sequence, D.N.P. in Doctor of Nursing Practice program
Mennonite College of Nursing
Effective May 18, 2020

Film and Digital Media sequence, B.A., B.S. in Theatre
School of Theatre and Dance, Wonsook Kim College of Fine Arts
Effective May 18, 2020

Game Design sequence, B.A., B.S. in Creative Technologies program
Wonsook Kim College of Fine Arts
Effective May 17, 2021

Higher Education sequence, Ph.D. in Educational Administration program
Department of Educational Administration and Foundations, College of Education
Effective May 18, 2020

Interdisciplinary Technologies sequence, B.A., B.S. in Creative Technologies program
Wonsook Kim College of Fine Arts
Effective May 17, 2021

Leadership sequence, D.N.P. in Doctor of Nursing Practice program
Mennonite College of Nursing
Effective May 18, 2020

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

Media Arts sequence, B.A., B.S. in Mass Media program
School of Communications, College of Arts and Sciences
Effective May 18, 2020

Post-Master's sequence, D.N.P. in Doctor of Nursing Practice program
Mennonite College of Nursing
Effective May 18, 2020

Certificates

School Social Work Graduate Certificate
School of Social Work, College of Arts and Sciences
Effective May 17, 2021

Minors

Entrepreneurship, Minor in
Interdisciplinary, College of Business
Effective May 18, 2020

Game Design, Minor in
Wonsook Kim College of Fine Arts
Effective May 17, 2021

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

Sequences

Interactive Media sequence, B.A., B.S. in Mass Media program
School of Communications, College of Arts and Sciences
Effective May 18, 2020

Radio sequence, B.A., B.S. in Mass Media program
School of Communications, College of Arts and Sciences
Effective May 18, 2020

Television Production sequence, B.A., B.S. in Mass Media program
School of Communications, College of Arts and Sciences
Effective May 18, 2020

NAME CHANGES

<u>**Administrative Units**</u>

From College of Fine Arts
To Wonsook Kim College of Fine Arts
Effective September 12, 2019

From School of Art
To Wonsook Kim School of Art
Effective September 12, 2019

From Arts Technology Program
To Creative Technologies Program
Effective May 18, 2020

<u>**Degree Programs**</u>

From B.A., B.S. in Arts Technology
To B.A., B.S. in Creative Technologies
Wonsook Kim College of Fine Arts
Effective May 18, 2020

From M.S. in Arts Technology
To M.S. in Creative Technologies
Wonsook Kim College of Fine Arts
Effective May 18, 2020

From B.S. in Environmental Health
To B.S. in Environmental Health and Sustainability
Department of Health Sciences, College of Applied Science and Technology
Effective May 17, 2021

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

From B.S. in Health Information Management
To B.S. in Health Informatics and Management
Department of Health Sciences, College of Applied Science and Technology
Effective May 17, 2021

From B.S. in Safety
To B.S. in Occupational Safety
Department of Health Sciences, College of Applied Science and Technology
Effective May 17, 2021

<u>**Sequences**</u>

Health Promotion and Education, B.S., B.S.Ed.
From Community Public Health sequence
To Public Health sequence
Department of Health Sciences, College of Applied Science and Technology
Effective May 17, 2021

B.A., B.S. in Geography

From Geography Teacher Education sequence
To Geography Social Science Teacher Education sequence
Department of Geography, Geology, and the Environment, College of Arts and Sciences
Effective May 18, 2020

M.A., M.S. in Political Science
From Global Politics and Culture sequence
To Global Politics sequence
Department of Politics and Government, College of Arts and Sciences
Effective May 18, 2020

M.S. in Nursing
From Systems Administration sequence
To Leadership and Management sequence
Mennonite College of Nursing
Effective May 18, 2020

Minors

From Safety, Minor in
To Occupational Safety, Minor in
Department of Health Sciences, College of Applied Science and Technology
Effective May 17, 2021

From Women's and Gender Studies, Minor in
To Women's, Gender, and Sexuality Studies, Minor in
Interdisciplinary, College of Arts and Sciences
Effective May 18, 2020

Certificates

From Women's and Gender Studies Graduate Certificate
To Women's, Gender, and Sexuality Studies Graduate Certificate
Effective May 18, 2020

CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP) CODE CHANGES

M.A., M.S. in Applied Economics
From 45.0601 to 45.0603
Department of Economics, College of Arts and Sciences
Effective May 18, 2020

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.

In addition to HLC accreditation of the University, 39 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 39 specialized accreditation associations, 14 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. The Council for the Accreditation of Educator Preparation (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 teacher education unit of the University was re-accredited by CAEP in November 2019. Faculty in three educator preparation programs have opted to continue their specialized accreditation associations, while the remaining program faculty decided to discontinue their specialized accreditation associations to instead focus its 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, 2020. 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 Science Accreditation Commission (ABET-ASAC)
	Health Promotion and Education, B.S., B.S.Ed., School Health Education sequence	Council for the Accreditation of Educator Preparation (CAEP)
	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. Information Systems, B.S.	Accreditation Board for Engineering and Technology/Computing Accreditation Commission (ABET-CAC)
Kinesiology and Recreation, School of	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	Council for the Accreditation of Educator Preparation (CAEP)
	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 Technology, 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.	Council for the Accreditation of Educator Preparation (CAEP)

COLLEGE OF ARTS AND SCIENCES

UNIT	ACCREDITED PROGRAM(S)	ACCREDITOR
Biological Sciences, School of	Biological Sciences Teacher Education, B.S.	Council for the Accreditation of Educator Preparation (CAEP)
Chemistry, Department of	Chemistry, B.S.	American Chemical Society, Committee on Professional Training (ACS-CPT)
	Chemistry, B.S., Chemistry Teacher Education sequence	Council for the Accreditation of Educator Preparation (CAEP)
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	Council for the Accreditation of Educator Preparation (CAEP)
Geography-Geology, Department of	Geology, B.S. Earth and Space Science Teacher Education	Council for the Accreditation of Educator Preparation (CAEP)
Languages, Literatures, and Cultures, Department of	French and Francophone Studies, B.A., French Teacher Education sequence German, B.A., German Teacher Education sequence Spanish, B.A., Spanish Teacher Education sequence	American Council on the Teaching of Foreign Languages (ACTFL)
Mathematics, Department of	Mathematics, B.A., B.S., Mathematics Teacher Education sequence	Council for the Accreditation of Educator Preparation (CAEP)
	Mathematics, B.A., B.S., Actuarial Science sequence Mathematics, M.S., Actuarial Science sequence	Society of Actuaries (SOA)
Physics, Department of	Physics, B.S., Physics Teacher Education sequence	Council for the Accreditation of Educator Preparation (CAEP)
Politics and Government, Department of	Legal Studies, B.S. Legal Studies, Minor in	American Bar Association (Standing Committee on Paralegals Approval Commission) (ABA)
Psychology, Department of	School Psychology, Ph.D. Pre-doctoral internship in Professional Psychology at Illinois State University Student Counseling Services	American Psychological Association (APA)
	School Psychology, Specialist in (S.S.P.) School Psychology, Ph.D.	National Association of School Psychologists (NASP)
Social Work, School of	Social Work, Bachelor of (B.S.W.) Social Work, Master of (M.S.W.)	Council on Social Work Education, Commission on Accreditation (CSWE/COA)

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 Business Education, B.A., B.S., B.S.Ed.	Sales Education Foundation (SEF) University Sales Center Alliance (USCA) Council for the Accreditation of Educator Preparation (CAEP)
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., P12 concentration General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate	Educational Leadership Constituent Council (ELCC)
Special Education, Department of	Special Education, B.S., B.S.Ed. Director of Special Education, Post-Master's Graduate Certificate	Council for the Accreditation of Educator Preparation (CAEP) National Council for Accreditation of Teacher Education (NCATE)
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)

WONSOOK KIM COLLEGE OF FINE ARTS

UNIT	PROGRAMS	ACCREDITOR
Art, Wonsook Kim 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)
Creative Technology program	Creative Technology, B.A., Creative 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, 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.) Post-Master's Family Nurse Practitioner Certificate Nursing Practice, Doctor of (D.N.P.)	Commission on Collegiate Nursing Education (CCNE)

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

Accreditation Board for Engineering and Technology/Applied Science Accreditation Commission (ABET-ASAC)
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 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)
Board of Certified Safety Professionals (BCSP)
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 Interior Design Accreditation (CIDA)
Council for the Accreditation of Educator Preparation (CAEP)
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 Education for Public Health (CEPH)
Council on Social Work Education, Commission on Accreditation (CSWE/COA)
Educational Leadership Constituent Council (ELCC)
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
National Association for the Education of Young Children (NAEYC)
National Association of Schools of Theatre (NAST)
National Association of Schools of Music (NASM)
National Association of Schools of Art and Design (NASAD)
National Association of School Psychologists (NASP)
National Council for Accreditation of Teacher Education (NCATE)
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)

ACADEMIC INITIATIVES

PROFESSIONAL DEVELOPMENT IN RESPONSE TO COVID-19

The COVID-19 global pandemic necessitated an unprecedented and rapid transition to online instruction in March 2020. As University leadership considered options for the fall semester, it became apparent that additional courses would need to be offered online and more faculty would require opportunities to hone skills needed to effectively teach in an online environment. During the summer of 2020, the Center for Teaching, Learning, and Technology offered a robust series of professional development programs to help faculty prepare for the fall semester. More than 110 workshops were offered related to various teaching and learning topics (e.g., undergraduate research, community engagement and service-learning, mental health, etc.) and aligned to the Framework for Inclusive Teaching Excellence. Many of these workshops also focused on best practices in online/blended instruction, such as fostering student engagement in asynchronous and synchronous environments, utilizing formative assessment practices, and applications of educational technologies to discussions and collaborations. Programming was offered in collaboration with various campus partners such as Student Access and Accommodation Services, the Center for Community Engagement and Service Learning, and the Office of Student Research. In addition, CTLT also offered customized workshops, facilitated by staff and/or expert faculty, to each academic school/department on online and blended instruction topics. As a result of these efforts, a record number of course instructors, over 700 individuals, participated in summer programming this year, with all academic departments and schools having at least one member participate (a total of 59 campus units were represented across all registrations). A total of 3,000 registrations were logged for all programming, an increase of more than 300% over the previous summer, with most participants registered for multiple workshops or events.

Eleven asynchronous "DIY-style" modules featuring guidance regarding the design of accessible and engaging online courses were created and paired with 15 synchronous workshops facilitated by course instructors with expertise in each topic. The synchronous workshops allowed for course instructors to interact with their peers and discuss the ways in which each DIY topic could be considered in the course planning process. Additionally, ways in which to teach using ReggieNet and Zoom were discussed in 35 different short courses offered for all course instructors. A 4-topic professional development workshop series was created for graduate teaching assistants in collaboration with the Graduate School. CTLT staff also engaged in dozens of individual consultations with course instructors to support individual needs and/or provide resources in support of both faculty and student success. CTLT will continue to offer programming throughout the academic year with an emphasis on culturally responsive teaching practices, improving blended and online courses, teaching with technology, mental health in the classroom, and the scholarship of teaching and learning. The Center will also offer various learning communities where faculty will discuss specific topics related to teaching and learning (e.g., the neuroscience of learning, community engagement and service-learning, undergraduate research experiences, etc.). A teaching certificate for graduate students has been designed and will be implemented this academic year.

DEVELOPING NEW ACADEMIC PROGRAMS

Approval of the Master of Science in Education in Low Vision and Blindness

The Academic Senate approved the proposal by the Department of Special Education to develop a new Master of Science in Education program in Low Vision and Blindness. The proposed online degree program will provide individuals who hold a license to teach in elementary, middle, or secondary schools in the state (professional educator license, PEL), with specialized training in low vision and blindness. This training will enable graduates to apply for a special education license in Blind and Visually Impaired through the Illinois State Board of Education (ISBE) and fill an educator position such as a teacher of students with visual impairments. The program is designed particularly for Illinois teachers who seek to specialize in special education - low vision without having to complete another four-year teaching degree, in special education. The proposed program meets existing demand in the State. The proposal was approved by the Board of Trustees and by ISBE. The proposal has been submitted to and is awaiting review and approval by the Illinois Board of Higher Education.

Proposal for New 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. In 2020 University faculty and staff began working with the consultant firm CannonDesign to develop educational and technology plans for the proposed programs. The educational planning group was tasked with developing plans related to academic program vision and goals, potential organizational structures, proposed curricula, and implications for and connections to project technology and master planning. The group has developed initial curriculum proposals for three new majors: Electrical Engineering, Mechanical Engineering, and General Engineering. Any decision by university administration to pursue establishment 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.

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 typically 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.

Since 2018-2019, four departments have developed accelerated programs (e.g., Criminal Justice Sciences, Family and Consumer Sciences, Mathematics, and Sociology and Anthropology). Additionally, the Department of History has a proposed program in the curricular process. In the coming years, the Graduate School will monitor effectiveness of these new opportunities.

FOCUSING ON DIVERSITY, EQUITY, AND INCLUSION

Supporting Success for All Faculty

The *Framework for Inclusive Teaching Excellence* (FITE) was developed and launched in spring 2020 as a signature institutional pedagogy, based on various data sources from our campus community (i.e., faculty, staff, and student surveys and focus groups) and informed by best practices from relevant scholarship. FITE maps the vision for professional development related to teaching and learning at Illinois State University. It features six distinct dimensions that outline specific, evidence-informed practices for inclusive and culturally responsive teaching. Starting summer 2020, the Center for Teaching, Learning, and Technology (CTLT) began using FITE as the foundation for all professional development (PD) programming.

The GROWTH Change Team was formed in spring 2020 as a university-wide structure for faculty professional development at the college level. This team's primary goal is to build the capacity within colleges and departments to design, implement, and assess a yearly faculty PD plan aligned with local faculty teaching needs to support student success in alignment with the Framework for Inclusive Teaching Excellence (FITE). Over summer 2020, GROWTH Change leaders from each college developed PD plans for the 2020-2021 academic year based on their faculty and student needs. This year's college PD offerings are intended to enhance faculty awareness of their role in student success, increase faculty knowledge of resources and supports available for students, help faculty identify and learn strategies to create culturally responsive and equity-minded teaching and learning environments, and learn about high impact practices.

The Office of the Provost has been sponsoring 3-hour departmental/unit workshops for Academic Affairs to recognize and intervene when microaggressions in academic environments occur, focusing on the effects these interactions have on student learning and emotional well-being. A cross-campus team is offering the workshops, and each workshop is preceded by a pre-survey to customize each unit's training, a post-survey, and follow-up to assess change/growth. We have delivered 23 trainings, we have 17 scheduled to be delivered this fall, leaving only six department chairs or directors who have not yet requested or scheduled trainings for their units.

Supporting Success for All Students

Under the direction of the Interim Assistant Vice President for Student Success, the Division of Academic Affairs is launching a concerted and focused effort to identify barriers to and opportunities for improved student success with a particular emphasis on diversity, equity and inclusion. In FY21, student success efforts will focus primarily on several initiatives. The first is administration of a $1.9 million Governor's Emergency Education Relief (GEER) grant to address the technology equity gap for first-generation, low-income and underrepresented students due to COVID-19. Illinois State is waiting to hear if we will be awarded another $500,000 in GEERs funding.

A second multi-part initiative targets student success issues through a variety of perspectives. The various components of this initiative, including gathering of significant student success data, will result in the eventual development of a campus wide student success roadmap. The multi-part initiative includes meetings at the department/school, college, and university levels, identifying issues and developing solutions that contribute to student success. Also included in the multi-part-initiative is a review of University procedures to determine their impact on student success as well as the identification of student success milestones that include, but also go beyond, retention and graduation rates. Student Success Milestones will align developing student success initiatives with established and emerging faculty success initiatives. This planning process will involve partnerships with such units as Student Affairs focusing on programming for the new Multicultural Center and with Milner Library on the development of the Student Success Center.

A third initiative for FY21 is a 5-part series of virtual panels, called ReggieCon, focusing on diversity, equity, and inclusion in comics, movies and popular media. Recognizing Hispanic Heritage Month (September 15-October 15), the first ReggieCon panel is "*Daytripper: A Brazilian love letter to mortality, emotion, and life.*" A graphic novel by twin brothers Gabriel Bá (known for *Umbrella Academy*) and Fábio Moon, *Daytripper* represents influences of Brazilian language, literature, and culture.

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 forwarded the proposal to the Academic Senate for review in spring 2019.

GENERAL EDUCATION REVISION

The Council on General Education requested a review of the general education program beginning in fall 2019. This review is typically completed every five years. Consonant with this request, an *ad hoc* executive work group was formed. The executive work group has 26 faculty and staff members being led by co-chairs Jennifer Friberg (CSD faculty, Interim Director of CTLT & Cross Endowed Chair for the Scholarship of Teaching & Learning) and Erin Mikulec (TCH faculty). The Executive Committee was given the charge to gather extensive campus input on general education, review the student learning outcomes, investigate national best practices, review the current structure, make recommendations for any changes to the program, develop of an assessment plan, analyze resource

needs, and make recommendations for faculty development for general education. It is anticipated that a proposal/report will be submitted to the Provost in Summer/Fall 2021.

DOCUMENTING THE VALUE OF AN ILLINOIS STATE UNIVERSITY EDUCATION

The Illinois State University Graduate Job and Salary Initiative was initiated 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. Having objective outcomes 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 Illinois State's role in keeping college graduates in state, and 5) recruiting students to the University.

The first part of 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.

The initiative continues and includes several updates in 2020. Graduating cohorts from 2013 through 2017 will be included, as will alumni with graduate degrees from Illinois State. This will bring the number of matched records to 76,700. In collaboration with Enterprise Data Analytics (EDA), UAS has created a method for incorporating more ISU-level academic and demographic data allowing for more detailed and meaningful analyses. Finally, UAS will implement a plan for sharing results. Options under consideration include on-line dashboards through Power BI, incorporating data into regular reporting and planning processes (like Academic Program Review), and empirical analyses to better understand ISU's role in linking students to majors and labor market outcomes.

SECTION III

COLLEGE PROGRAMS AND INITIATIVES

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 2021 objectives (i.e., for the year ending June 30, 2021) and the multi-year strategic plan for each college and for the Graduate School. All Fiscal 2021 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 2021 OBJECTIVES

FISCAL 2021 OBJECTIVES

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

The College has established four major goals with strategies and corresponding action items listed under each goal for FY21 (College of Applied Science and Technology Strategic Plan (2019–2024). Each of the College's goals is linked and fully supports the core values and goals championed in Educate-Connect-Elevate Illinois State 2018-2023.

<u>CAST MISSION STATEMENT</u>

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.

College of Applied Science and Technology Goals

Goal I: Integrate relevant applied learning and technologies to provide an exemplary educational experience focusing on individual goals for both undergraduate and graduate students (Supports Educate • Connect • Elevate Goals 1, 2, 3, and 4).

1. Continue to work closely with University Admissions in actively recruiting and retaining diverse, motivated, and academically talented students in CAST.
2. Continue CAST Persistence grants and seek additional scholarships and support opportunities to benefit student recruitment and retention.
3. Strategically revise existing curricula at the undergraduate level and consider proposals for new programs (B.S. in Mechanical Engineering; Master's in Public Health; and sequence in Equine Management) with input from faculty, advisory boards, corporate partners, and accrediting agencies.
4. Develop and support online and distance education programs where pedagogically appropriate and feasible, as well as opportunities to offer professional and community training, through initiatives like the Illinois Forensic Investigation Center.
5. Maintain a standard of excellence through national program recognition and accreditation, where appropriate.
6. Calibrate available resources and our commitment to individualized attention of students as considerations for program enrollments.
7. Continue to support the Washington, D.C Internship program and encourage participation by all academic units.
8. Move into our dedicated laboratory space for the cybersecurity major.
9. Increase the number of graduate assistantships and the average award of stipends, as resources permit.
10. Expand our use of application virtualization with the intent of increasing availability of software to students and faculty both on and off campus.
11. Provide students with opportunities to engage in all levels of research and scholarship.
12. Develop additional collaborative learning spaces within the College.

Goal II. Foster a cohesive culture of diversity, inclusion, and equity that reaches all our students, faculty, and staff. (Supports Educate • Connect • Elevate Goals 2, 3 and 4)

1. Promote inclusion, respect, and equity by creating awareness and through the continuation of professional development opportunities for faculty and staff.
2. Promote diverse educational opportunities as a means of broadening life experience, encouraging professional conduct, and fostering a cross-cultural understanding for students and faculty.
3. Promote interdisciplinary and inter-departmental research projects where appropriate.
4. Support activities of CAST RSOs geared toward service learning and civic engagement opportunities.
5. Seek opportunities for the development of student and faculty exchange programs with international universities and ensure inclusion of all CAST units.

Goal III. Support a workplace that facilitates and rewards faculty and staff excellence.
(Supports Educate • Connect • Elevate Goals 1, 2, 3 and 4)

1. Recruit and retain high quality and diverse faculty and staff.
2. Increase the overall scholarly output of tenure-track faculty members including peer-reviewed articles, book chapters, books, abstracts, and proceedings.
3. Seek opportunities to unite the needs of corporate partners with available faculty expertise.
4. Submit competitive grant proposals to state and federal agencies, private foundations, and corporate partners.
5. Continue professional development support and opportunities for faculty, administrative professionals, and civil service staff.
6. Recognize faculty efforts through the ASPT process in scholarly outcomes including grant funding, refereed publications and presentations, and mentorship of students.
7. Review and revise departmental/school ASPT guidelines as needed.

Goal IV. Develop and maintain productive relationships with external constituencies; (Supports Educate • Connect • Elevate Goals 1, 2 and 4)

1. Support Science and Technology Week.
2. Support efforts to host influential guest speakers and professional development opportunities for the benefit of students, faculty, and the community.
3. Continue the development of a research center in the Department of Criminal Justice Sciences and a Center for Renewable and Sustainable Energy in the Department of Technology.
4. Continue to encourage and utilize the expertise of advisory councils in the departments and schools in CAST.
5. Expand cultivation and stewardship activities with key alumni, internal, and external constituencies.
6. Maintain and seek new relationships with external stakeholders to provide students with professional practice experiences and meaningful corporate and agency networks.

FISCAL 2021 OBJECTIVES

COLLEGE OF ARTS AND SCIENCES

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

As evidenced from the table below, the goals of our 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.

CAS Strategic Goal	ECE Goal(s)
Strategic Focus 1: Facilitate academic excellence	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.	
Strategic Focus 2: Enhance the communication and infrastructure supporting academic excellence	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 excellence.	
Goal 2.3: Enhance physical infrastructure to support academic excellence.	
Strategic Focus 3: Diversify and enhance financial support for recruitment and retention of faculty, staff and students	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.	
Strategic Focus 4: Share and promote our accomplishments in inclusive academic excellence, diversity, and social engagement	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.	

FISCAL 2021 OBJECTIVES

COLLEGE OF BUSINESS

Our core values reflect the overarching value of Illinois State University, student success. Using Educate ●
Connect ● Elevate: Illinois State as the guiding principle, the College of Business incorporates the core values of
Illinois State University into its own strategic plan. This can be seen through the COB goals, strategies, and tactics
as demonstrated by our goals and objectives.

College Objectives

- Implementation of the Strategic Plan
    - The COB is entering the mid-point of the current strategic plan
    - Continue to move forward with the strategic plan
    - Begin to plan for the update of the strategic plan in 2023
- Utilize the Varner International Business Institute (VIBI) for International Business programs and
  initiatives
- Continue and grow the B.S. in International Business degree in Panama in partnership with Quality
  Leadership University
- Continue implementation of the Redbird Career Portfolio (career and professionalism certificate
  program) for all COB freshman and sophomores.
- Further implement Suitable – a new software service that will track students' progress toward the
  Redbird Career Portfolio Certificate program. The software incorporates a point 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.
- Increase recruitment efforts to attract a more diverse student population into 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 by leveraging social media
  and online outlets
- 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.

Departmental Objectives

Goal 1: Prepare students for success in a diverse and global environment by providing excellent instruction and a
transformative learning experience for every student (ECE II: Foster Innovation and ECE III: Nurture
Diversity and Inclusion) using the strategies and tactics outlined in our Strategic Plan 2018-2023.

Accounting
- Continue to provide professional development opportunities for our five departmental student groups. The groups are NABA, SAS, AFWA, BAP, and the BIS Club.
- 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.
- Continue to grow our SAP class.
- Continue to promote our new certificates (Forensic Accounting, Data Scientist, and Systems Auditing)
- Continue to promote our new sequences in data analytics to students.
- Continue to support transfer students through our new transfer student class.

Finance, Insurance, and Law
- Provide more internship opportunities for finance and insurance majors.
- Develop a financial analytics course.
- Provide interview preps for finance and insurance majors.
- Improve presentation and written communication skills of finance and insurance majors.

Management and Quantitative Methods
- Promote the importance of analytics in Management sequences, per Association to Advance Collegiate Schools of Business (AACSB) recommendations

- Streamline the MQM core curriculum to allow MGT majors to take a course focused on analytics and data analysis
- 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 support and grow the IB program in Panama
- Fund-raising to support student travel to case competitions, study abroad, and international internships

Marketing

- The Professional Sales and Analytics faculty will conduct team selling professional development workshops and prepare a team to compete successfully in the fall 2020 Indiana University Sales and Analytics Team Selling Case Competition
- The Professional Sales faculty will conduct skill building internal sales competitions for freshmen and sophomores, and separate competitions for upperclassmen in preparation for regional and national competitions
- 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.
- In spring 2021 introduce the new data management elective course in the Analytics sequence
- 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.

- Expand use of Adobe applications across introduction, intermediate and advanced marketing classes to improve the quality of content created for promotion and strategic marketing plans and other client and course reports.
- Strategic Marketing sequence faculty will implement extra-curricular initiatives in support of general marketing students who choose not to specialize in sales, analytics or integrated marketing communication.
- Conduct Fall 2020 Marketing Meet the Firms career fair with participation by a substantial number of firms offering positions in all areas of marketing, not only professional sales, in order to meet the need for more analytics, promotions and general marketing job recruitment on campus
- Increase enrollment in the Business Analytics Graduate Certificate program. Promote the certificate program to analysts and other business professionals at local employers
- Expand enrollment in the fully online Master of Science in Business Education program pedagogy track, particularly, by targeting Business Education alumni and other teachers, in-state and out-of-state.

Master of Business Administration Program
- Convert all CMBA courses to 50/50 blended format.
- Develop new funding sources for student professional development opportunities such as case competitions, employment fairs, etc.

Goal 2: Create a workplace that encourages and rewards excellence among faculty and staff (ECE I: Enhance Strength and Stability and ECE II: Foster Innovation)

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

Finance, Insurance, and Law
- Reward excellence in teaching, research and service.
- Provide support for professional development opportunities.
- Increase travel support.
- Provide more funding for datasets.

Management and Quantitative Methods
- Initiate, run, and complete a successful search for a department chair to start July 1, 2021
- Hire a new faculty member in Operations Management to maintain current levels of instructional capacity
- Hire one additional office support staff to offer better support to the centers and institutes in MQM and MKT (especially the VIBI, the Means Center, and the new Innovation Center)
- Create a final revision of the ASPT guidelines, revising those sections not yet addressed
- Hire a full-time Instructional Assistant Professor to teach statistics (MQM 100)
- Nominate faculty and staff for College and University awards

Marketing
- Fully implement biometrics behavioral lab in support of faculty research
- Increase funding for faculty travel to academic research conferences and for department sponsored research grants

- Expand student participation in the department's student research pool and increase the number of faculty research projects utilizing the student research pool
- Effectively integrate two new faculty hires into the Professional Sales sequence and Business Education program.
- Hire new faculty members in the sales and analytics sequences

Master of Business Administration Program
- Work with the Growth Team to deliver professional development resources designed specifically for the COB.

Goal 3: Create an engaging and committed culture of diversity and inclusion across multiple dimensions (ECE III: Nurture Diversity and Inclusion and ECE IV: Enrich Engagement)

Accounting
- Continue to grow our departmental diversity student groups – NABA and AFWA.
- Actively recruit diverse faculty and students.
- Continue to develop 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.
- Actively promote workshops on diversity issues.
- Finance, Insurance, and Law
- Provide more scholarships.
- Provide support for inclusion-promoting activities of RSOs.
- Provide more study abroad opportunities.

Management and Quantitative Methods
- Appoint a faculty-member to mentor and support students with diversity and inclusion concerns
- Hold a Microaggression Training in March 2020
- Recruit more female faculty, since only 36% of the tenure-line faculty are women
- Recruit more faculty from underrepresented groups, since only 16% of the faculty belongs to protected classes
- Recruit more women students into the major, since only 37% are female. Zero students identify as non-binary
- Recruit for diversity and inclusion in the major, since only 29% of undergraduates belong to protected classes
- 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

Marketing
- Work with the COB Diversity and Inclusion Initiative team in planning and conducting student events and faculty training that build a committed culture of diversity and inclusion in the department and throughout the College of Business
- 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.
- 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)

Master of Business Administration Program
- Launch 3rd MBA intake taught on site in Panama.

- Obtain full participation by the MBA and advising staff in the upcoming university- sponsored microaggression workshops.

Goal 4: Promote and communicate our brand including COB successes and our vision of excellence and national recognition (ECE IV: Enrich Engagement)

Accounting
- Continue to hold AACSB separate accounting accreditation and prepare for our next visit in 2021.
- Continue to post news and accomplishments on Linked In pages (young alumni page and older faculty page)
- 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 U of I and Northern 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 14th nationally.

Finance, Insurance, and Law
- Increase the proportion of faculty classified as "Scholarly Academic" to at least 75%,
- Support publication in high-quality Accounting, Finance and Insurance journals.
- Support participation as presenters and discussants in leading academic conferences in finance and insurance.

Management and Quantitative Methods
- Continue progress on the Means Center's 5-year strategic plan
- Continue involving civic engagement through the Organizational Leadership Institute plan
- Create more grant opportunities for Entrepreneurship faculty to increase their presence at national and international entrepreneurship conferences

Marketing
- Work with our Marketing Advisory Board to communicate our student, faculty and department accomplishments to Marketing alumni, to motivate alumni to donate funds for expanded support of our students and faculty
- Communicate our accomplishments and maintain alumni engagement through our Department of Marketing LinkedIn group

Master of Business Administration Program
- Launch integrated marketing strategy targeting potential MBA applicants within a 90- minute drive of ISU.
- Enhance the MBA web site by eliminating unnecessary pages and integrating seamlessly with university-level web pages.
- Set up online information sessions through Slate to recruit new students.
- Promote graduate certificate option in Organizational Leadership.

Goal 5: Create and strengthen partnerships with alumni and business organizations (ECE I: Enhance Strength and Stability, ECE II: Foster Innovation, ECE III: Nurture Diversity and Inclusion, and ECE IV: Enrich Engagement)

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 accounting faculty scholars.
- 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 2020.
- Continue and grow Meet the Firms, our spring accounting career fair.
- Continue to connect with alumni through Linked In
- Continue the annual awards banquet and grow the amount of scholarships awarded.
- Continue to have many firms and speakers present in the classroom and at student RSO meetings

Finance, Insurance, and Law
- Encourage alumni/professional presentations in finance and insurance classes and student organization meetings.
- Enhance advisory board engagement with students.
- Increase board participation of alumni coming from non-financial companies.

Management and Quantitative Methods
- Continue fund-raising for scholarships, the Accelerator Program, and faculty development
- Transform the event formerly known as the Entrepreneur of the Year Awards Dinner into a celebration of the Alumnus of the Year Award, an Entrepreneurial Impact Award, and an Entrepreneurship in the Arts Award at a late afternoon cocktail reception on campus on the eve of the Startup Showcase

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

Master of Business Administration Program
- Determine eligibility of a STEM designation for the MBA program or a specific sequence of the program.
- Launch a disciplined and consistent alumnus contact program
    - Regular email communication
    - Creation of opportunities for alums to visit campus

FISCAL 2021 OBJECTIVES
COLLEGE OF EDUCATION

The College of Education (COE) has five goals and objectives based on our 2019-2024 Strategic Plan. The faculty approved the plan in Fall 2019; however, the COE used the College Council draft, which was ultimately approved, as a guiding document for FY20. We linked all goals and objectives to the University vision, values, and goals articulated in Educate, Connect, Elevate (ECE) 2018-2023. Ongoing priorities in the COE include increasing enrollment and diversity among students, faculty, and staff; creating new, innovative undergraduate and graduate programs; developing teacher preparation pipelines; and supporting the success of our teacher candidates.

College of Education Strategic Goals

Goal 1: Support, recruit, and retain educators (faculty and students) who work to eliminate systemic inequities and promote inclusion in education
1. Build a Student Success Center to provide tutoring, leadership and professional development, and offer equitable access to college and university resources
2. Hire a diversity, equity, and inclusion officer for the college
3. Recruit and retain diverse faculty and staff
4. Recruit and retain students from diverse backgrounds
5. Embed Culturally Responsive Teaching practices in all SED courses
6. Promote professional development, mentorship, and collegiality for faculty through the expansion of GROWTH activities
7. Promote faculty cultural competency
8. Support professional development of Non-Tenure Track faculty and Graduate Students
9. Recognize excellence in performance and exemplary service by implementing a faculty associate awards program in the laboratory schools
10. Partner with community organizations like the local NAACP chapter to increase student and staff diversity in the laboratory schools

Goal 2: Develop and support innovative, exceptional, and globally-minded educators and administrators
1. Create new innovative undergraduate and graduate programs
2. Support and encourage faculty to involve undergraduates in research—Reach-a- Redbird
3. Promote diversity, equity and inclusion within the School of Teaching and Learning and across various School activities
4. Prepare additional Diversifying Higher Education Faculty in Illinois (DFI) Fellows for teaching opportunities at institutions of higher education in the state of Illinois
5. Plan and implement an intentional scope and sequence for addressing culturally responsive practice in the SED curriculum
6. Continue to support the New Teacher conference
7. Build faculty associate and staff proclivity and effectiveness in conducting research and disseminating findings via outreach to other educators

Goal 3: Build partnerships that reflect a shared commitment to excellence in teacher preparation
1. Explore possibilities to meet new state endorsement rule changes
2. Nurture existing partnerships and exploring new partnerships with school districts that will benefit our students and faculty
3. Increase engagement with district partnerships through the Cecilia J. Lauby Center
4. Engage in systematic process mapping to increase efficiencies in student teaching placements and district contracts through the Cecilia J. Lauby Center
5. Partner with community colleges to create teacher education pipelines

Goal 4: Provide a supportive and engaging graduate student experience
1. Develop new graduate programs and promote current programs
2. Support graduate coordinators, across the college, with communication and marketing efforts
3. Facilitate research between faculty and students using the "Reach Forward" initiative

4. Explore the feasibility of distance learning offerings in online Graduate Research and Community College Leadership Certificates
5. Establish a cohort of students from Joliet/Chicago interested in Principal Preparation, Superintendent, CSBO, and doctoral studies
6. Establish a cohort of doctoral students in the Leadership, Equity, and Inquiry sequence
7. Engage in curricular review and development in EAF graduate programs to address state and national legislation and policy change

Goal 5: Affirm the reputation of the College of Education as the leader in educator preparation
1. Engage in quality state, nationally, and internationally recognized scholarship
2. Engage in service and outreach initiatives to enhance relationships with professionals and alumni
3. Advocate for education legislation at the state and federal levels
4. Engage faculty and staff in legislative advocacy

Wonsook Kim College of Fine Arts 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

The Wonsook Kim College of Fine Arts completed 6 searches for tenure track faculty in 2019-2020: Art-Video, Art-Photography, Art Education, Music Education, Music-Trumpet, and Theatre Arts Administration. All were successful in attracting and securing top candidates. The College also searched for a non-tenure track 10-month Music-Associate Director of Bands position. This faculty member leads band ensembles, the Big Red Marching Machine, and Pep Bands. This search was also successfully completed.

The Wonsook Kim College of Fine Arts is requesting 7 TT positions for FY21 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:

1. School of Music, TT in Music History/Literature
2. Creative Technologies Program, TT in Game Design
3. School of Theatre and Dance, TT in Media Design and Production
4. Wonsook Kim School of Art, TT in Graphic Design
5. School of Music, TT in Applied Double Bass and String Education
6. School of Theatre and Dance, TT in Theatre Studies
7. Wonsook Kim School of Art, TT in Art Education

School of Music, TT in Music History/Literature
Since the simultaneous retirement of 2 tenured full professors several years ago, Music History/ Literature courses have been covered by NTT faculty using Instructional Capacity as the funding source. The TT Music History/Literature position will provide essential core instruction to all undergraduate and graduate music majors, plus instruction in the General Education Program. Music majors must complete core instruction in music history and literature. FY20 PRPA headcount for music majors is 411, not including summers-only online MME enrollment of 20.

Creative Technologies Program, TT in Game Design
The Creative Technologies Program anticipates a significant increase in majors starting in Fall 2021 due to the new Game Design sequence and minor. Sufficient sections of core and elective game-specific courses will need to be taught to serve the projected increased enrollment. The TT faculty request in Game Design is critical to develop innovative game design curriculum and sustain instruction for a growing program.

School of Theatre and Dance, TT in Media Design and Production
The TT Media Design and Production position will support recruitment, curriculum development, and student mentoring in the Design/Production and Film/Digital Media sequences. Media Design is a growing sub-discipline in theatre, as more and more productions include media projections or replace traditional sets in their staging. The School of Theatre and Dance does not have a current faculty member with a specialization in this area, yet students are continually requesting this skill set. As an exciting new design area and growing sub-discipline in theatre design, it also represents a strong recruitment opportunity, capturing prospective student interest in digital media. Theatre students seek curriculum that is skill-based and prepares them for their future careers. Media Design and Production are overlapping specializations, with much of the projection design for theatrical production requiring

skills in design and video editing. Because of the nature of this specialization, collaborations with Creative Technologies and the Wonsook Kim School of Art are anticipated.

Wonsook Kim School of Art, TT in Graphic Design
Major growth in Graphic Design enrollment continues as students have increased degree options (B.A./B.S./B.F.A.). Since fall 2015, the major enrollment has increased from 24 to 112 students. Also, the Wonsook Kim School of Art experienced a sudden faculty retirement in Graphic Design in summer 2019. Replacing this position is essential to address enrollment growth and deliver current curriculum within the sequence. This area of study needs to be less reliant on NTT faculty. In the design fields NTT faculty are extremely difficult to identify and attract, since most are engaged in professional practice outside of academia.

School of Music, TT in Applied Double Bass and String Education
The Applied Double Bass and String Education position will include applied instruction in double bass (classical and jazz), double bass pedagogy and literature, and other courses directly related to string education. Additional duties include teaching in and administration of ISU's award-winning String Project (140 students/semester). This position replaces a tenure track position previously held by a 2019 retiree and is currently covered by internal reassignment and an NTT funded by Instructional Capacity. This faculty position will impact all undergraduate music education majors, as they are required to take string methods.

School of Theatre and Dance, TT in Theatre Studies
School of Theatre and Dance Theatre Studies Professor, Ann Haugo, was hired as director of the School, starting July 2020. Moving from her faculty position to the director's role leaves the Theatre Studies area with only one TT faculty at the assistant professor level, currently in their third-year of teaching. This individual is responsible for guiding the graduate-level program and mentoring both graduate and undergraduate students in the Dramaturgy program. All Theatre students complete required Theatre Studies courses.

Wonsook Kim School of Art, TT in Art Education
Art Teacher Education has been operating with a shortage of faculty over the past six years. In 2014, the Art Education faculty included five tenure-track colleagues to deliver an education to 36 Art Teacher Education majors. Currently, there are only two tenure-track faculty due to retirements and a sudden resignation in spring 2020. Since Fall 2015, Art Teacher Education majors have increased from 36 to 77 majors, demonstrating a clear need for faculty to deliver the curriculum and provide the necessary service work that Art Teacher Education requires. The FY21 IC need will increase due to the resignation of an assistant professor in spring 2020 and NTT costs for student teacher supervision.

The request for three new staff positions are listed on the PERM spreadsheet and include:

1. Marketing and Website staff position for the College
2. FT Advisor in the School of Music
3. Full-Time CFA-IT Technology Support Specialist to serve CFA's increasing technology program(s) demands

The Marketing and Website position was identified as the top priority staff position by the College's deans and directors. The College enjoys an expansive public profile, offering over 300 public events a year, including the Illinois Shakespeare Festival, Red Note New Music Festival, University Galleries, Community School of the Arts, String Project, Concerts on the Quad, and more. The College needs to attract audiences to its visual and performing arts venues every week to generate revenue and provide opportunities for community engagement. This person would also supervise and manage the College's website pages to present an appropriate College brand identity and ensure relevancy and accuracy.

The FT Advisor in the School of Music was requested previously in the past three 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 Creative Technologies Program, along with anticipated needs of 6 new TT faculty requiring technology support (Video, Photography, Art Education, Music Education, Music-Trumpet, and Theatre Arts Administration.) Additionally, CFA-IT is experiencing a surge in student support needs and as the College has moved towards a "bring your own device" model, there has been an increase in the issues brought on by a BYOD environment. Additional support surrounding growing technology needs is necessary.

Increasing numbers of summer study abroad opportunities are being offered to students in the Wonsook Kim College of Fine Arts. This growth has been stimulated in part by the 3 + 1 Graphic Design partnership between the College's Wonsook Kim School of Art and Tianhua College in Shanghai and the continuing visits by Southwest Normal University (SWU-Chongqing, China) music and art students. In spring 2020, plans for Tianhua students to transfer to ISU to complete their 4th year and graduate with both Tianhua College and ISU degrees were postponed due to the COVID-19 situation.

Below is a snapshot indicating the growth of recent study abroad opportunities in the Wonsook Kim

College of Fine Arts:

Summer 2019
- o Prague, Czech Republic– Theatre
- o Uganda – Theatre
- o Australia - Art
- o London, UK – Music
- o Orvieto, Italy– Art, History

Summer 2020
- o Incheon, South Korea – Theatre (cancelled due to COVID-19)
- o Ghana – Music (cancelled due to low enrollment)
- o Orvieto, Italy – Art, History (canceled due to COVID-19)
- o Italy (Valle Gianni Field School) – Art, History, Anthropology (canceled due to COVID-19)

Anticipated Summer 2021
- o Incheon, South Korea – Theatre
- o Orvieto, Italy – Art, History
- o Italy (Valle Gianni Field School) – Art, History, Anthropology
- o London – Music
- o Cyprus – Dance
- o Australia – Art

To provide a rich educational environment, the Wonsook Kim College of Fine Arts 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, Central Illinois Regional Airport, and at Ewing Manor Cultural Center. All events are open to the public.

During the academic year, 326 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 the College and the other colleges.

Wonsook Kim College of Fine Arts Strategic Focus 2: Foster a Diverse and Inclusive Environment (*Educate, Connect, Elevate*, Strategic Direction I: Nurture Diversity and Inclusion)

The Wonsook Kim College of Fine Arts' 6 new TT faculty, starting in August 2020, will enhance diversity in the Wonsook Kim School of Art, School of Music, School of Theatre and Dance, and Creative Technologies Program. The new faculty hires possess expertise from a variety of educational experiences and represent a range of diverse cultural backgrounds.

In FY21, 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. University Galleries will partner with community organizations and schools to expand audiences. The director and 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 19th year. In addition to promoting the work of U.S. playwrights of color, Crossroads collaborates across campus units to invite notable international theatre artists to ISU to work with students and engage with the larger community through guest lectures, public talks, and other events. Crossroads will continue these initiatives in FY21.

The School of Theatre and Dance and Illinois Shakespeare Festival will support non-traditional casting and continue to have auditions and opportunities open to all of campus and beyond. SOTD's practices strive to identify and eliminate unfair biases, stereotypes, or barriers that may limit full participation of Wonsook Kim College of Fine Arts students and Equity actors in their productions.

Through the Wonsook Kim School of Art's Visiting Artist Program, the School of Music's numerous choral and instrumental programs, Community School for the Arts, Illinois Shakespeare Festival, String Project, Saturday Morning Creative Art and Drama classes, the School of Theatre and Dance's productions, student organizations, and guest artists/lecturers/speakers, the College has endless opportunities to enhance its diversity. This has been a priority in FY17, FY18, FY19, FY20, and will continue to be in FY21.

Wonsook Kim College of Fine Arts Strategic Focus 3: Enhance Student Success Through Enrollment, Retention, and Civic Engagement (Educate, Connect, Elevate, Strategic Direction I: Enhance Strength and Stability)

The academic directors, dean, associate and assistant deans, and advisors are working together to attain a goal of 1500 fine arts majors and graduate students by FY23.

The Wonsook Kim College of Fine Art undergraduate major and graduate enrollment for FY20 increased from 1,155 to 1,238 students. Since fall 2017, the College has increased by 113 students. In FY20, growth occurred in Art, Music, and Creative Technologies. It is anticipated that an additional 100 students will enroll as fine arts majors in FY21, seeking Graphic Design, Media Design and Production, and Creative Technologies programs. With the new Game Design curriculum in place, an additional 162-200 majors are anticipated over the next 3 years.

Due to most students self-identifying as fine artists when they enter ISU, as well as the individualized attention and academic support the College provides, retention is strong (FTIC's retained in any group fall to fall = 82.7% and new transfers retained in any group fall to fall = 86.7%). To improve these percentages, the assistant dean, directors, and advisors are evaluating DFW courses to see where improvements can be made. They recognize that student mental health issues across campus continues to be a challenge with retention. This is a work in progress that has included QPR and mental health first aid training for academic advisors. Mid-term grade collection has been a priority since advisors understand it can be an indicator of students who are struggling.

Community Engagement: Anticipating the collection of scholarly and creative activities in Digital Measures in FY21, the College looks forward to a more robust, efficient, and unified method for

collecting the community engagement and service learning work of our faculty. Faculty are engaging in this work, however capturing the data has been a challenge.

Wonsook Kim College of Fine Arts Strategic Focus 4: Expand and Promote Research and Creative Scholarship (*Educate, Connect, Elevate*, Strategic Direction II: Foster Innovation, Strategic Direction IV Enrich Engagement)

The dean, associate and assistant deans, directors, and University Advancement have been successful in securing scholarships and undergraduate/graduate research and travel funds for students. The Wonsook Kim Endowment gift funds will provide support for strategic initiatives for faculty and student scholarly and creative work. In FY21, The College will continue to make efforts to increase faculty and staff support funds through college and unit funding. 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 the College Research Committee (CRC). The CRC received 20 University Research Grant proposals requesting funding for creative activity, research projects, and/or faculty development that will occur in FY21, an increase from FY20.

Currently, there is not an individual printed piece for communicating the scholarship within the College. Faculty will be recognized at the fall kick-off, mid-year, and end-of- year College meetings for their recent promotions and outstanding research and creative activities. A selected list of accomplishments anticipated for FY21 is indicated below:

> o Aaron Gomez, MM '20, is a finalist for the Fulbright U.S. Student Program. In FY21, Gomez intends to research traditional Chinese music and compose a concerto for cello and pipa with orchestra. It will be performed at the Taiwan National University of the Arts.

> o Art historian Dr. Lea Cline and historian Dr. Kathryn Jasper will further develop their plan 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 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 2021, they will escort 20 students to Italy for study abroad courses in Italian language, culture, and history and organize a field study opportunity.

> o Dr. Justin Vickers, Associate Professor of Voice in the School of Music, was awarded a Fulbright U.S. Scholar Program award to conduct research at University of Surrey, Guildford, in the United Kingdom. He will conduct research at the BBC Written Archives, Archives of the Royal Opera House, and the Britten-Pears Foundation, and complete the manuscript for his extensive monograph The Aldeburgh Festival of Music and the Arts: A History of the Britten and Pears, Era, 1948-1986 (The Boydell Press). He will also host a conference, lead masterclasses, and perform in recital appearances during his residence.

Pre-tenure faculty are working on new and interesting research projects and creative activity that speaks to the College's Strategic Plan and the future of their collective disciplines. Select examples include:

> o Kee-Yoon Nahm, Assistant Professor in Theatre Studies, will conduct archival research on the work of Theresa Hak Kyung Cha. The research project will result in an academic article on Cha's exploration of Korean diasporic identity through media and performance as part of a larger book project and inform the performance text for a future devised theatre piece.

> o Saskia Beranek, Assistant Professor in Art History, will complete archival research in Amsterdam to substantially advance the final chapter of an on-going book project related to architecture and painting in the seventeenth-century Dutch Republic.

o Sercan Sengun, Assistant Professor in Creative Technologies-Game Design, will perform a preliminary analysis and prototype for a collaborative online game database. The project will be submitted to NEH's Digital Projects for the Public1 grant in the future.

o Kristin Carlson, Assistant Professor in Creative Technologies, will develop an interactive, inverse version of the seminal 1999 project *Ghostcatching* between OpenEndedGroup and Bill T. Jones, recreating the project in virtual reality using live motion capture data. Project outcomes will include publishing the research process and a VR experience that will be exhibited at conferences.

Wonsook Kim College of Fine Arts Strategic Focus 5: Improve Teaching and Learning Spaces and Infrastructure (*Educate, Connect, Elevate*, Strategic Direction I: Enhance Strength and Stability)

Fine Arts facilities continue to fail. Roof and water leaks in the Center for the Performing Arts, Cook Hall, and Centennial East and West continue to be a regular occurrence. The downtown Bloomington M.F.A. art studios are in poor condition and lack appropriate cooling systems during the summer months. Demands for additional offices related to new TT hires and additional spaces and classrooms needed for the new programs in Game Design, Graphic Design, and Creative Technologies are putting additional stresses on current space allocations.

In FY21, ISU Facilities Planning and Construction (FPC) will work with Wonsook Kim College of Fine Arts leadership to plan for the $61.9M Fine Arts Rehabilitation Project. Preliminary meetings with FPC, the State of Illinois Capital Development Board, and Ratio Architects have occurred this spring to begin the process of resuming the project. College leadership has met with FPC to discuss project implementation

and temporary space needs to accommodate the 5-6 year phased construction period. It is anticipated that continued work on the program analysis and moving into the schematic design and design development phases will be the focus during FY21.

FY21 Provost Enhancement requests to improve teaching and learning include:

o The School of Theatre and Dance requests additional funds to replace the Scene Shop floor in Centennial East. This project was initially funded as part of FY20 Provost Enhancement requests, to repair the top layer of flooring. After further consultation with an external architectural company, the scope of repair work has significantly increased with the need to address further structural and safety concerns. The new request is represented on the PERS 937 form to include the new quote, and a request to SBC the remaining funds originally allocated for this project in FY20. This instructional space serves students in multiple courses within the School of Theatre and Dance curriculum including Stagecraft, Scene Painting, and Theatre Practicum, in addition to serving as the building space for all theatrical productions. Note-The Centennial East Scene Shop will not be included in the Fine Arts Rehabilitation, as stated in the 2015 Program Analysis Addendum.

o The School of Music requests the rehabilitation of several adjacent teaching studios on the second floor of Cook Hall. The instructional spaces include Cook Hall 203, 204, 205, 206, and 207 and are similar in size and scope for repair and renovation. This project would significantly renovate the teaching studios located on the north side of the second floor of Cook Hall and include the replacement of flooring and ceiling, necessary patch and paint, replacement of existing acoustical panels, replacement of doors, updated lighting, and new window treatments. The estimate from ISU Facilities Planning and Construction states that a 10% savings will be achieved if all five teaching studios are renovated at the same time. Cook Hall continues to be a building with multiple maintenance and repair issues. This request will address a portion of the larger work needed within the learning spaces in this facility. Note-Cook Hall will not be included in the Fine Arts Rehabilitation, as stated in the 2015 Program Analysis Addendum.

o The Wonsook Kim College of Fine Arts requests the renovation of CVA 140. This classroom is currently a "traditional" computer lab teaching space, which poses multiple limitations to serving the increased need and expanded coursework in our technology heavy areas. Through the redesign of this classroom, the space will be able to serve seminar style instruction, the continued need for a traditional lab, as well as potential lecture classes. This will be a shared flexible learning space within our college that specifically speaks to our growing enrollments in Graphic Design and Creative Technologies. Note-CVA 140 is not included in the Center for the Visual Arts rehabilitation, as stated in the 2015 Program Analysis Addendum.

Wonsook Kim College of Fine Arts Strategic Focus 6: Strengthen Alumni and Friend Engagement and Development (*Educate, Connect, Elevate*, Strategic Direction I: Enhance Strength and Stability)

The dean, directors, and director of development will work with University Advancement and Office of Alumni Engagement to continue raising funds from donors, alumni, and corporations. In FY20, the College's efforts totaled $25M for the entire Redbirds Rising Campaign (as of February 2020). This is $12.5M over the goal. In FY21, funds from the Wonsook Kim naming gift will impact the College.

In June 2021, the College plans to host the annual 8-day New York City Community Theatre Trip with 100 alumni, 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 24 performance. College of Fine Arts Alumni Events are open to all ISU alumni, regardless of major.

Throughout the year, the Wonsook Kim College of Fine Arts works closely with the Office of Alumni Engagement to create arts immersion opportunities for alumni and donors. Friends of the Arts hosts friend-raising events, including the Messiah Sing-along and Trivia Night. 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 College purchases a table at many ISU and community fundraisers and events, with the dean inviting donors as guests.

FISCAL 2021 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 prior fiscal years are designated as completed, while others listed as a focal point for FY21 are listed as such. Goals to be addressed beyond FY21 and those that are on-going each year, though strategic, are also designated.

Strategic Goal 1: Teach Our Students with Excellence

Objective 1: Programs

➢ (Ongoing) Goal 1: Plan, manage and explore growth of new and current programs (responsible: DC, 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'21 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'21 Goal 1: Integrate leadership development, service concepts, and work environment expectations into curriculum where appropriate (responsible: PCC, RN BSN, GPCC)

FY'21 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; provide students with the knowledge, experience and exposure necessary to successfully navigate the business environment of healthcare (responsible: Dean)

FY'20 Goal 4: Evaluate the curriculum to assess gender-specific challenges for students and/or patients; develop plan to meet gaps (responsible: PCC, RN BSN, GPCC)

Objective 4: Technology

FUTURE GOAL Goal 1: Explore new technologies--virtual reality, robotics, telehealth, etc. (responsible: TSC, SC)

➤ (Ongoing) Goal 2: Further develop online learning offerings, distance education and methods to promote and support these offerings (responsible: PCC, RN BSN, GPCC)

FY'21 Goal 3: Further expand simulation learning; explore online simulation

➤ (Complete FY19) Goal 4: Develop digital testing- online testing platform

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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)

FY'21 Goal 2: Consider faculty member for NIH Reviewer Training (responsible: ADR)

FY'21 Goal 3: Increase quantity and quality of externally funded research, projects, and publications; engage faculty on focus areas that are fundable (responsible: ADR)

FY'20 Goal 4: Using marketing strategies, develop alternative communication channels on research outcomes for internal and external audiences (responsible: DMR)

Objective 2: Focus

➤ (Ongoing) Goal 1: 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

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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)
- ➤ (Ongoing) 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'21** Goal 1: Ensure nurse's role and responsibility in serving others is taught in curriculum (responsible: ADA) (Complete FY19) Goal 2: Develop a mechanism to track faculty, staff, and student service work
- ➤ (Ongoing) Goal 3: Track all service projects and work being done today and maintain data (responsible: ADA)
- ➤ (Ongoing) Goal 4: Highlight health-related service work by college in branding stories about the college (responsible: DMR)

Objective 4: Strengthen Alumni Engagement

FY'21 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

FY'21 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 inpatient medical model

FY'21 Goal 2: Develop simulation situations in environments beyond acute care for both undergraduate and graduate students

Objective 2: Expand Clinical Partnerships

FY'21 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 compliment coursework, expand research and publication opportunities, and model clinical best practice
(responsible: SC)

FY'21 Goal 2: Expand faculty simulation expertise to promote quality student simulation-based learning opportunities (responsible: SC)

➢ (Future Goal) 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)

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

➢ (Ongoing) Goal 3: Develop stronger faculty/staff connections and utilization

➢ (responsible TBD)

➢ (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 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)**
  o Use research excellence as a tool for attracting students and faculty; especially focusing on programs where growth is needed andbeneficial to the college
  o (Completed FY19) Design, document, and implement a marketing and recruitment plan that is SMART (Specific, Measurable, Achievable, Relevant, and Time-bound)

  Goal 2: Recruit high caliber diverse students, faculty, and staff (responsible: DC)

  Goal 3: Increase brand awareness, perception, and affinity within Illinois (responsible: DMR)

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

Objective 3: Foundation Building

  Goal 1: New Facility (responsible: Dean)
  o Create a vision for the building and begin planning
  o Communicate and inspire the community, alumni, and donors with the possibilities
  o Begin seeking commitments of financial support

  Goal 2: Funding and Financial Security (responsible: Dean)
  o (Ongoing) Grow scholarships for students, faculty, and staff
  o (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 or externally to support outreach, partnership and reputation (responsible: ADA)

(Ongoing) Goal 2: Provide annual education event for nurses, community agencies, and other partners (responsible TBD)

Objective 5: Faculty and Staff Development and Funding

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

FY'21   Goal 2: Develop succession plans (responsible: DC)

FY'21   Goal 3: Redefine and implement a faculty mentoring program (responsible: ADA)

Objective 6: 100th 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'21   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'21   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'21   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

Abbreviation	Committee / Role
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 2021 OBJECTIVES
MILNER LIBRARY

A. Integrate new 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. The first part of FY21 will be spent assessing what we still want and are able to adapt to our needs. Training for users will have to ramp up quickly, as we won't completely know what we are dealing with until June.
- Assess what we have learned from taking reference services online during the COVID-19 crisis and plan for how best to leverage such processes in normal times
- Continue to improve metadata work and address backlog
- Complete communications toolkit

B. Continue to advance digital humanities and open resources (Educate and Connect)
- Host DH speakers and events cancelled in the spring, with emphasis on exploration of new tools and approaches for our faculty
- 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.
- Pilot a program to support the creation of open textbooks and their adoption in our classes
- Support training for library faculty and staff in DH
- Continue to expand and communicate the resources of Special Collections to ISU classes
- Enhance digital collections and promote their use

C. Promote instruction both inside and outside the library (Educate, Connect)
- Collaborate and partner with campus units on instruction related to effectively evaluating information, especially prior to the November elections
- Identify opportunities to partner with community Arts organizations, museums, and public libraries on programming.
- Actively participate in revision of Gen Ed, offering expertise in information fluency and guidance from ACRL Framework
- Continue to update libguides and reference information with instructive videos and interactive materials
- Continue refining messaging about services and materials
- Work with program review schedule, to work with departments and schools to integrate information fluency outcomes into their curriculum

D. Begin construction of Student Success Center (Educate)
- Architects chosen; work delayed as of March 2020
- New Student Success Librarian to work with constituents to refine mission of the center and firm up staffing, producing MOUs where necessary
- Continue to work with advancements to find private dollars to support the Student Success Center into the future.

E. Continue planning for integration of CTLT in Milner (Elevate)
- Prepare for CAP move to floor one
- Utilize review of floor five materials to de-accession and relocate materials, if Faculty Success Center extends beyond footprint of present CAP location, and to accommodate floor five re-carpeting
- Create MOUs and work with new Provost on vision for CTLT and Milner's collaboration

F. Refine Collection Development Processes (Connect)
- 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 comprehensive collection development plan into next round of program reviews. We planned to begin the first half of summer 2020, but now may need to move to second half.

FISCAL 2021 OBJECTIVES
GRADUATE SCHOOL

The Graduate School's strategic plan, as well as all four goals within *Educate Connect Elevate Illinois State* will drive the FY 21 Planning document:

Below are the 10 strategies and associated tactics that will guide the 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. 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. 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. Re-implement the first year graduate student survey to assess processes and why they chose ISU. (ongoing)
4. Review and improve the thesis/dissertation process including deadlines and formatting.
    a. Create an internal research tools certificate for graduate students. (FY 21)
5. Provide recruitment assistance to programs.
    a. Enhance recruitment efforts for underrepresented students. (FY 21)
6. Integrate across campus the concept that graduate programs add value to the university in terms of prestige and scholarship.
    a. Enhance promotion of graduate students and their work at ISU including recognizing awards, publications, and presentations (eg #ShareMyThesis). (FY 21)
    b. Implement a post-doctoral fellowship program that provides recruitment support for department, funding opportunities, professional development growth, and a standardized hiring process.
7. Build on the value faculty members have for graduate education to expand program offerings
    a. Create a plan to integrate badges, micro degrees (interdisciplinary studies), and stackable certificates. (FY 21)
8. Reposition graduate programs so they get more institutional recognition than they currently receive.
    a. Create a university wide 3 Minute Project/Issue Competition to encompass non- thesis projects. (FY 21)
9. Advocate that graduate assistants are valuable resources.
    a. Develop new external practicum graduate assistantships to fund additional positions. (FY 21)
    b. Establish teaching resources for graduate teaching assistants through CTLT. (FY 21)
10. Recognize that graduate students are different than undergraduate students and that different services are required to support them.
    a. Develop webinars of the professional development series so that part-time students may benefit from the workshops without being on campus. (ongoing)

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 and community 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 inter- disciplinary 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 programing 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.

Tactic

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 2019-2024

Vision

Our vision is to lead the nation in advancing the teaching profession by cultivating educational leaders.

Mission

Our mission is to purposefully allocate intellectual and financial resources to develop talented graduates and professionals, establish meaningful partnerships, foster innovative faculty and staff, advance academic excellence, and embrace the principles of Realizing the Democratic Ideal.

Strategic Plan

Goal 1

Support, recruit, and retain educators (faculty and students) who work to eliminate systemic inequities and promote inclusion in education

OBJECTIVES

1. Develop an intentional plan with strategies and incentives for increasing the recruitment and retention of underrepresented and historically marginalized students, faculty, and staff

2. Establish opportunities for COE students, faculty, and staff to learn about and engage in efforts that promote equity and inclusion in education and communities that are historically marginalized

Goal 2

Develop and support innovative, exceptional, and globally-minded educators and administrators

OBJECTIVES

1. Prepare students, faculty, and staff to utilize pedagogically-driven and culturally responsive practices for teaching with technology

2. Encourage teaching and research efforts that lead to effective practices in education that help schools and colleges adapt to a changing world

3. Increase opportunities to connect students, faculty, and staff with educators and educational institutions around the world

Goal 3

Build partnerships that reflect a shared commitment to excellence in educator preparation

OBJECTIVES

1. Encourage interdisciplinary teaching and research across departments and schools

2. Incentivize research and teaching collaborations between COE faculty and faculty associates

3. Develop structures to involve all stakeholders (schools, colleges, private industry, professional associations, and others) in the COE including but not limited to periodic reviews of COE curriculum development and assessment

4. Involve school and college leaders/educators in the education and mentoring of COE students

5. Initiate relationships with organizations that support underrepresented and historically marginalized communities

Goal 4

Provide a supportive and engaging graduate student experience

OBJECTIVES

1. Renovate designated classrooms and other learning spaces for the use of graduate students

2. Provide a wider range of financial support for graduate students

3. Facilitate faculty development emphasizing best practices in adult education, distance learning, and blended/online learning

4. Facilitate mentorship opportunities that will engage students in ongoing research and teaching with faculty

Goal 5

Affirm the reputation of the College of Education as the leader in educator preparation

OBJECTIVES

1. Publicize the contributions and accomplishments of students, faculty, staff, and alumni

2. Partner with all stakeholders (schools, colleges, private industry, professional associations, and others) to increase COE presence in statewide policy making concerning education at all levels

3. Establish the COE as the state's primary center for inquiry in educational equity

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

Vison Statement, Mission Statement, and Values Statement

<u>Vision Statement</u>

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.

<u>Mission Statement</u>

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 PLAN 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; 100th 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. Reinstitute 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)

SECTION IV

PROGRAM REVIEWS

SUMMARIES OF 2019-2020 PROGRAM REVIEWS

During academic year 2019-2020, program review self-study reports were submitted by 15 academic programs. Two research or service centers were scheduled for review during the 2019-2020 program review cycle. A summary report for each academic program reviewed this academic year follows.

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). In spring 2020 the new Assistant Vice President for Academic Planning was added to the committee.

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 2018-2019 and submitted to the committee in fall 2019. The Academic Planning Committee extensively discussed the self-study reports beginning in October 2019 and continuing through May 2020. In May-June 2020, 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 2019-2020 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 in 2020. 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. IBHE has historically used CIP codes to compare performance of similar programs offered by public universities in the state. 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 M.C.E AND M.S.C.E. IN CHEMISTRY

Classification of Instruction Programs (CIP) Code: 13.1323
Chemistry Teacher Education

OVERVIEW

The **M.C.E and M.S.C.E. in Chemistry** program at Illinois State University is housed in the Department of Chemistry within the College of Arts and Sciences. The department also offers the following degrees: B.S. in Chemistry, B.S. in Biochemistry, M.S. in Chemistry. This is the first full program review for the M.S.C.E. and M.C.E. program.

The Master of Chemistry Education (M.C.E.) is a professional degree designed to improve the content and pedagogical knowledge of teachers of chemistry who do not possess a bachelor's degree in Chemistry. The Master of Chemistry Education program can be completed entirely online or as a blended program (partially online and partially on-campus).

The Master of Science in Chemistry Education (M.S.C.E.) is a professional degree designed to improve the content and pedagogical knowledge of teachers of chemistry who already possess a bachelor's degree in Chemistry. The Master of Science in Chemistry Education program can be completed entirely online or as a blended program (partially online and partially on-campus).

Both degrees, established in 2010, were designed to take current secondary chemistry teachers and to "improve both their content knowledge and pedagogical skills so that they can improve the chemistry knowledge of their students." The online nature of the programs attracts a diverse pool of teacher-students from across the US, teaching in rural, suburban, and urban areas and with varying access to resources.

Enrollment by Plan of Study, Fall Census Day, 2012-2019
M.C.E and M.S.C.E. in Chemistry, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
M.C.E.	0	1	0	2	2	13	14	19
M.S.C.E.	1	1	2	8	6	14	16	19

Degrees Conferred by Plan of Study, Graduating Fiscal Year 2012-2019
M.C.E and M.S.C.E. in Chemistry, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
M.C.E.	14	1	1	0	3	0	3	3
M.S.C.E.	9	0	0	0	0	1	6	5

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.

Program goals

The Master's in Science in Chemistry Education (M.S.C.E.) and the Master's in Chemistry Education (M.C.E.) are professional degrees designed to improve the content and pedagogical knowledge of chemistry teachers.

Students learning outcomes

Graduates of the program will have both the theoretical and practical knowledge and skills necessary to:
- learn and interpret current chemistry knowledge appropriate for the secondary school classroom.
- be conversant in the historical, philosophical, organizational, and current research issues in chemistry and science education.
- develop and improve their teaching practice for the continual education, growth, and understanding of all chemistry students.
- take leadership roles facilitating the success of other science/chemistry teachers.
- develop a series of action research projects aimed at identifying strengths and weaknesses in classroom instruction and process of continual improvement.
- assess, evaluate, and improve chemistry education in secondary schools.

Program curriculum (2018-2019)

The Master of Science in Chemistry Education (M.S.C.E.) is a professional degree designed to improve the content and pedagogical knowledge of teachers of chemistry who already possess a bachelor's degree in Chemistry. The 33-credit hour degree requires coursework in three areas: Chemistry Content (12 credit hours), Chemistry Education, and Foundational Science Education (15 credit hours). It also requires a continuing and capstone classroom project (6 credit hours). By the time of final degree awarding, a candidate must have completed three years of full-time teaching.

The Master of Chemistry Education (M.C.E.) is a professional degree designed to improve the content and pedagogical knowledge of teachers of chemistry who do not possess a bachelor's degree in Chemistry. The degree requires 33 credit hours of coursework in three areas: Chemistry Content (12 credit hours), Chemistry Education, and Foundational Science Education (15 credit hours). It also requires a continuing and capstone project (6 credit hours). By the time of final degree awarding, a candidate must have completed three years of full-time teaching.

Program delivery

The program is delivered primarily through fully online instruction.

Department faculty (Fall 2019)

21 tenure track faculty members (11 Professors, 4 Associate Professors, and 6 Assistant Professors)
6 non-tenure track faculty members (5 full-time, 1 part-time, totaling 5.30 FTE)
Undergraduate student to faculty ratio: 7 to 1
Undergraduate student to tenure-line faculty ratio: 8 to 1

Core faculty for the M.C.E and M.S.C.E includes six tenure track faculty members who teach courses within the program.

Specialized accreditation

There is no specialized accreditation, recognition, or other external approval available for the M.C.E. and M.S.C.E. degrees. However, the B.S. is accredited by the American Chemical Society.

Changes in the academic discipline, field, societal need, and program demand

This is the first program review for these degrees. There have been changes in the external factors even during the lifetime of the programs. One significant change in the professional landscape for teachers, who are the students in the M.S.C.E. and M.C.E. program, is the requirement and stricter enforcement of the requirements to teach Advanced Placement (AP) and Dual Credit courses. In many states and at many secondary institutions, to teach these courses teachers must have a Master's in the discipline or a Master's and 18 hours of graduate course work in the discipline. The M.S.C.E. and M.C.E. program often meets the needs for teachers who want to teach these courses in their schools. In addition, there continues to be more research which underscores the importance of content specific teaching knowledge (pedagogical content knowledge or specialized content knowledge) for effective instruction and improved student learning. The M.S.C.E. and M.C.E. provide teachers with this improved knowledge.

Responses to previous program review recommendations

This is the first program review for the M.S.C.E. and M.C.E. programs. The third-year program review indicated the need to increase program enrollment. While the programs fell below the IBHE-established metrics for enrollment. and graduation from 2014-2016, the enrollment has increased substantially since 2016 and is no longer below the metrics in any year. The main action taken to address enrollment issues was assignment of dedicated effort by the Director of Chemistry Education in the Department of Chemistry, which included hiring a tenure-track faculty member, Dr. Sarah Boesdorfer, to take on that role, then taking direction of the M.S.C.E. and M.C.E. programs to increase the communication with current students. Increased levels of communication and support by a faculty member with current visiting and interested students along with the students currently enrolled in the program has allowed students to successfully enroll and complete the program.

Major findings

Overall, the M.S.C.E. and M.C.E. programs have been able to help in meeting the needs of a population of in-service teachers seeking to get professional development in chemistry education. Program faculty offer courses that help students improve their teaching and advance their careers. The online nature of the courses makes it possible to for the students to incorporate classes into their busy schedules and take the courses from wherever they are in the world. The Full Cost Recovery (FCR) nature of these courses makes them incredibly valuable sources of revenue for the Department and Provost, which helps to support other on-campus programs.

Despite the success and benefits of these programs to the department, the programs continue to struggle in gaining a foothold within the traditional hallows of the academic building. Online education in a laboratory-based discipline remains a challenge. For many of the department faculty, teaching online courses falls outside of their comfort zone. This has led to fewer course offerings than they would like and reliance on external faculty, not familiar with the culture of Illinois State University and sometimes not as invested in the institutional reputation. The online chemistry sub-discipline content course offerings must expand, though, if the program is to thrive.

The program also relies on a single instructor for action research capstone project supervision, with some dependence on The School of Teaching and Learning. For the programs to continue to grow, this will have to change. The program will need more faculty for that portion of the program, either internally or as extra supervisors. As with all graduate courses, the content of the courses also needs to be revisited to incorporate the current literature – such a change is more of a challenge in an online course where the courses often must be completely designed and deployed early in the semester to allow the asynchronous learning students have enjoyed so far. Alignment of the courses with Next Generation Science Standards (NGSS) will also be valuable for many enrolled in-service teachers.

Financially, these programs are different from the department's traditional M.S. program (and most science graduate programs) in that students pay to be in these programs (instead of being paid to be in the programs in exchange for teaching/research). These programs are self-sufficient, then, financially, but there is a burden on the students in the program to pay tuition and fees. Certainly, some receive assistance from their employer, but an option to be able to better support tuition waiver requests or provide scholarships for these teachers is an opportunity for improvement.

Initiatives and plans

With the growing number of students, the program needs to continue to increase course offerings, specifically in the chemistry sub-disciplinary content category. More offerings will help provide more choice and flexibility to students in the program and reduce course sizes. Professional development for faculty in online instruction would allow more to feel comfortable participating. Creation of a scholarship for the students in this program would also be a possibility in the current Redbirds Rising campaign or a future campaign, which would align well with the history of the institution. Each of these represents concrete action items that could be envisioned for the next program review cycle.

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.C.E., M.S.C.E. in Chemical Education to be in <u>Good Standing</u>.

The Academic Planning Committee thanks the program for a comprehensive and critical self-study report that included stakeholder input over a period of three semesters. The M.C.E., M.S.C.E. in Chemical Education program was designed to provide opportunities for full-time chemistry teachers to improve both their content knowledge and pedagogical skills so that they can improve the chemistry knowledge of their students. The two degrees differ in the level of preparation of the incoming students/chemistry teachers and in their requirements across the coursework areas of chemistry content, chemistry education, and science education. The M.C.E. degree was designed for chemistry teachers who do not possess a bachelor's degree in chemistry, whereas the M.S.C.E. degree was designed for chemistry teachers who possess a bachelor's degree in chemistry. The curriculum is delivered by faculty members who collaborate to provide foundational courses, specialized courses, and field experiences, as well as supervise action research projects that serve as students' culminating experiences. The committee commends the program faculty for offering one of the only programs in the country to provide graduate-level, online education specifically focused on chemistry education and serves as an aspirational program for other institutions.

The committee congratulates the faculty and staff on the growth of their program enrollment during the period of review. We note that the program is currently working at capacity and further growth may be dependent on increased departmental faculty involvement. The committee supports faculty efforts to explore further expansion of program enrollment during the next program review cycle. We commend the development and use of the recruitment strategies identified in the self-study report that the program has begun using. The committee encourages the program to continue refining and implementing their plan for student recruitment, including in the plan strategies for increasing enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline.

The committee commends the program faculty on the development and implementation of their plan for the assessment of student learning outcomes. The degree to which those processes are embedded in the program is particularly noteworthy. The student learning outcomes assessment plan provides for collecting and evaluating student assignments with rubrics, gathering student and alumni feedback through surveys, and using all of this information for curricular and program review. The self-study report provides ample evidence that evaluation and assessment findings continue to be used by faculty to determine and implement program modifications.

The committee commends faculty members of the Department of Chemistry for their contributions to the M.C.E., M.S.C.E. in Chemical Education program. All tenure track faculty members in the Department of Chemistry either are graduate faculty members or, at the time of the self-study report, had applied for graduate faculty membership. Accordingly, all tenure track faculty members teach graduate courses, supervise and advise graduate students, and serve on thesis committees. Faculty members are active researchers who publish in international, peer-reviewed journals, often with students as co-authors.

<u>Recommendations.</u>
The Academic Planning Committee thanks faculty and staff of the M.C.E., M.S.C.E. in Chemical Education program for the opportunity to provide input regarding advanced chemistry educator preparation at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to

be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Chemical Education faculty and staff. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to monitor enrollment trends and refine the plan for recruitment and enrollment growth. The self-study report states that enrolling female students and students who self-identify as persons of color continues to be a challenge for postsecondary chemistry programs across the nation, including the program at Illinois State. In light of the Illinois State Board of Education's (ISBE) concerns related to statewide teacher shortages, the committee encourages faculty to continue to actively evaluate the program's recruitment plans to ensure that Illinois State University is meeting the needs of both the program and the State. The committee encourages the program to continue to develop and implement a plan for student recruitment, including in the plan strategies for recruiting for diversity across multiple dimensions (including, but not limited to, gender and race/ethnicity) and to maintain a climate of inclusion for all students.

Increase coordination with Milner Library. The self-study report notes the challenges faced by program and library faculty to maintain access to journals and databases most needed for teaching and research in the department. We recommend working with the department's subject liaison librarian to examine and evaluate Milner Library's journals and monograph collection related to chemistry education to aid in both the selection and deselection processes of these sources. We also recommend working with your subject librarian to develop tiered information fluency learning outcomes for the program, align those outcomes to the curriculum, and integrate those outcomes into the student learning outcomes assessment plan for the program. The committee further encourages program and library faculty to continue investigating alternative library resource funding strategies and resource delivery options, including, but not limited to, enhancing resource sharing across universities in the state, expanding per-use subscription services such as *Get It Now*, incorporating funding for library resources in research grant proposals, and seeking contributions to library funds by external entities (e.g., corporate partners).

Continue to refine a plan for alumni tracking and engagement. The committee encourages the program faculty to continue to refine their plan for tracking program alumni and use the system to enhance alumni networking. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni in providing input regarding the program. To help further develop alumni relations, the committee recommends that the department investigate establishing an alumni advisory board. Such a board could provide input regarding curriculum design and student learning outcomes assessment, help students establish networks in the discipline and compete for jobs, guide the program and department with solicitation of external funding to support equipment and library resource purchases, and assist the department with student recruitment, retention, and success efforts.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds.

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 information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

REVIEW OF THE B.A., B.S., B.S.ED. IN BUSINESS EDUCATION

Classification of Instruction Programs (CIP) Code: 13.1303
Business and Innovation/Entrepreneurship Teacher Education

OVERVIEW

The **B.A., B.S., B.S.Ed. in Business Education** program at Illinois State University is housed in the Department of Marketing within the College of Business. The Department of Marketing houses three degree programs and a graduate certificate program. The Department offers a B.S. in Marketing, B.A. or B.S, B.S.Ed. in Business Education, and M.S in Business Education. In addition, the Marketing program offers a minor in Business Analytics and a Business Analytics Graduate certificate. The last review of the B.A., B.S., B.S.Ed. in Business Education program occurred in 2012-2013.

The Business Education undergraduate program combines a business degree along with preparation of teachers to design and deliver courses in business, marketing and computers. The program focuses on developing business, marketing, and computer educators/trainers through the pursuit of Illinois State University's conceptual framework for teacher education: Realizing the Democratic Ideal. This program prepares graduates for teaching positions and business positions across a broad base of business disciplines. As of 2018, the Business Education program at Illinois State is the only remaining dedicated Business Education Teacher Preparation Program in an Illinois public institution. The Business Education major offers two sequences:

• The Business Teacher Education sequence which prepares students to teach in the K-12 school setting or to enter the corporate environment.
• The Training and Development sequence which prepares students to work within a corporate environment.

Enrollment and Degrees Conferred, 2012-2019
B.A., B.S., B.S.Ed. in Marketing, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Enrollments, fall census day	51	34	26	28	18	28	23	29
Degrees conferred, graduating fiscal year	13	22	5	8	7	3	6	3

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

<u>**Program goals**</u>

• Prepare students for success in a diverse and global environment by providing excellent instruction and a transformative learning experience for every student.
• Create a workplace that encourages and rewards excellence among faculty and staff.
• Create an engaging and committed culture of diversity and inclusion across multiple dimensions
• Promote and communicate the brand including College of Business successes and a vision of excellence and national recognition
• Create and strengthen partnerships with alumni and business organizations**.**

Students learning outcomes

- Professionalism—the business education professional has an obligation to grow continuously as a professional. The business education professional is a consummate.
- Curriculum Development—the business education professional creates, analyzes, revises, and implements curricula to prepare students for success in business and life. The business education professional develops curriculum that incorporates the following knowledge and skills.
- Instruction—the business education professional facilitates the learning of dynamic subject matter in a diverse learning environment. The business education professional embraces multiple approaches to learning and utilizes the following knowledge and skills.
- Assessment—the business education professional assesses student/participant progress to enhance the learning environment to optimize student/participant success.
- Classroom Environment—the business education professional practices positive and effective techniques for managing the classroom/training environment.
- Student Organizations—the business teacher integrates student organizations into the curriculum.
- Communication—the business education professional communicates effectively with all stakeholders.
- Stakeholders—the business teacher builds professional relationships.
- Career Development—the business teacher helps students achieve success in business and life by incorporating the following knowledge and skills in their classrooms.
- Subject Competencies—the business education professional must possess a solid foundation in business content, general education, and professional education. Demonstrates mastery in business content areas including.

Program curriculum (2018-2019)

Students are enrolled in one of two sequences: business teacher education sequence or training and development sequence.

Graduation requirements (business teacher education):
125 credit hours including 89 credit hours in the major, 36 hours in General Education. The 89 credit hours in the major include 27 credit hours of business courses, 28 credit hours of business education courses, 26 credit hours of professional education courses which includes 12 credit hours of student teaching, and 8 credit hours outside of the major. Requirements of the business teacher education sequence include requirements that are part of the entitlement program leading to the Illinois Specialist K-12 Professional Educator License.

Graduation requirements (training and development):
125 credit hours including 89 credit hours in the major, 36 hours in General Education. The 89 credit hours in the major include 27 credit hours of business courses, 28 credit hours of business education course, 14-26 credit hours of professional education courses which includes 12 credit hours of student teaching, and 8 credit hours outside of the major.

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 Marketing sponsors short-term cultural immersion experiences through partner institutions in United Kingdom, France, Hungary, Mexico, Netherlands, Ireland, Germany, Spain, China, Panama, and Thailand. To date, the Business Education Program has not had any students participate in any of the study abroad opportunities.

Department faculty (Fall 2019)

18 tenure track faculty members (7 Professors, 5 Associate Professors, and 6 Assistant Professors)
11 non-tenure track faculty members (3 full-time, 8 part-time, totaling 6.50 FTE)
Undergraduate student to faculty ratio: 33.9 to 1
Undergraduate student to tenure-line faculty ratio: 44.6 to 1

Core faculty for the B.A., B.S., B.S.Ed. in Business Education program includes two tenure track faculty members and two non-tenure track faculty members.

Specialized accreditation

During the period of review, the undergraduate Business Education program was accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE has merged with Teacher Education Accreditation Council (TEAC) to form the Council for Accreditation of Education Preparation (CAEP). The self-study report to CAEP was submitted in July 2018 and was granted accreditation November 2019.

Changes in the academic discipline, field, societal need, and program demand

In February 2016, the Illinois State Board of Education adopted revised social science standards that include financial literacy throughout K-12 programs. Business teachers are the primary source of educators for financial literacy in the state, adding to the need for business teachers.

In addition, in a letter dated February 14, 2017 from the US Department of Education to the Illinois State Board of Education, the statewide academic disciplines or subject matter teacher shortages were identified. All programs taught by business teachers in the state were listed as teacher shortage areas.

The Office of the Vice President for Academic Affairs and Provost prepared a report dated September 2017 to be submitted to IBHE because both average enrollment and degrees conferred for the program were below the thresholds established by IBHE.

Responses to previous program review recommendations

The 2012-2013 program review resulted in seven recommendations.
1. *Work with Enrollment Management and Academic Services to develop a recruitment plan to address declining enrollment*. Although a dedicated recruitment plan was not developed with Enrollment Management and Academic Services, marketing tools were developed to promote the program. The promotional materials were shared with University College and the College of Business academic advisors. The program will need to continue with the current recruitment efforts and pursue a recruitment plan with Enrollment Management and Academic Services.
2. *Continue efforts with University Assessment Services to update and revise the formal assessment plan for the program and utilize the plan for program improvement.* The assessment plan was updated in 2017 and has been used for program self-study each year as part of the required Annual Assessment Review process conducted through the Council for Teacher Education.
3. *Work with University Assessment Services and college advisement staff to develop a strategy to identify and address challenges and obstacles to student academic progress.* This task was not addressed and has been to the plan for the next cycle.
4. *Work closely with the Milner Library subject specialist to infuse information literacy skills throughout the curriculum*. Information literacy skills are infused within all business education courses. CAEP Site Visit verbally commended the Business Education program for the use of technology within the degree.
5. *Identify benchmark programs to which the program can aspire*. Business Education is a shrinking field. The program has identified Bloomsburg University of Pennsylvania as an aspirational program. Bloomsburg is a program housed within the College of Business and is a growing program. The program at Bloomsburg has an active, award-winning Pi Omega Pi Chapter, 100% placement rate for all graduates, and offers courses in multiple formats, including traditional, blended, and online delivery. The faculty at Bloomsburg are recognized within the discipline as outstanding leaders.
6. *Continue efforts to consult with the newly established advisory board for program improvement.* The Business Education advisory board meets annually. It has been a struggle to find the most convenient time for the board members to attend a meeting. Meetings were held in October, December, and June. The June 2019 meeting was one of the most attended meetings and the advisory board has requested to continue holding June meetings.

7. *Explore expansion of online course offerings that would attract students who would not otherwise participate in on-campus classes.* With the exception of two courses, all Business Education courses are offered as either online or blended formats. The remaining two courses are taught in a traditional face-to-face format.

Major findings

This self-study revealed five key items.
1. Input from stakeholders is invaluable to the improvement of the program. The program needs to work more closely with cooperating teachers and advisory board to assess the program and develop curricular changes that will be most effective.
2. The content exam scores and edTPA scores are stable. Business education students are performing well and passing the assessments at 100%; however, improvements are needed in developing the teacher candidates' skills to self-evaluate and alter instruction based upon instruction.
3. The Business Education program at Illinois State University may be able to become a national leader in providing business education certification courses on a national level. As the sole provider for a dedicated business education program in Illinois and one of fewer than 50 institutions participating in the National Association for Business Teacher Education, the University could become one of the first choices for business education in the nation.
4. The training and development sequence was developed for students who could not pass the edTPA; however, based upon the projected enrollments for Fall 2019 and the number of inquiries through advisement, the sequence needs to be developed and offered as a viable program in the department.
5. As a program, Business Education did not utilize the feedback from the 2011 Program Review in a substantial way. Three recommendations from the 2011 Review were not accomplished. These include:
   - Recruitment Plan with Enrollment Management and Academic Services.
   - Work with University Assessment and college advisement to develop a strategy to identify and address challenges to student academic progress.
   - Work with the content specialist from Milner Library to infuse information literacy into the program.

Initiatives and plans

1. To continue providing quality instruction, priority should be given to recruiting and hiring 1 additional tenure-track faculty members. With Dr. Connor leaving the Department, there will be only 1 full-time tenured faculty member and 2 non-tenured faculty members. With the re-implementation of a Master of Science in Business Education degree (Summer 2019) coupled with the continued offering of the Bachelor of Science in Business Education degree, additional full-time faculty has become an important need.
2. Curriculum will be updated to ensure students will be prepared to meet the new assessment requirement in 2020 mandated by the Illinois State Board of Education.
3. The Formative Pedagogy assessment that is being created by the College of Education will be incorporated into the business education curriculum.
4. A Recruitment Plan with Enrollment Management and Academic Services will be developed.
5. A strategy to identify and address challenges to student academic progress will be created by working with University Assessment and college advisement.
6. To infuse information literacy into the program, Business Education faculty will work with the content specialist from Milner Library.
7. The Training and Development sequence will be developed and offered as a viable program in the department.

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., B.S.Ed. in Business Education to be in <u>Good Standing</u>.

The Academic Planning Committee thanks the program for a comprehensive and critical self-study report that included stakeholder input over a period of three semesters. The B.A, B.S., B.S.Ed. in Business Education program focuses on developing business, marketing, and computer educators through the pursuit of the Illinois State

University conceptual framework for teacher education, "Realizing the Democratic Ideal." The program prepares students to become business teachers in grades K-12, allowing program graduates to teach business, marketing, and computer related subjects in all grade levels. It is the only remaining business education program at a public institution in Illinois and is an entitlement program for teacher licensure through the Illinois State Board of Education (ISBE) leading to the Illinois Specialist K-12 Professional Educator License (PEL). The committee commends the program for being accredited by the National Council for Accreditation of Teacher Education (NCATE) during the review cycle and for pursuing continued accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

The committee notes that the enrollment in the program dramatically decreased during the first few years of the self-study period, mirroring statewide trends in teacher education programs. However, the enrollment numbers have stabilized and have shown modest growth over the final three years of the review cycle. The committee commends the program faculty for their active recruitment efforts and encourages them to analyze what activities are most effective and to continue to pursue additional activities that encourage program growth. We recognize the program faculty's efforts to track program alumni and encourage the faculty to consider ways to engage those alumni stakeholders in the program's efforts to increase enrollments.

The committee commends the faculty's extensive work to revise the curriculum, partially in anticipation of changes to the ISBE content test that is required for state licensure. Recent curricular changes include the addition of computer programming and information technology coursework that may lead to the Business Computer Programming Endorsement on the PEL, changing course requirements to ensure that students receive instruction related to students with special needs, and updating teaching methods course curricula with respect to content literacy and teaching for diverse learners.

The committee recognizes the program faculty's commitment to activities that support student success. We commend the program on its ability to continue to limit enrollments in many of its courses, which is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee also commends the program advisors for their efforts to support students transferring both into and out of the major. The committee notes the fall-to-fall retention rates are generally at or above the university-wide rates overall. However, the self-study noted that the "planned time to degree is four years," while the data suggest that the majority of students take five years to complete the program. We have requested a follow-up report regarding this discrepancy below.

The committee commends the program faculty on the development and implementation of their plan for the assessment of student learning outcomes. The assessment plan provides for collecting evidence of student performance, evaluating this evidence with rubrics, and consulting with the program advisory board in curricular and program review based on this evidence. The self-study report provides ample evidence that evaluation and assessment findings continue to be used by faculty to design and implement program modifications.

Follow-up Reports.
Continue to monitor enrollment trends and develop a formal plan for recruitment and enrollment growth. In light of the Illinois State Board of Education's (ISBE) concerns related to statewide teacher shortages, the committee encourages faculty to continue to actively evaluate the program's recruitment plans to ensure that Illinois State University is meeting the needs of both the program and the State. The committee supports faculty efforts to explore further expansion of program enrollment. The committee encourages the program to continue to develop and implement a plan for student recruitment, including in the plan strategies for increasing enrollment of students from racial and ethnic groups traditionally underrepresented in the program and discipline. Accordingly, the committee asks faculty to develop a plan for program enrollment growth and recruitment and submitted to the Office of the Provost by June 1, 2021.

Develop a student retention plan. The committee recommends that the program continue monitoring student completion within a four-year period as well as retention, particularly of students from minority or traditionally under-represented groups. The committee notes that the fall-to-fall retention rates during the period of review have been variable, ranging from 16.7% to 100%. While we recognize that the high degree of variability is in part due to the relatively small number of students enrolled in the program, the committee asks that the faculty develop a system to collect and analyze data related to students exiting the program to identify challenges related to retention.

Faculty should also collect and analyze data related to time-to-degree to identify any relation between this data and overall retention rates. Accordingly, the committee asks faculty to develop a report outlining the actions taken to examine retention and to submit it to the Office of the Provost by June 1, 2021.

Recommendations.

The Academic Planning Committee thanks faculty and staff of the B.A., B.S., B.S.Ed. in Business Education program for the opportunity to provide input regarding business educator preparation at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Business Education faculty and staff. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for student success. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide overarching structure for other plans (e.g., recruitment, retention, curriculum, alumni engagement).

Continue to refine a plan for alumni tracking and engagement. The committee encourages the program faculty to continue to refine their plan for tracking program alumni and use the system to enhance alumni networking. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni beyond providing input through the program advisory board, such as through mentoring students and assisting the program with student recruitment, retention, and success efforts.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds.

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 information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

REVIEW OF THE M.S. AND M.S.ED. IN EDUCATIONAL ADMINISTRATION

Classification of Instruction Programs (CIP) Code: 13.0401
Educational Leadership and Administration, General

OVERVIEW

The M.S. and M.S.Ed. in Educational Administration program at Illinois State University is housed in the Department of Educational Administration and Foundations within the College of Education. The Department houses three degree programs and three graduate certificate programs: M.S. in College Student Personnel Administration; M.S., and M.S.Ed. in Educational Administration, Ed.D., and Ph.D. in Educational Administration, Post-Baccalaureate Teacher Leader Certificate, Post-Master's Graduate Certificate for Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate for Chief School Business Official. The M.S. and M.S.Ed. in Educational Administration program offers two sequences: principal sequence and teacher leader sequence. The last review of the M.S. and M.S.Ed. in Educational Administration program occurred in 2012-2013.

The M.S. and M.S.Ed. in Educational Administration program leads to the principal endorsement on a professional education license. The program is approved by ISBE and qualifies graduates for positions as principals and assistant principals, or in related or similar positions. The program's conceptual framework is Practical Wisdom for Leaders: Connecting Theory to Practice, which encompasses the following beliefs:
- Teacher leader sequence
- Leadership preparation features a dynamic relationship between practice and scholarship.
- Courses blend themes of Leadership, Learning, and Social Justice in the context of Practical Wisdom.
- Faculty honor diverse voices and multiple perspectives.
- Graduates are partners in the field, building inclusive learner-centered communities.

Enrollment and Degrees Conferred, 2012-2019
the M.S. and M.S.Ed in Educational Administration, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Enrollments, fall census day	20	13	14	28	38	45	39	59
Degrees conferred, graduating fiscal year	16	25	16	0	7	6	16	13

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.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The master's and doctoral programs with concentrations in P-12 and Higher Education Administration at Illinois State University are focused on the preparation of individuals for leadership positions. International educational administrators are a welcome part of the program. Required courses in educational finance, education law, organizational planning, foundations, and research provide experiences that are oriented to students' gaining critical understanding and multiple perspectives about educational organizations. With this expertise, graduates are prepared for leadership positions in colleges, universities, higher education organizations, P-12 schools and districts, educational associations, and agencies.

Students learning outcomes

A graduate from the Principal Preparation Sequence (PPS) will have developed the ability to approach challenges and opportunities in schools using multiple perspectives and leadership skills in order to:
1. Develop, articulate, implement, administer, and share with the school's community a vision focused on learning
2. Develop and sustain a building-wide instructional program that promotes students' learning and staff's professional growth
3. Manage a building's organization, operation, and resources to produce a safe, efficient, and effective learning environment
4. Work thoughtfully with families and community members by identifying and responding to a diverse array of community interests and needs and mobilizing community resources
5. Promote the success of all students in the building by acting with integrity, fairness, and in an ethical manner
6. Understand and respond to the political, social, economic, legal, and cultural contexts of the school and school district, the community, the state, and the nation
7. Identify and study problems of practice that reflect an understanding of administrative practice and/or theory and disseminate the results of that research to relevant audiences

Program curriculum (2018-2019)

The M.S. and M.S.Ed in Educational Administration program consists of two sequences: principal sequence and teacher leader sequence.

Principal Sequence (M.S. & M.S.Ed.)
This 36-hour sequence requires: 30 credit hours within the Department of Educational Administration and Foundations, and 6 hours of a capstone course. Candidates will prepare an individual student portfolio documenting all requirements established in the Department of Educational Administration and Foundations' Assessment System have been successfully met. This documentation includes multiple measures of knowledge, performance, and disposition standards.

Teacher–Leader Sequence (M.S. & M.S.Ed.)
This 33-hour sequence requires: 18 credit hours within the Department of Educational Administration and Foundations, and 9 credit hours from other units within the College of Education. Additionally, 6 credit hours of two-semester action research project and capstone courses. Students must have attained Advanced Graduate status to begin the capstone experience. Candidates will prepare an individual student portfolio documenting that all requirements established in the Department of Educational Administration & Foundations Assessment System have been successfully met. This documentation includes multiple measures of knowledge, performance, and disposition standards.

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 2019)

18 tenure track faculty members (6 Professors, 10 Associate Professors, and 2 Assistant Professors)
17 non-tenure track faculty members (1 full-time, 16 part-time, totaling 5.50 FTE)

Specialized accreditation

During the period of review, the National Council for Accreditation of Teacher Education (NCATE) served as an accreditor of this program. NCATE has merged with Teacher Education Accreditation Council (TEAC) to form the Council for Accreditation of Education Preparation (CAEP). Department of Educational Administration and Foundations intends to renew CAEP (formerly NCATE) Accreditation for Advanced Programs and will put forward the Principal Preparation Sequence for Exemplary Program recognition by the University Council for Educational Administration (UCEA).

Changes in the academic discipline, field, societal need, and program demand

The current knowledge base on school leadership has greatly expanded in the last 20 years, revealing principal quality to be the second most influential school-level factor affecting student achievement, accounting for nearly 25 percent of a school's total impact. As a result of influential research and due to efforts of Illinois' educational stakeholders, in 2010 the Illinois General Assembly passed legislative reform eliminating general administrative licensure programs that prepared school leaders (i.e., Type 75). In place of the general, Type 75 license, the Illinois General Assembly implemented a PK–12 Illinois PEL Principal Endorsement, established new criteria for principal sequence and created a new licensure exam for principals. The PK–12 Illinois PEL Principal Endorsement enacted into law in 2010 increased the rigor and standards of enrolling and training principals statewide and shifted principal preparation programs' emphasis to instructional leadership. Nearly a decade after school leadership reforms were implemented, the Department of Educational Administration and Foundations is a leader in efforts to emphasize the importance of early childhood education in principal preparation.
- The department's programs have responded to the Illinois General Assembly's elimination of the Type 75 certification, discontinuing the General Administrative Post-Master's Certificate
- Expanded the redesigned principal sequence to include Instructional Support Personnel (Guidance Counselors, Social Workers) eligible for principal licensure
- The department's school leadership preparation has transitioned from school managers to instructional leaders to learning leaders
- The department responded to Illinois Report Card data illustrating marked change in Illinois schools' student demographics by revising curriculum to include additional Social Foundations of Education courses that address issues of diversity, equity, inclusion, identity, and social justice in the context of school leadership
- Curricular change in response to societal issues of economic and social injustice in educational leader preparation is largely faculty driven in the principal sequence, while more student-driven in the department's doctoral leadership sequences
- The allure of a fully distance-education graduate programs appears to be waning; this trend reversal is seen, for example, in the collapse of the Peoria area's fully-online Superintendent Endorsement program, while the department's traditional, face-to-face graduate program offerings enjoy significant growth in demand

Responses to previous program review recommendations

There were no recommendations from the previous review as the self-study committee anticipated legislative changes in school principal licensure.

Major findings

Strength of Partnerships. Interviews and longitudinal data analysis reveal how strong district–university partnerships have been crucial to the success of the district-to-university principal preparation pipeline. Many district and university partners, including the Department of Educational Administration and Foundations, report their respective, established, one-on-one partnerships as already strong because of mutual trust, understanding, and a common mission.

Student-Learning Opportunities and Support. Longitudinally, surveys of Department of Educational Administration and Foundations principal preparation cohorts reveal more than 75 percent of students report their internship experience provided them with opportunities to learn how to become an effective principal, irrespective of internship model. Survey results also suggest some difference across principal preparation students who completed the two types of internships. The department's intensive internship participants who report having received a formal observation were also more likely to have received a minimum of three to four formal observations by their mentor principal and faculty supervisor; students' traditional internship-model counterparts report receiving far fewer formal observations.

Students' Skill Development. In schools that hired IL-PART51 program graduates who completed the intensive internship (n = 2), scores from the "5 Essentials Survey" on effective leadership were higher in those schools, then decreased after those principals assumed the principalship. In contrast, in schools that hired an ILPART traditional principal (n = 7), schools had higher "5 Essentials Survey" scores two years after principal preparation program

graduates were hired, although research shows it may take two to four years to see these initiatives' impact. Regarding principal preparation program graduates' skill development, research results are inconclusive due to the small sample size.

Student Achievement. Student achievement tests reveal no detectable difference in either ELA or mathematics scores, either before or one year after hiring IL-PART principals and when examining student achievement in schools hiring principals who completed an intensive internship versus those that hired principals who completed a traditional internship. Due to limited years of available data, these "results" should be interpreted with caution. More precise evidence about the IL-PART program's effects will require longitudinal data from additional years of principals' employment.

Access to Intensive Internship. Although the intensive internship model is a key component of the redesigned Illinois principal preparation curriculum, in practice this option is not widely accessible to most candidates due to logistical constraints (i.e., geographic location and contractual obligations) and grant requirements that limit the intensive internship option to the three IL-PART partner school districts. For many districts and schools, an obstacle to the intensive internship has been the contractual release of staff during the internship experience. In interviews conducted during Year 2, school administrators expressed concern about the feasibility and impact of replacing teaching staff for a semester to fulfill intensive internship model requirements. Releasing full-time classroom teachers for no fewer than 15 consecutive weeks to intern in another school as a principal-in-training requires IL-PART participating districts think about implications for teacher evaluation, the availability of quality substitute teachers, and how best to use the intensive internship for succession planning to sustain a district's principal pipeline.

Principle Sequence Graduate Placement. All 44 department principal sequence graduates completed coursework, internships, and obtained certification; 25 (54 percent) have been appointed as principals and 19 (46 percent) returned to the classroom. PPS graduates who completed the intensive internship and later were hired as school administrators accepted positions in high-need school districts at rates equal to those of graduates who completed the traditional internship.

Future Assessment. The district's role after hiring an IL-PART-EAF graduate deserves greater attention, since induction support for new principals after completing their preparation program is key to their success.

Future Exemplary Actions. As subsequent students matriculate through the principal sequence, the program recognizes candidate placement rates will naturally decline as positions are filled. For this reason, department wants to consider exposing principal sequence graduates to other (instructional) leadership opportunities and offering them the necessary, sustained training and professional development in the interim as graduates wait for principalship vacancies to open.

INSPIRE Survey Data Findings. Although the Teacher–Leader Sequence has yet to realize its original intent, six years into program implementation of the revised Master of Science in P–12 Educational Administration, principal sequence, program enrollment increases steadily; indeed, so much so that department's principal sequence graduates have established a significant presence within Peoria schools. The Department's continued, strong partnerships with districts contributes significantly to a job placement rate of 82 percent of graduates of the first two principal sequence cohorts and 65 percent of the first three.

Features of the principal sequence that are working well include:
- Over the past five years, department faculty and leadership have re-focused on recruiting and retaining underrepresented P–12 leaders and future leaders, putting recruitment resources and partnership-building to work across Illinois. In response, for example, department has established a burgeoning partnership with Peoria 150 school district's diverse teaching workforce through which we aim significantly to increase underrepresented leadership capacity
- A reformed advising model that features faculty Cohort Leaders, peer-elected, student Cohort Captains, and student opportunities to participate in shared governance and contribute data to program faculty's decision-making
- Recruiting goals and strategies
- District partnerships and student-internship experiences

- The admissions process
- Job-placement outcomes
- Data-driven influencing of the field of school leadership
- The department has received multiple awards and recognition of the principle sequence program's excellence from partnership communities' members.

Features of the principal sequence in need of improvement include:
- Despite a renewed focus, the department can do better with recruitment and retention of a more diverse student body enrolled in the principal sequence
- Improved support and platforms for distance-learning opportunities
- Expand and strengthen statewide partnerships
- Continue to influence and affect state policy, particularly through findings on IL-PART generated by the Center for the Study of Education Policy, Illinois State University
- The department needs to develop a clear understanding of the methodology used by the Provost to make decisions regarding tenure-track faculty-line allocation so, in the very near term, the department can secure an adequate number of tenure-track faculty lines necessary adequately to deliver the principal sequence and other department graduate programs. In 2019, the greatly diminished total number of department tenure-track faculty continues dramatically to affect faculty members' teaching load, service responsibilities, and scholarly productivity. The department's present ratio of tenure-line faculty to program enrollment remains untenable.
- The program can do much more to fulfill their mission to "Develop people from diverse backgrounds for leadership opportunities in the state of Illinois and beyond." A primary barrier to that end is faculty are not now permitted to critique, assess, and evaluate the leadership-readiness or the dispositions of aspiring leaders without fear of retribution and student-grievances fueled by some program faculty. Thoughtful assessment of leadership-readiness is part of the department and Illinois State University moral and ethical obligation to the university, college, community college, and school constituencies throughout Illinois and beyond.

Initiatives and plans

The Department of Educational Administration and Foundations intends to insert the completion of the INSPIRE Survey as a pre-condition to completing the principal sequence's required internship experience
- Use of the department Principal Leadership Academy as a tool for service-learning opportunities for aspiring school leaders
- Without a significant influx of new, tenure-track faculty, graduate students will no longer adequately be served by the department or the institution. Given the precipitous decline in the department's total number of tenure-track faculty over the past 5 years, the number of now-retirement eligible, tenure-track faculty members creates urgent need for a significant influx of university-level support to hire faculty to serve the principal sequence and all of the department's graduate programs. The department will continue vocally to advocate for these vital resources, as will graduate students.
- Submit the department's principal sequence to be recognized as a UCEA Exemplary Program

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**PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE**

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Review Outcome: The Academic Planning Committee, as a result of this review process, finds M.S., M.S. Ed. in Educational Administration to be in <u>Good Standing</u>.

The Academic Planning Committee thanks the program for a comprehensive self-study report and commends the involvement of multiple stakeholders to generate data. The M.S., M.S. Ed. in Educational Administration is designed to prepare people of diverse backgrounds for leadership, activist, and advocacy roles in education. Program demand is largely driven by full-time practicing teachers who intend to become leaders in their institutions. The program offers three sequences: Principal (M.S.Ed), Teacher Leader (M.S.Ed.), and Educational Administration (M.S. and M.S.Ed.) and a post-baccalaureate Teacher Leader certificate. All three of the sequences are entitlement programs for teacher licensure through the Illinois State Board of Education (ISBE). By completing graduation requirements, students are eligible to apply for a Professional Educator License (PEL) Principal Endorsement with ISBE. The committee recognizes the program faculty for maintaining active membership in the University Council for Educational Administration and for operating as a tier-two institution of

the Carnegie Project on the Education Doctorate (CPED). The committee commends the program for being accredited by the National Council for Accreditation of Teacher Education (NCATE) during the review cycle and for pursuing continued accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

The committee notes that national and state-wide enrollments have decreased and commends the program for its success in stabilizing its enrollments through the development of off-campus cohorts. The committee also notes that the program faculty engage in a multifaceted approach to recruitment, including active use of social media to engage with alumni, community and school partners, and the community at large. We note that the partnerships with ISBE's Regional Offices of Education and school districts from a diverse set of rural and urban settings are a strength of the program. The committee encourages the program faculty to examine ways to increase enrollments through broadened marketing efforts and the continued development of additional cohorts.

The committee recognizes the program faculty's efforts to support student success. The committee commends the faculty for codifying of policies and procedures for students in the program's *Master's in Educational Administration Handbook*. We also recognize opportunities for student engagement through several co-curricular opportunities supported by program faculty. The committee notes that graduation rates are excellent and recognizes the diversity of positions in which their alumni are employed.

We commend your willingness to work with the department's subject liaison librarian to provide research assistance, collection development, and instruction. The committee is concerned regarding the short description provided in the Milner Library section and in particular, information related to resource selection, information fluency skills, and resource access and challenges. We encourage the program to work even more closely with the subject librarian in the development of this portion of the self-report to accurately record current efforts and partnerships as well as ensure library resource and instruction needs are being met.

The committee recognizes the program faculty for their commitment to diversity and inclusion as evidenced by actions the department has taken to promote an inclusive learning environment. The committee commends the diversity of the program faculty and their engagement in "difficult discussions" which have encouraged the development of a strong climate which recognizes the diverse cultural backgrounds among its faculty. The committee also recognizes faculty members for their contributions not only to the M.S., M.S. Ed. in Educational Administration program, but also to four other Illinois State programs/minors that focus on diversity, equity, and inclusion (e.g., holding affiliate faculty positions in Women's and Gender Studies, Latin American and Laino/a Studies, Ethnic Studies, and African American Studies; collaboration with the Dean of Students Office to offer *Power to the People: Learning and Leading for the Democratic Ideal*). We note that the program faculty hold elected leadership positions in international, national, state, and regional organizations; serve on the editorial boards of several major refereed journals with international readership; and edit or coedit multiple refereed international, national, and regional journals. The committee commends the program's support of the Center for the Study of Education Policy at Illinois State University, including the center's publication of two nationally recognized research journals, external grant success (with awards totaling $6.3 million in grants and contracts), and partnerships with the National Board Resource Center and the Illinois Center for Specialized Professional Support, both at Illinois State University.

Follow-up Reports.
Assessment Plan. The self-study report outlines some of the elements of an assessment plan of student learning outcomes (e.g., student, graduate, alumni, and employer surveys); however the committee asks the that the program faculty work with University Assessment Services to formalize a more complete and finalized plan that not only aligns with the standards of the relevant external bodies (e.g., ISBE, CAEP), but also provides meaningful information for faculty to use for program improvement. When the faculty compiles this plan, the committee suggests that faculty consider how the standards of external bodies are addressed through and aligned with the program courses and how student performance on various direct measures from those courses can be used to examine student learning in relation to those standards. Perceptions gathered from various stakeholders have provided valuable inputs for program planning, and additional indirect assessment strategies to consider may include systematic documentation of feedback already being gathered by faculty through informal contacts with students and alumni. Accordingly, the committee asks faculty to submit a revised assessment plan to the Office of the Provost by May 1, 2021.

Comparator and Aspirational Programs. The committee has included analyses of comparator and aspirational institutions in the self-study report outline to provide faculty members opportunities to consider the niche the program has among its peers and to gather information for program planning. The committee would like the program to revisit these two sections of the self-study. Although the faculty did provide a table of metrics from comparator institutions, no analysis or interpretation of these metrics was presented. The committee asks the faculty to expand the scope of their aspirational programs analysis through additional programs selected nationally (the self-study report selected one), along with a discussion of how these analyses have informed the strategic planning of the program. Accordingly, the committee asks faculty to revisit their discussions of comparator and aspirational institutions and to summarize findings of those discussions in a report submitted to the Office of the Provost by May 1, 2021.

Evaluate the efficacy of continuing the Teacher-Leader Endorsement. The self-study report notes that there are no defined enrollment targets for the Teacher-Leader Endorsement of the program. The committee asks that the program faculty reevaluate the demand for this endorsement and have discussions about its continued viability. If the decision is made to retain this endorsement, the committee asks that the program faculty develop a recruitment and retention plan as well as a review of curricular issues that may impact the delivery of the endorsement (e.g., whether online or hybrid delivery of courses may be beneficial). Accordingly, the committee asks faculty to revisit their discussions of this endorsement and to summarize findings of those discussions in a report submitted to the Office of the Provost by May 1, 2021.

Recommendations.
The Academic Planning Committee thanks faculty members of the M.S., M.S. Ed. in Educational Administration program for the opportunity to provide input regarding educator preparation at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Educational Administration faculty members. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for recruitment and enrollment growth. The committee supports faculty efforts to explore further expansion of program enrollment during the next program review cycle. The committee encourages the program to develop and implement a plan for student recruitment and retention, including in the plan strategies for maintaining enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline. Some elements of a recruitment plan have already been identified by faculty in its self-study report, including continuing to develop more partnerships and cohorts among Illinois school districts. The committee recommends that the program work with University Marketing and Communications to pursue additional methods of recruiting.

Develop a plan for curricular review and revisions. The committee encourages faculty to complete a comprehensive review of coursework in the M.S., M.S.Ed. in Educational Administration program as they prepare for CAEP accreditation. As part of this review, the committee asks that the program faculty include insights from their examination the curricula of comparator and aspirational programs. Additionally, the committee recommends that the program faculty continue to monitor requests for curricular exceptions and time-to-degree statistics. We also recommend that the program develop processes that will allow improved tracking of student scholarship activities.

Increase coordination with Milner Library. We recommend faculty work with the department's subject liaison librarian to examine and evaluate the library's journals and monograph collection related to Educational Administration and Foundations to aid in both the selection and deselection process of these sources, particularly given faculty desire to incorporate interdisciplinary curricula related to leadership, equity, and inquiry. We also recommend the program work with the subject librarian to develop tiered information fluency learning outcomes for the department, align those outcomes to the curriculum, and integrate those outcomes into the student learning outcomes assessment plan for the program.

Develop a recruitment and retention plan for faculty. The committee recognizes the decrease in tenure track faculty and relatively high ratio of non-tenure track to tenure track faculty during the period under review We note

that a decline in faculty scholarly productivity in 2016 corresponded with a drop in faculty, but also note that these activities have rebounded and have demonstrated a positive trajectory since that time. The committee recommends the development of a formal plan for faculty recruitment and retention. Additionally, the committee asks the program to review the graduate faculty status of their eligible faculty members.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages the program to continue to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue its development and implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

REVIEW OF THE PH.D., ED.D. IN EDUCATIONAL ADMINISTRATION

Classification of Instruction Programs (CIP) Code: 13.0401
Educational Leadership and Administration, General

OVERVIEW

The Ph.D., Ed.D. in Educational Administration program at Illinois State University is housed in the Department of Educational Administration and Foundations within the College of Education. The Department houses three degree programs and three graduate certificate programs: M.S. in College Student Personnel Administration; M.S., and M.S.Ed. in Educational Administration, Ed.D., and Ph.D. in Educational Administration, Post-Baccalaureate Teacher Leader Certificate, Post-Master's Graduate Certificate for Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate for Chief School Business Official. At the time of this program review, the Ph.D., Ed.D. in Educational Administration program offers four concentrations: Ph.D. Higher Education Concentration, Ed.D Higher Education Concentration, Ph.D. P-12 Administration Concentration, and Ed.D. CPED P-12 Concentration. These concentrations allow experienced educators and administrators to advance their knowledge in ways that will further their careers and enable them to make further contributions to higher education. The last review of the Ph.D., Ed.D. in Educational Administration program occurred in 2012-2013.

Enrollment and Degrees Conferred, 2012-2019
Ph.D., Ed.D. in Educational Administration, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Enrollments, fall census day	98	125	114	127	124	104	48	43
Degrees conferred, graduating fiscal year	13	10	8	33	17	4	3	3

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.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

General outcomes for the doctoral degree program
- A doctoral graduate will have acquired the skills, knowledge, values, and commitment necessary to lead educational organizations and institutions.
- A doctoral graduate will develop and demonstrate understanding, appreciation, and application of appropriate knowledge, skills, values, and commitment within the respective administrative, policy, instructional, and research roles identified for educational leadership.

Specific outcomes for the p-12 educational administration Doctoral degree concentration
A doctoral degree graduate with the P-12 concentration will have developed the ability to approach challenges and opportunities in schools using multiple perspectives and leadership skills in order to:
- Develop, articulate, implement, administer and share with the district's community a vision focused on learning.
- Develop and sustain a district instruction program that promotes student learning and staff professional growth at the district level.
- Manage a district's organization, operation and resources to produce a safe, efficient, and effective learning environment.
- Work positively with families and community members by identifying and responding to diverse community interests and needs, and mobilizing community resources.

- Promote the success of all students in a school district by acting with integrity, fairness, and in an ethical manner.
- Understand and respond to the political, social, economic, legal and cultural context of the school district, the community, the state, and the nation.
- Conduct research that contributes to an understanding of administrative practice and/or theory and disseminate the results of that research to relevant audiences.

Specific outcomes for the higher education educational Administration doctoral degree concentration
A doctoral degree graduate with the higher education concentration will have the knowledge and skills necessary to:
- Apply scholarship on higher education administration to the leadership of higher educational institutions and organizations. In particular, graduates will be well-versed in the following areas:
  - Cultural and societal issues that affect higher education
  - Economic, legal, political, and social issues that affect higher education
  - Organization, governance, leadership, and administrative theories
  - Higher education finance, law, and planning
- Understand and utilize design and analysis factors when interpreting research literature and when conducting research and evaluation studies.
- Identify and utilize appropriate software for administrative purposes (i.e. data-base management, presentation, statistical, spreadsheet, word processing, web-page design).
- Understanding the roles, functions, and interrelationships among a college's or university's major constituents, including students, faculty, staff, and trustees.
- Understand, articulate, and advance the interests of the institution in promoting a diverse community involving students, faculty, staff, and programs.
- Conduct research that contributes to an understanding of administrative practice and/or theory and disseminate the results of that research to relevant audiences.

Students learning outcomes

P–12 Educational Administration Ph.D./Ed.D. concentration student learning outcomes
A graduate from the P–12 Educational Administration doctoral sequence will have developed the ability to approach challenges and opportunities in schools and the community using multiple perspectives and leadership skills in order to:
- Learning Outcome 1: Develop, articulate, implement, administer, and share with the district's community a vision focused on learning
- Learning Outcome 2: Develop and sustain an instruction program that promotes students' learning and staff's professional growth districtwide
- Learning Outcome 3: Manage a district's organization, operation, and resources to produce a safe, efficient, and effective learning environment
- Learning Outcome 4: Work positively and equitably with all families and community members by identifying and responding to a diverse array of community interests and needs and by mobilizing community-based resources
- Learning Outcome 5: Promote the districtwide success of all students by acting with integrity, fairness, equity, and in an ethical manner
- Learning Outcome 6: Understand and respond to the political, social, economic, legal, and cultural contexts of the school district, community, state, and nation
- Learning Outcome 7: Conduct research that contributes to an understanding of administrative practice and/or theory and disseminate the results of that research to relevant audiences

Higher Education Administration Ph.D. concentration student learning outcomes
A graduate from the Higher Education Administration doctoral sequence will have developed the knowledge and skills necessary in order to
- Learning Outcome 1: Reflect on and articulate the nuanced meanings and complexities of education as both a tool for oppression and transformation

- Learning Outcome 2: Apply interdisciplinary scholarship in the broad exploration of education and social change to include the following areas:
  - Cultural, economic, legal, political, and social issues that affect student development, school organization, teaching, and learning
  - Transformative leadership, organization, and administrative theories
- Learning Outcome 3: Identify and explain the social forces, practices, and ideas that limit human capacity and inclusivity
- Learning Outcome 4: Use transformative ideas, practices, concepts, and approaches that promotes equity while demonstrating a critical understanding of 1) systemic oppression in education as microcosm of the larger society, and 2) ways of knowing, conceptual frames, theories or strategies to address oppressive patterns of privilege and internalized oppression, beliefs or assumptions that promote exclusion, inequalities, and injustices
- Learning Outcome 5: Work positively with families and community members by identifying and responding to institutionalized inequity and diverse community interests and needs in the mobilization of institutional and/or community resources
- Learning Outcome 6: Promote and advocate for the success of all students through cultural consciousness praxis
- Learning Outcome 7: Conduct research that contributes to an understanding of social justice educational practices and/or theory and dissemination of the results of that research to relevant audiences

Program curriculum (2018-2019)

The Ph.D. in Higher Education concentration requires 75 credit hours. This includes 15 credit hours of core courses, 33 credit hours from a selection of departmental courses, 12 credit hours of elective courses, 15 credit hours of dissertation research and a doctoral examination.

The Ed.D. in Higher Education concentration requires 75 credit hours. This includes 60 credit hours from a selection of departmental courses, 15 credit hours of dissertation research and a doctoral examination.

The Ph.D. P-12 Administration concentration requires 75 credit hours. This includes 15 credit hours of core courses, 33-36 credit hours from a selection of departmental courses, 9-12 credit hours of elective courses 15 credit hours of dissertation research and a doctoral examination.

The Ed.D. CPED P-12 requires 75 credit hours. This includes 51 credit hours from a selection of departmental courses, 9 credit hours of elective courses, 15 credit hours of dissertation research and a doctoral 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 2019)

18 tenure track faculty members (6 Professors, 10 Associate Professors, and 2 Assistant Professors)
17 non-tenure track faculty members (1 full-time, 16 part-time, totaling 5.50 FTE)

Specialized accreditation

During the period of review, the National Council for Accreditation of Teacher Education (NCATE) served as an accreditor of this program. NCATE has merged with Teacher Education Accreditation Council (TEAC) to form the Council for Accreditation of Education Preparation (CAEP). Department of Educational Administration and Foundations intends to renew CAEP (formerly NCATE) Accreditation for Advanced Programs and will put forward the Principal Preparation Sequence for Exemplary Program recognition by the University Council for Educational Administration (UCEA).

Changes in the academic discipline, field, societal need, and program demand

Nationally, the focus of administrative concerns in higher education has shifted from its post-WWII focus to expand and maintain state higher education systems to a concern for completion and equity in completion. This is at the heart of reform efforts at community colleges and was forcefully articulated by Tom Bailey and his colleagues in their book, *Redesigning America's Community Colleges: A Clearer Path to Student Success*. The focus on completion and equity can also be seen in performance funding initiatives, including Illinois' efforts, which highlight "success of students who are academically or financially at risk, including first-generation students, low-income students, and students traditionally underrepresented in higher education." It is here the department faculty see a shift from a focus on funding enrollment to funding outcomes. The concern for completion and equity has also been the focus of powerful nonprofit organizations, such as the Lumina Foundation. In response to cultural and political changes and class-, race-, identity-, and immigration-status based tensions, there has been a marked increase in student demand for coursework and degree programs focused on the Social Foundations of Education due to the area's primary focus on diversity, equity, inclusion, critical thinking, activism, social justice, and advocacy. In particular, doctoral program applicants and students report growing interest in activism and advocacy in order critically to engage in and respond to ongoing sociopolitical issues; therefore, Higher Education Administration program faculty are undertaking curricular revision and the department faculty have designed and debuted a new doctoral sequence: Leadership, Equity, and Inquiry. Additionally, the department faculty voted to eliminate the Graduate Record Exam (GRE) as a pre-condition for admission to doctoral studies, replacing the GRE metric with in-person applicant interviews in an effort to counterbalance the well-documented bias and inequitable effect associated with standardized admissions-exam testing on underrepresented students' educational opportunity. Finally, as state lawmakers continue to divest in higher education, the dramatically increased scale of student loan debt often required to complete advanced degrees has influenced and will continue to influence candidates' decisions on whether to apply to advanced degree/certificate programs.

Responses to previous program review recommendations

The 2012-2013 program review resulted in two recommendations.

1. *Look nationally to identify peer and benchmark doctoral P–12 Educational Administration programs to which the Department's program may aspire. Once programs have been identified, compare the P–12 Ed. D. and Ph.D. programs with identified aspirational programs and draw connections to measures of program quality.* In response to this recommendation the Department of Educational Administration and Foundations:
   - Designed the Leadership, Equity, and Inquiry doctoral sequence in 2015 in response to market-driven demand
   - The P–12 Educational Administration faculty revised the curriculum to align with CPED principles. Since 2010,59 Illinois State University operates as a tier-two institution of the Carnegie Project on the Education Doctorate (CPED).60
2. *Continue efforts to establish a Higher Education Advisory Board similar to the P–12 Educational Administration Advisory Board.* The Department established an Advisory Board for P–12 Educational Administration and Higher Education Administration programs.

Major findings

The mission of the Department of Educational Administration and Foundations is to prepare people from diverse backgrounds for leadership opportunities. To that end, the graduate programs under review in this self-study reflect steady, strong, and robust numbers of applicants and graduates.

- In response to the 2016 Department of Educational Administration and Foundations Climate Report the Department moved resolutely to re-brand the department in an image attractive to a diverse group of adult learners. The department established a tagline, "Become the Next Leader," as a mantra for all Department program offerings, transforming the Department's web presence with updated content reflective of and consistent with re-branding.
- Department faculty and staff-initiated to renovate department learning and living spaces. Simultaneously, faculty began to engage in difficult conversations to reconcile their differences and agree to the terms of a working relationship moving forward. Two books were offered to faculty as a precondition for engaging in difficult conversations about department climate and moving forward: "Difficult Conversations: How to

Discuss What Matters Most" & "Getting to Yes: Negotiating Agreement without Giving In." Finally, the department faculty agreed as a department unit never to walk by students, but rather always to affirm and welcome who students are and what they bring to the learning community.

- With the assistance of the P–12 Coordinator, Mr. Brad Hutchison, the Department established a joint-degree degree program with Eastern Illinois University to offer a cohort of Ed.S. graduates the P–12 Educational Administration Ed.D. The program aggressively expanded principal partnerships to bring in several administrators who have been instrumental in program admissions leading to the eventual hire of 65 percent of graduates across three student cohorts. The Department offered the inaugural Principal Leadership Academy in summer 2018 to 27 interested applicants. The department's principal coaches—Pat Halloran, Mary Ahilen, and Ty Wolf—facilitated academy seminars. In summer 2016, department faculty participated in Curriculum Audit Training designed to assist faculty in aligning more closely school-system factors with degree-sequence course content. This two-day session was attended by 12 department tenure-track faculty members. Additionally, in the P–12 program area, Dr. Paul Baker authorized major changes to the LEADS Fellowship he funds to allow Superintendent Endorsement students not enrolled in a P–12 doctoral program to apply.

- Dr. Beth Hatt, Associate Department Chair at the time, and the Department's Social Foundations of Education and Research faculty put forth a new doctoral sequence, the Leadership, Equity, and Inquiry Ph.D., and their proposal was adopted unanimously by faculty referendum. Faculty agreed to terminate all rolling graduate admissions and admissions of graduate-students-at-large in favor of adopting a fall-only, cohort-only admissions model designed to place all department graduate students within cohort communities with peer-elected leadership. Following the Educational Administration and Foundations' Climate Report findings, the program faculty chose to alter the Ph.D. in Educational Administration and Foundations' comprehensive exam format and process to address issues of fidelity and equity for all doctoral students. Lastly, the following facility use agreements were established by the Department Chair to provide off-campus adult learning spaces for a Superintendent Endorsement and P–12 Educational Administration CPED/Ed.D. cohort; a Principal Preparation Sequence cohort in Peoria; the New Leaders cohort at Dyett High School (who completed the Superintendent Endorsement before entering coursework for the Leadership, Equity, and Inquiry Ph.D. Sequence) and the ILACHE Leadership, Equity, and Inquiry Ph.D. cohort at Northeastern Illinois University's El Centro Campus.

- In 2016, the Department began holding faculty summer work sessions specifically to encourage and facilitate the Department's learning-community culture. These work sessions focus on teaching adult learners in large time blocks, consistent with the Department's Ph.D./Ed.D. instructional delivery models; both tenure-track and NTT faculty participate. Out of these sessions emerged a Weekend Cohort Instructional Template. The Department faculty transitioned all graduate admissions to a fall-only, cohort-only model; redesigned the Illinois Superintendent Endorsement Post-Master's Certificate, launched a new Teacher–Leader Post-Master's Certificate, and participated in the Academic Program Review self-study of the College Student Personnel Administration master's program. Soon thereafter, the Department developed partnerships with New Leaders of Chicago and the Illinois Latino Council on Higher Education to provide access to underrepresented and talented students interested in obtaining the Ph.D. in the Department's Leadership, Equity, and Inquiry sequence.

- The Department moved swiftly to author, revise, and vote on the current Department Governance Document as well as the Doctoral Program Student Handbook. The faculty established an organizational chart for the Department which includes the appointment of faculty area coordinators for Research, Social Foundations of Education, and Higher Education Administration. That same momentum to uphold and enhance department-level shared governance continues today as the Department has established a functional Board of Advisors in response to a recommendation from the previous Academic Program Review self-study of the Department's graduate programs. As evidenced by the Department's contribution to the precipitous ascension of Illinois State's graduate programs in U.S. News and World Report's rankings, stable demand for the Higher Education Administration Ph.D. Sequence and growing demand for the Master of Science in Educational Administration Principal Preparation Sequence; the P–12/CPED Educational Administration Ed.D. Sequence; and the Leadership, Equity, and Inquiry Ph.D. Sequence, the program faculty conclude the Department's programs are highly sought-after and highly competitive. Moreover, the data-driven organizational, curricular, and policy changes the department has designed and embarked upon bode well for success of the department's goal to remain a major player in leadership education and the development of educational leaders in Illinois and beyond. In order to achieve this end, however, the department faculty recognize that there is much work ahead in terms of curriculum reforms and continuous improvement; improvement and reform the program must complete against the strong headwinds of internal department resistance and minimal support from University

Administration for graduate education offered in the Department; a campus-wide phenomena confirmed by the strategic review and site visit performed by the Council of Graduate Schools in February of 2019. Nonetheless, the Department has implemented several reforms to address student retention and time-to-completion.

Initiatives and plans

- The Department of Educational Administration and Foundations requires a significant number of tenure-track faculty to deliver and serve its programs, both in course delivery and doctoral committee membership.
  o In 2014, the Department had 22 tenure-track faculty members with flat or decreased enrollments. Graduate enrollment over the past five years has demonstrated a positive trajectory in enrollments.
  o Dr. Jim Palmer's retirement will dramatically affect a substantial number of current doctoral students. Data-driven evidence of current and future highlight the importance of a search for his successor to adequately serve current and future students. A continued, dramatic shortage in the number faculty with available load capacity to chair or serve on dissertation committees is already affecting students and, as doctoral-program enrollment increases, will severely affect students' ability to complete. Without a significant influx of new, tenure-track faculty, graduate students will no longer adequately be served by the Department or the institution. Given the precipitous decline in the Department's total number of tenure-track faculty over the past 5 years, the number of now-retirement eligible, tenure-track faculty members creates urgent need for a significant influx of university-level support to hire faculty to serve P–12 Educational Administration, Higher Education Administration, and Leadership, Equity, and Inquiry sequence students. The Department will continue vocally to advocate for these vital resources, as will the department's graduate students.
  o The severe, chronic shortage of tenure-track faculty is affecting the Department in ways other than faculty's ability adequately to serve graduate programs. Being understaffed is also affecting negatively faculty productivity in scholarship and service since tenure-track faculty generally are now teaching more and serving on many more dissertation committees. When faculty's scholarly productivity is suppressed due to the institution denying the Department's resources needed to deliver programs to enrolled students, the university's reputation suffers since the Department's faculty scholars publishing and presenting less research means the Department and Illinois State are having less of an impact on the field. Finally, a suppression of faculty's scholarly productivity due to these institutional constraints also threatens to undermine the tenure and promotion of untenured faculty and the promotion of Associate Professors seeking promotion to Professor.
- As an academic unit, the Department administration, faculty, and staff have learned important lessons about how nimble department faculty can and must be to institutional and political change given the unprecedented changes in support, resources, credit-hours, and agency the Department uniquely has experienced over the past several years. Perhaps most significant to the Department's agility in the face of such change is its good fortune in leadership. Department Chair Dr. Sutton's educational credentials, knowledge, enthusiasm, and strategic, prescient hiring of well-networked support staff such as Mr. Brad Hutchinson, has ushered in an era of excitement about how curricular, fiscal, philanthropical, and social entrepreneurial opportunities can fuel not only positive department-level change, but generate significant new ways the Department can serve local, state, and national educational interests.
- Increase the visibility of department faculty scholarship and leadership in national and international organizations utilizing the Department's social media outlets and through Illinois State's web presence.
- Curricular review of programs will remain ongoing and will focus on the Department's response to changes in the Department's multidisciplinary academic fields, and to state and national legislation and policy change
- The Department will explore the feasibility of distance learning offerings in developing a fully online Graduate Research and Community College Leadership Certificates
- Faculty will implement program milestones for every doctoral student in the form of a writing portfolio. This tool is intended to provide formative assessment of students' ability to write academically at a level where they can competently, confidently approach and succeed in doctoral comprehensive exams, the dissertation proposal, and the dissertation. Faculty maintain implementation of a writing portfolio not only can improve many students' time to degree but will also increase student satisfaction with department programs by responding proactively to student-level data.
- The doctoral program faculty can make the nature of academic discourse more transparent for graduate student adult learners through design and delivery of explicit instruction in such areas as helping students develop an academic language lexicon, in accruing definitions of key terms from research and data analysis methodologies

and methods, and developing an understanding of the philosophies of science utilized in research in the social sciences and their associated epistemologies and ontologies.

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 Ed.D., Ph.D. in Educational Administration to be in <u>Good Standing</u>.

The Academic Planning Committee thanks the program for a comprehensive self-study report and commends the involvement of multiple stakeholders to generate data. The Ed.D., Ph.D. in Educational Administration is designed to prepare people of diverse backgrounds for leadership, activist, and advocacy roles in education. Program demand is largely driven by full-time principals and other school administrators or college/university personnel who intend to become leaders in their institutions or in their specific area of expertise. The program currently offers two sequences: Educational Administration (Ed.D., Ph.D.) and Higher Education Administration (Ph.D.). The program also offers three Post-Master's graduate certificate programs: Chief School Business Official, General Administration in Educational Administration, and Superintendent Endorsement in Educational Administration. Both of the sequences are entitlement programs for teacher licensure through the Illinois State Board of Education (ISBE). By completing graduation requirements, students are eligible to apply for a Professional Educator License (PEL) Superintendent Endorsement with ISBE. The committee recognizes the program faculty for maintaining active membership in the University Council for Educational Administration and for operating as a tier-two institution of the Carnegie Project on the Education Doctorate (CPED). The committee commends the program for being accredited by the National Council for Accreditation of Teacher Education (NCATE) during most of the review cycle and for pursuing continued accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

The committee notes that national and state-wide enrollments have decreased and commends the program for its success in not only stabilizing but increasing its enrollments through the development of off-campus cohorts. The committee also notes that the program faculty engage in a multifaceted approach to recruitment, including the hiring of a communication strategist, and the active use of social media to engage with alumni, community and school partners; and the community at large. We note that the partnerships with ISBE's Regional Offices of Education and school districts from a diverse set of rural and urban settings are a strength of the program. The committee commends the program for establishing an advisory board, sharing program information with these stakeholders, and consulting with them regarding program improvement. We encourage the program faculty to continue to examine ways to increase enrollments through broadened marketing efforts and the continued development of additional cohorts.

The committee recognizes the program faculty's efforts to support student success. The committee commends the codifying of policies and procedures for students in its *Educational Administration Doctoral Student Handbook*. We commend the program for its successes in recruiting and enrolling underrepresented students to create a diverse student body. The committee notes that the program faculty have shifted from the use of standardized Graduate Record Examination (GRE) scores to in-person interviews in an effort to avoid potential bias and inequitable effects associated with standardized tests. The self-study report describes plans to revise comprehensive exam procedures to shift to a department-wide comprehensive exam which is expected to allow students to take the exam nearer the completion of core course work. The department reports these plans to have been effectively implemented. Additionally, the report describes a plan to implement a writing portfolio for students intended to assess formative writing skills. We also recognize opportunities for student engagement through several co-curricular opportunities supported by program faculty. The committee recognizes the student participation at regional, national, and international conferences and commends the use of scholarship funds to support student travel. We also commend the program faculty for their efforts to support student study abroad experiences through grant funding.

The committee recognizes the program faculty for their commitment to continue to seek ways to infuse diversity across the curriculum and co-curricular opportunities not only within their programs, but across the University as well. We note the development of proposals for a new doctoral program concentration focused on Leadership, Equity and Inquiry and faculty interest in certificates focused on Graduate Research and Community College

Leadership. The committee commends the inclusion of diversity, equity, and inclusion focused courses (e.g., EAF 433: Leading Learning for Equity and Social Justice, EAF 436: Leadership for Diverse Learning Needs, and recent topical offerings in EAF 526: Critical Readings in Education Foundations). The committee notes the extensive work outlined in the program review report and encourages faculty to continue their efforts to ensure that all students experience a climate of inclusivity. The committee congratulates the program for supporting its students who were awarded Illinois' Diversifying Faculty in Higher Education Fellowships through the Illinois Board of Higher Education (IBHE). The committee also commends the program's use of off-campus locations and partnerships to support their cohorts of diverse students. We commend your willingness to work with the department's subject liaison librarian to provide research assistance, collection development, and instruction. However, the committee is concerned regarding the short description provided in the Milner Library section and in particular, information related to resource selection, information fluency skills, and resource access and challenges. We encourage the program to work even more closely with the subject librarian in the development of this portion of the self-report to accurately record current efforts and partnerships as well as ensure library resource and instruction needs are being met.

The committee recognizes the program faculty for their commitment to diversity and inclusion as evidenced by actions the department has taken to promote an inclusive learning environment. We commend the program's diversity within the faculty and their engagement in "difficult discussions" which have encouraged the development of a strong climate which recognizes the diverse cultural backgrounds among its faculty. The committee also recognizes these faculty members for their contributions not only to the Ed.D., Ph.D. in Educational Administration program, but also to other Illinois State programs/minors that focus on diversity, equity, and inclusion (e.g., holding affiliate faculty positions in Women's and Gender Studies, Latin American and Laino/a Studies, Ethnic Studies, and African American Studies; collaboration with the Dean of Students Office to offer *Power to the People: Learning and Leading for the Democratic Ideal*). We note that the program faculty hold elected leadership positions in international, national, state, and regional organizations; serve on the editorial boards of several major refereed journals with international readership; and edit or coedit multiple refereed international, national, and regional journals. The committee commends the program's support of the Center for the Study of Education Policy at Illinois State University, including the center's publication of two nationally recognized research journals, external grant success (with awards totaling $6.3 million in grants and contracts), and partnerships with the National Board Resource Center and the Illinois Center for Specialized Professional Support, both at Illinois State University.

Follow-up Reports.
Assessment Plan. The self-study report outlines some of the elements of a plan for the assessment of student learning outcomes (e.g., student, graduate, alumni, and employer surveys; alignment of student standards/learning outcomes and courses); however the committee asks that the program faculty work with University Assessment Services to formalize a complete plan that not only includes these elements but also how student performance on various direct assessment strategies from courses can be used to examine student learning in relation to the program's student learning outcomes. Perceptions gathered from various stakeholders have provided valuable inputs for program planning, and additional indirect assessment strategies to consider may include systematic documentation of feedback already being gathered by faculty through informal contacts with students and alumni. Accordingly, the committee asks faculty to submit a revised assessment plan to the Office of the Provost by May 1, 2021.

Aspirational Programs. The committee has included analyses of comparator and aspirational institutions in the self-study report outline to provide faculty members opportunities to consider the niche the program has among its peers and to gather information for program planning. The committee would like the program to revisit the aspirational section of the self-study, with a focus on broadening the scope of the selection of aspirational programs beyond that of the identified comparators. In a subsequent follow-up report, the committee recommends the faculty address this section through analyses of aspirational programs selected nationally along with a discussion of how these analyses have informed the strategic planning of the program. Accordingly, the committee asks faculty to revisit their discussions of aspirational institutions and to summarize findings of those discussions in a report submitted to the Office of the Provost by May 1, 2021.

Recommendations.

The Academic Planning Committee thanks faculty members of the Ed.D., Ph.D. in Educational Administration program for the opportunity to provide input regarding educator preparation at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Educational Administration faculty members. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for recruitment and enrollment growth. The committee supports faculty efforts to explore further expansion of program enrollment during the next program review cycle. The committee encourages the program to continue to develop and implement their plan for student recruitment and retention, including in the plan strategies for increasing enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline. The committee recommends that the program work with University Marketing and Communications to pursue additional methods of recruiting.

Develop a plan for curricular review and revisions. The department reports that program faculty have reviewed and considered a plan to revise the program curriculum. The committee recommends that program faculty continue to explore the impact of requiring 75 credit hours for degree completion, which is the highest among comparator programs. The committee also recommends that the program faculty closely examine the high percentage of extensions granted and develop actions designed to reduce the number of extensions needed.

Increase coordination with Milner Library. We recommend faculty work with the department's subject liaison librarian to examine and evaluate the library's journals and monograph collection related to Educational Administration and Foundations to aid in both the selection and deselection process of these sources, particularly given faculty desire to incorporate interdisciplinary curricula related to leadership, equity, and inquiry. We also recommend the program work with the subject librarian to develop tiered information fluency learning outcomes for the department, align those outcomes to the curriculum, and integrate those outcomes into the student learning outcomes assessment plan for the program.

Develop a recruitment and retention plan for faculty. The committee recognizes the decrease in tenure track faculty and relatively high ratio of non-tenure track to tenure track faculty during the period under review. We note that a decline in faculty scholarly productivity in 2016 corresponded with a drop in faculty, but also note these activities have rebounded and have demonstrated a positive trajectory since that time. The committee recommends that the program leadership, in consultation with appropriate university units, develop a formal plan for faculty recruitment and retention in order to meet their goal of increasing diversity in their faculty ranks. Additionally, the committee asks that the program review the graduate faculty status of their eligible faculty members.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages the program to continue to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue its development and implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

REVIEW OF THE B.S.ED. IN SPECIAL EDUCATION

Classification of Instruction Programs (CIP) Code: 13.1001
Special Education and Teaching, General

OVERVIEW

The B.S.Ed. in Special Education program at Illinois State University is housed in the Department of Special Education within the College of Education. At the undergraduate level the Department of Special education houses the B.S.Ed. in Special Education with three sequences: Learning and Behavior Specialist I (LBS), Deaf and Hard of Hearing (DHH), and Low Vision and Blindness (LVB). At the graduate level, the Department offers a Master of Science in Education (M.S.Ed.) and a Master of Science (M.S.) in Special Education. The Department also offers Advanced certificates in multiple areas including an LBS II Behavior Intervention Specialist, LBS II Curriculum Adaptation Specialist, LBS II Transition Specialist, LBS II Multiple Disabilities Specialist, and an Early Intervention Vision Specialist. These programs are typically completed as part of a M.S. degree program, combining core courses and electives. They can also be taken as a stand-alone non-degree program. The Department offers a Doctor of Education (Ed.D.). Finally, as part of the Special Education Doctoral Program, students have the opportunity to take courses that can lead to the Director of Special Education (DOSE) endorsement, a Post-Master's Graduate Certificate. The last review of the B.S.Ed. in Special Education program occurred in 2012-2013.

All undergraduate students spend a significant number of hours getting clinical experience prior to graduating. All three undergraduate programs infuse instruction on Assistive Technology (AT). Course instructors are also encouraged to model effective use of instructional technology. Throughout the program, teacher candidates are given multiple opportunities to engage with technologies commonly found in schools today. All three of the undergraduate sequences are entitlement programs for teacher licensure through the Illinois State Board of Education (ISBE). By completing graduation requirements, students are eligible to apply for a Professional Educator License (PEL) with ISBE.

Enrollment by Plan of Study, Fall Census Day, 2012-2019
B.S.Ed. in Special Education, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Deaf and Hard of Hearing	127	117	106	113	98	83	87	88
Learning and Behavior Specialist	730	674	675	658	659	663	676	638
Low Vision and Blindness	37	23	29	33	26	20	21	22
No subplan	0	0	0	22	8	0	0	0
Special Education, B.S.	39	46	34	15	5	--	--	--
Total	933	860	844	841	796	766	784	748

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.

Degrees Conferred by Plan of Study, Graduating Fiscal Year 2012-2019
B.S.Ed. in Special Education, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Deaf and Hard of Hearing	19	16	17		24	13	12	10
Learning and Behavior Specialist	147	180	140		136	130	119	132
Low Vision and Blindness	6	8	5		6	5	5	6
Total	172	204	162	171	166	148	136	148

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. Degrees conferred by FY 2015 by sequence was not available

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

Goals identified for the program include:
Goal 1: Develop and support graduates that are globally minded, socially and culturally competent.
Goal 2: Develop partnerships with stakeholders across the state and country.
Goal 3: The Department will provide support for scholarly, teaching, service and professional development.
Goal 4: Provide resources to create an environment that is supportive for student learning and scholarly, teaching, service productivity.

Students learning outcomes

Student learning outcomes identified for the program include:

- Program completers demonstrate the dispositions required of educators:
    - Collaboration
    - Honesty/Integrity
    - Respect
    - Reverence for Learning
    - Emotional Maturity
    - Reflection
    - Flexibility
    - Responsibility
- Program completers demonstrate mastery of content knowledge in special education
- Program completers demonstrate application of content knowledge with diverse learners
- Program completers demonstrate knowledge and professional standards set by professional association (Council for Exceptional Children, CEC) as evaluated by rubric based on Danielson Framework
    - CEC standards:
        - Development and characteristics of learners
        - Individual learning differences
        - Instructional strategies
        - Learning environments/social interactions
        - Instructional planning
        - Assessment
        - Professional and ethical practice
        - Collaboration

Program curriculum (2018-2019)

Graduation requirements (Specialist in Deaf and Hard of Hearing Sequence):
127 credit hours including 88 credit hours in the major, 39 hours in General Education. The 88 credit hours in the major include 33 credit hours of special education core courses, 36 credit hours of sequence specific courses, 7 credit hours of field experiences, and 12 credit hours of student teaching. Requirements of the specialist in deaf and hard of hearing sequence include requirements that are part of the entitlement program leading to the Illinois Professional Licensure for deaf and hard of hearing Specialist.

Graduation requirements (Specialist in Learning and Behavior Sequence):
121 credit hours including 82 credit hours in the major, 39 hours in General Education. The 82 credit hours in the major include 33 credit hours of special education core courses, 25 credit hours of sequence specific courses, 12 credit hours of field experiences, and 12 credit hours of student teaching. Requirements of the specialist in learning and behavior sequence include requirements that are part of the entitlement program leading to the Illinois Professional Licensure for Learning Behavior Specialist I.

Graduation requirements (Specialist in Low Vision and Blindness Sequence):
124 credit hours including 85 credit hours in the major, 39 hours in General Education. The 85 credit hours in the major include 33 credit hours of special education core courses, 32 credit hours of sequence specific courses, 8 credit hours of field experiences, and 12 credit hours of student teaching. Requirements of the specialist in low vision and blindness sequence include requirements that are part of the entitlement program leading to the Illinois Professional Licensure for Visual Impairment Specialist.

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 Teaching and Learning sponsors short-term cultural immersion experiences through partner institutions in Costa Rica, Spain, Ireland, Russia, and England.

Department faculty (Fall 2019)

19 tenure track faculty members (3 Professors, 6 Associate Professors, and 10 Assistant Professors)
41 non-tenure track faculty members (23 full-time, 28 part-time, totaling 29.40 FTE)
Undergraduate student to faculty ratio: 16 to 1
Undergraduate student to tenure-line faculty ratio: 41 to 1

Specialized accreditation

During the period of review, the Special Education programs were recognized by the Council of Exceptional Children (CEC; the special education field's primary professional organization) and the National Council for the Accreditation of Teacher Education (NCATE). NCATE has merged with Teacher Education Accreditation Council (TEAC) to form the Council for Accreditation of Education Preparation (CAEP). The self-study report to CAEP was submitted in July 2018 and was granted accreditation November 2019.

Changes in the academic discipline, field, societal need, and program demand

Faculty noticed several changes in the field since the last report. The first change is in the needs of this generation of college students. Teacher candidates today are primarily from Generation-Z, which brings a new set of challenges. Among these challenges are steadily rising concerns related to the mental health of college students. The department is looking for ways to support the mental health and soft-skills development of this group of learners in a way that does not encourage learned helplessness, but rather helps them gain the skills and dispositions they need to be successful in life.

Another change is the increasing teacher shortage in the United States that is very noticeable in the state of Illinois. The Illinois State Board of Education (ISBE) reported nearly 2,900 unfilled positions in the state in 2018, which makes recruitment and retention in the department even more important. Recent legislation has resulted in some licensure requirement changes to help address the teacher shortage. One notable change is the removal of the basic skills test requirement in August 2019. Additionally, other program areas, including elementary education, are slated to have paths to add-on endorsements that did not exist before. Unfortunately, special education still remains at a 12-credit hour add-on, but this state of affairs gives some options for an innovative approach to dual licensure in the future. Creating a path to both elementary and elementary-limited LBS I licensure may help enrollment needs for both the Department of Special Education and the School of Teaching and Learning.

Responses to previous program review recommendations

The 2012-2013 program review resulted in five recommendations.

1. *Maintain effective enrollment management of a program to continue to respond to a shortage in the field; Study the departmental opportunities and recruitment options for honors students; Explore strategies to recruit students from underrepresented groups, including targeted communication and utilization of existing grant projects such as the Chicago pipeline, etc.; Increase recruitment efforts for the low vision and blindness sequence.* In recent years, the department has increased recruitment events in urban areas by connecting with their Chicago pipeline. They have also increased faculty and current student involvement in recruitment events. Enrollment declined for a few years but was not impacted to the extent that other states and universities were impacted. It appears recruitment efforts were effective.
2. *Increase endowments and alternative resources; Refine the system for grant support; Improve connections with alumni.* Faculty continue to interact with program alumni through social media, letter writing, advisory council, and email to help maintain a healthy endowment fund.
3. *Create and maintain unique K-12 partnerships.* Relationships with K-12 schools continue to be strong. Through the National Center on Urban Education (NCUE), the department has partnered with urban districts like Chicago, Peoria, and Decatur for the STEP-UP program. They are working on an initiative through the Continuous Improvement Communities of Practice (CICP) that partners them with the Decatur district to create a pilot program that will result in both elementary and elementary grades LBS-I licensure for a new group of students.
4. *Proactively engage in the emphasis on increased accountability in teacher education; Manage state assessment systems and demonstrate teacher candidates' effect on K-12 learning.* A former SED faculty member, who served as an interim Associate Dean and is now the Director of the Teacher Education Center, is actively engaged in teacher education advocacy with the state. The second part of this goal is somewhat unclear to the department so they cannot comment on progress of managing state assessment systems. They can report, however, that teacher candidates perform well on state assessments related to their impact on the learning of K-12 students.
5. *Support the pursuit for excellent teaching by all faculty; Utilize the proposed Illinois State University Strategic Plan for Teaching (University Teaching Committee).* Reflecting on the many departmental initiatives of the last eight years, the department note they were truly driven by feedback from stakeholders and program evaluation. The department has learned the importance of documentation and transparency. A lot of information and data were in the heads of different faculty, staff, and administrators, making it difficult to track down. The department is working hard to create systems of managing all of these data that are collected each year so that they become more useful to informing program development. They also want to ensure that the decisions based on these data are more transparently communicated to faculty and staff.

Major findings

Enrollment, Recruitment, and Retention
- A slight decrease in total enrollment over the years, but fairly steady enrollment as compared to other institutions, given the decreasing number of high school graduates and instability in the state government. The program is seeing increases in first time college student enrollment during the most recent years.
- The program have an excellent show rate (i.e. 70% and over) for both first-time college students and transfer students who end up enrolling at Illinois State.

- Awards conferred have been decreasing and do not match incoming class sizes, so the program has challenges with retention.
- The freshman-sophomore and first-second year transfer retention rates are similar or higher than the university rates in recent years.
- The program faculty do not know enough about retention of students from traditionally underrepresented/minority groups.
- The percentage of minority students for total enrollment is steadily increasing, though it is still lower than the university level.

Alumni, Stakeholders, Program Reputation
- The field speaks highly of the program's students and graduates; the program has an excellent reputation.
- Cooperating teachers, though generally happy with the program and students, have some concerns with the amount of work for courses while students are in field placements. They report that the scope of work takes away from teachable moments and learning about the big picture of the job of special education teacher.
- Program faculty interact with alumni through social media, conference events, and the advisory council.
- The department is ranked in top 10 programs for undergraduate special education.
- Illinois State University is one of the largest traditional institutions for undergraduate special education preparation.

Faculty and Faculty Support
- The program's faculty have strong teaching, service, and scholarship records.
- The number of tenure-line faculty has decreased in recent years, despite some new hires.
- There has been an increase in peer-reviewed publications by faculty over the past couple of years, which could be attributed to some of the financial incentives (e.g., Reach Forward/Back).
- The program provides financial and educational support to faculty in a variety of ways:
  - GROWTH mentorship program
  - "Reach" initiatives for publication
  - Coffee Conversations (individual meetings with the Chair to gather feedback/needs)
  - Technology and materials provided as requested
  - Conference support

Curriculum
- Faculty regularly meet as course/program teams to review and revise curriculum.
- This year the program faculty are doing a five-year curricular review of all three sequences and have formed workgroups to address curricular priorities related to foundational courses, practicum semester (second semester Junior year for LBS), and the DHH curriculum.
- Faculty use feedback gathered from a variety of sources (e.g., edTPA, advisory council, faculty retreat, PEP) to guide curricular decisions.

Initiatives and plans

Based on these major findings, program faculty have set goals for each of the areas listed above. Upon reflection on the results from the self-study, the department noticed that program faculty have a lot of innovative initiatives and ideas to address the Department's areas for growth, but the department does not always collect data and document the results of these initiatives. It was a challenge to track down all that the faculty do, and a number of details were likely missed. Throughout all of the initiatives in the future, the program faculty will have an ongoing theme of documentation and transparency. In the future, the faculty intend to:

1. Use the results of this self-study to develop the next five-year strategic plan
   a. Send faculty, alumni, students, cooperating teachers, etc. a summarized version of the self-study and ask them to give feedback about future goals based on these data
   b. Create a workgroup to use this report and feedback gathered to draft some goals aligned to the College and University strategic plans
   c. Collect information about existing initiatives/actions related to the new strategic plan that are already happening before developing any new initiatives

d. Develop procedures for systematically collecting data on all initiatives/action items
2. Continue to support faculty (i.e. emotionally, financially, educationally) in their work
    a. Continue to allow GROWTH to evolve based on feedback from faculty
    b. Link workshops to areas identified on this self-study, along with other areas identified through feedback such as:
        i. Supporting soft-skills development and mental health needs of students
        ii. Culturally responsive practices
        iii. Revising the edDisposition system
    c. Increase the number of tenure-line faculty through both retention and new hires, particularly of faculty of color and faculty from traditionally underrepresented groups
        i. Continue offering professional development opportunities (e.g., GROWTH, NCFDD) related to culturally responsive practices, which also aligns with recruitment and retention of students of color
3. Increase enrollment and retention, particularly of students from minority or traditionally underrepresented groups
    a. Continue offering scholarships for students of color, non-traditional students, students with high financial need, and students from other under-represented groups
    b. Continue efforts to have a strong relationship with alumni
    c. Collect and analyze data related to the SETT-W tuition waiver, examine trends related to recruitment, diversity, retention, mental health, etc., and use the results of this analysis for advocacy initiatives at the state level
    d. Collect and analyze data related to students exiting the program (e.g., When do they leave? Where do they go? Age? Minority status? Etc.) to help better understand this challenge
    e. Continue offering professional development opportunities (e.g., GROWTH, NCFDD) related to culturally responsive practices, which also will support the recruitment and retention of faculty of color
4. Develop better methods for data collection, documentation, and dissemination
    a. Evaluate the data included in this report annually
    b. Discuss data with faculty and stakeholders at the advisory council meeting and faculty retreat

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.Ed. in Special Education to be in <u>Good Standing</u>.

The Academic Planning Committee thanks the program for a comprehensive and critical self-study report that included stakeholder input over a period of three semesters. The B.S.Ed. in Special Education is the largest special education teacher preparation program in Illinois and is the only program approved to prepare special education teachers in all three initial certification areas: Deaf and Hard of Hearing, Learning and Behavior Specialist I, and Low Vision and Blindness. The program curriculum is an initial preparation for students who seek certification as special education teachers by providing core coursework that all students complete as well as specialty courses for each certification area/program sequence. All three of the sequences are entitlement programs for teacher licensure through the Illinois State Board of Education (ISBE). By completing graduation requirements, students are eligible to apply for a Professional Educator License with ISBE. The curriculum is delivered by faculty members who collaborate to provide foundational courses, specialized courses, field experiences, and student teaching experiences.

The committee congratulates the program on educating nearly half of the State's special education teachers and being ranked within the top10 of the College Factual national rankings of special education teacher preparation programs. We commend the thorough analysis of enrollment trends spanning the time since the last program review. We recognize the program's excellent show rates (i.e., the number who are accepted and then enroll) for both First-Time-In-College (FTIC) and external transfer students. We note that while enrollment numbers for FTIC students have remained fairly steady, external transfer student enrollments and total program enrollment numbers have trended downward (although not as dramatically as at comparator institutions). The committee supports faculty efforts to explore further expansion of program enrollment during the next program review cycle, especially within the Deaf and Hard of Hearing and the Low Vision and Blindness sequences. We commend the development and use of several unique recruitment strategies identified in the self-study report that the program has begun using (e.g., scholarships, student ambassadors, increased communication with community colleges, tuition waivers

through the State of Illinois, social media video campaigns). The committee encourages the program to continue refining and implementing their plan for student recruitment, including in the plan strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline.

The committee commends the program faculty's commitment to activities to support student success beginning with the creation of a new departmental administrative position designed to provide leadership in this area. We commend the program on its ability to continue to limit enrollments in its courses. This is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities and continues to set the program apart from options at other institutions. We note that the department's advisory board reports student-faculty relationships as a strength of the program. The committee commends the program faculty for their support of activities that foster student engagement through immersive experiences such as the Innovative Network of Urban Special Educators (INFUSE), civic engagement and community service within field-based clinical experiences, and participation in scholarly/research opportunities. The committee also recognizes program faculty support of study abroad opportunities and commends the efforts to reduce student costs through the use of tuition waivers provided by the State to students who intend to teach special education in Illinois upon graduation. The committee notes that time-to-degree and fall-to-fall retention rates are generally at or above university-wide rates. However, as the self-study report highlights, the pattern of total graduates compared to enrollments suggests a retention gap. The committee supports the effort of the program faculty to develop a system to track data for students who leave the program to inform future planning. We also recognize the high rates of employment within two years of graduation from the program and note that the program recognizes and will continue to monitor the recent declining trend in employment rates.

The committee commends the close working relationship the department has with the subject liaison librarian and your willingness to embed library resources more closely into the department and curriculum through providing office space in close physical proximity to the department, integrating a variety of library instruction options (e.g. video modules), and creating a journal wish list as a way to identify potential journals that Milner Library can purchase. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the department and library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among special education faculty and students.

The committee commends the program's efforts to promote a climate of inclusiveness through its varied activities related to diversity, equity, and culturally responsive teaching. We commend the program faculty for their development and participation in the department's GROWTH peer-to-peer mentoring and INFUSE course redesign programs. The committee applauds the program's multifaceted plans to increase and support both student and faculty diversity and strongly encourages the faculty to pursue the self-identified areas of improvement in these areas. The committee notes the leadership role that many of the faculty have taken with the Culturally Responsive Campus Community Conference held at Illinois State University.

The committee commends the program faculty for their work to substantially revise the program curriculum in response to program assessment information, advisory council feedback, and changes to the discipline. We note the carefully planned roll-out of the substantial revisions to the Learning and Behavioral Specialist curriculum as well as the changes to the Deaf and Hard of Hearing and Low Vision and Blindness curricula. The committee commends the efforts to align the curriculum with the High Leverage Practices in Special Education recommendations put forward by the Council for Exceptional Children (CEC). We recognize the program faculty's work to maintain recognition by the CEC and accreditation (as part of the Teacher Education unit at Illinois State University) by the National Council for Accreditation of Teacher Education (NCATE) for most of the current review cycle and for their preparations for recognition by the Council for the Accreditation of Educator Preparation (CAEP).

Recommendations.
The Academic Planning Committee thanks faculty and staff of the B.S.Ed. in Special Education program for the opportunity to provide input regarding special educator preparation at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Special Education faculty

and staff. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for student success. The committee recommends that the program faculty, in conjunction with the new departmental administrative position, develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., recruitment, retention, curriculum, alumni engagement).

Continue to monitor enrollment trends and refine the plan for recruitment and enrollment growth. In light of ISBE's concerns related to statewide teacher shortages, the committee encourages faculty to continue to actively evaluate the program's recruitment plans to ensure that Illinois State University is meeting the needs of both the program and the State. The committee supports faculty efforts to explore further expansion of program enrollment. The committee encourages the program to continue to develop and implement a plan for student recruitment, including in the plan strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline.

Develop a student retention plan. The committee recommends that the program continue monitoring student retention, particularly of students from minority or traditionally underrepresented groups. While the first-to-second-year retention rate for the program consistently exceeds the average across all undergraduate programs at the University, there have been some downward trends in 2016 and 2017. The committee encourages the program to continue its efforts to retain first-year students while also monitoring retention of its upper-division students. The committee supports the program faculty's efforts to develop a system to collect and analyze data related to students exiting the program to identify challenges related to retention.

Complete a review and evaluation of the changes to the curriculum. The committee encourages faculty to complete a comprehensive review of coursework in the program as they prepare for CAEP accreditation. As part of this review, the committee asks that the program faculty examine the differences between FTIC and transfer students with respect to time-to-degree and average hours-to-degree. We also encourage that the faculty explore ways to expand clinical supervision areas by using technology (e.g., developing online and/or hybrid offerings) and developing placement sites for low incidence programs through alumni relationships.

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection related to special education to aid in both the selection and deselection process of these sources. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the department, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes assessment plan for the program.

Continue to refine a plan for alumni tracking and engagement. The committee encourages the program faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni in providing input regarding the program and in mentoring students.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds.

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 information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

REVIEW OF THE M.S., M.S.ED. IN SPECIAL EDUCATION

Classification of Instruction Programs (CIP) Code: 13.1001
Special Education and Teaching, General

OVERVIEW

The M.S., M.S.Ed. in Special Education program at Illinois State University is housed in the Department of Special Education within the College of Education. At the undergraduate level the Department of Special education houses the B.S.Ed. in Special Education with three sequences: Learning and Behavior Specialist I (LBS), Deaf and Hard of Hearing (DHH), and Low Vision and Blindness (LVB). At the graduate level, the Department offers a Master of Science in Education (M.S.Ed.) and a Master of Science (M.S.) in Special Education. The Department also offers Advanced certificates in multiple areas including an LBS II Behavior Intervention Specialist, LBS II Curriculum Adaptation Specialist, LBS II Transition Specialist, LBS II Multiple Disabilities Specialist, and an Early Intervention Vision Specialist. These programs are typically completed as part of a M.S. degree program, combining core courses and electives. They can also be taken as a stand-alone non-degree program. The Department offers a Doctor of Education (Ed.D.). Finally, as part of the Special Education Doctoral Program, students have the opportunity to take courses that can lead to the Director of Special Education (DOSE) endorsement, a Post-Master's Graduate Certificate. The last review of the M.S., M.S.Ed. in Special Education program occurred in 2012-2013.

The Master's programs in Special Education at Illinois State University have opportunities for students to collaborate with faculty on individual research, to learn from productive scholars, and to apply their learning directly to their practice as teachers. Most assignments are designed to make an immediate impact on the classroom and to change the outcomes in a classroom, as students learn from their professors and fellow students. While learning to use new technologies, students expand the accessibility of learning environments throughout the state. Faculty provide personalized instruction if a student needs support, and expert advisors help students navigate their programs to fit within the demands of a working professional. Various options in certification and in-depth learning allow students to explore their discipline on a deeper level than they did through their undergraduate program.

The M.S.Ed. program leads to an endorsement in special education for licensed general education teachers, but not an initial licensure. All LBS I and LBS II endorsements are governed by the Illinois State Board of Education.

Enrollment by Plan of Study, Fall Census Day, 2012-2019
M.S., M.S.Ed. in Special Education, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
M.S.	65	56	43	5	35	41	42	46
M.S.Ed.	--	--	--	34	20	25	32	23
Total	65	56	43	39	55	66	74	69
LBS II Behavior Intervention Specialist Graduate Certificate	1		2					
LBS II Curriculum Adaption Specialist Graduate Certificate				1				1
LBS II Secondary Transition Specialist Graduate Certificate	8	8		12	21			9
LBS II Multiple Disabilities Graduate Certificate		5	2	4	4	4	6	11
Early Intervention Vision Specialist Graduate Certificate	--	--	--	10	10	7	7	

Deaf and Hard of Hearing/Oral Specialist Graduate Certificate				12	11			

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 Deaf and Hard of Hearing /Oral Specialist Graduate Certificate was offered through a series of development grants between 2010-2017. The Early Vision Specialist Graduate Certificate was offered through a personnel preparation grant between 2015-2019.

Degrees Conferred by Plan of Study, Graduating Fiscal Year 2012-2019
M.S., M.S.Ed. in Special Education, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
M.S. and M.S.Ed.	26	21	15	16	15	8	11	24
LBS II Behavior Intervention Specialist Graduate Certificate	4	2	2	10			2	9
LBS II Curriculum Adaption Specialist Graduate Certificate	4	1	2	8			0	8
LBS II Secondary Transition Specialist Graduate Certificate	11	1	11	1			9	0
LBS II Multiple Disabilities Graduate Certificate	1	0	0	0			0	8
Early Intervention Vision Specialist Graduate Certificate	--	--	--	--	--	10	10	7
Deaf and Hard of Hearing/Oral Specialist Graduate Certificate	0	12	8	20	12	11	13	--

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. Degree counts for the different LBS II Graduate Certificates for FY 2016 & 2017 were unavailable In FY 2016 there were a total of 24 LBS II graduate certificates awarded and in FY 2017 there were LBS II 18 graduate certificates awarded. The Deaf and Hard of Hearing /Oral Specialist Graduate Certificate was offered through a series of development grants between 2010-2017. The Early Vision Specialist Graduate Certificate was offered through a personnel preparation grant between 2015-2019.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The Master of Science degree provides for advanced study in special education by practicing special education teachers who have prior training and licensure in special education. The program addresses teacher leadership and action research throughout coursework and provides in-depth study and application of advanced special education competencies as identified in the Council for Exceptional Children Advanced Preparation Standards. The program goals include:
- graduating world-class professional special educators
- seeking and challenging solutions to educational inequity
- engaging in unique, creative, and productive partnerships
- supporting cutting-edge scholarly endeavors
- developing a dynamic, comprehensive technological environment

Students learning outcomes

- Program completers demonstrate the ability to document their professional development through portfolios.

- Program completers meet professional knowledge and performance standards at a proficiency level, as identified in the Council for Exceptional Children Advanced Standards for Special Education Teachers. Advanced special education teachers demonstrate knowledge and skills in:
  - Leadership and Policy
  - Program Development & Organization
  - Research & Inquiry
  - Individual and Program Evaluation
  - Professional Development & Ethical Practice
  - Collaboration
- Program completers demonstrate the dispositions required of educators:
  - Collaboration: The ability to work together, especially in a joint intellectual effort
  - Honesty/Integrity: The ability to demonstrate truthfulness to oneself and to others; demonstrate moral excellence and trustworthiness
  - Respect: The ability to honor, value, and demonstrate consideration and regard for oneself and others
  - Emotional Maturity: The ability to adjust one's emotional state to a suitable level of intensity in order to remain engaged with one's surroundings
  - Reflection: The ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future
  - Flexibility: The willingness to accept and adapt to change
  - Responsibility: The ability to act independently, demonstrating accountability, reliability, and sound judgment
- Program completers bring about student learning in diverse settings with diverse learners.
- Program completers demonstrate the ability to positively impact the profession.
- Graduates maintain quality performance, bring about student learning, and contribute positively to the school/community learning environment.
- Graduates engage in continuous professional development.
- Program completers serve as mentors to new and pre-service teachers.

Program curriculum (2018-2019)

The M.S. in Special Education requires 39 credit hours. This includes 24 credit hours of core courses, 6 credit hours of area of concentration or approved sequence of elective courses, 9 credit hours of research or application project.

The M.S.Ed. in Special Education requires 39 credit hours. This includes 30 credit hours of core courses, 6 credit hours of area of concentration or approved sequence of elective courses, 3 credit hours of clinical capstone experience.

The Behavior Intervention Specialist Certificate requirements include: 15 credit hours of specific special education courses. Some courses require application of knowledge and skills with appropriate student populations. Students may be required to have concurrent enrollment in Professional Practice if not currently teaching in a setting that allows for application of these skills.

The Curriculum Adaptation Specialist Certificate requirements include: 12 credit hours of specific special education courses. Some courses require application of knowledge and skills with appropriate student populations. Students may be required to have concurrent enrollment in Professional Practice if not currently teaching in a setting that allows for application of these skills.

The Deaf and Hard of Hearing Listening and Spoken Language Professional Graduate Specialization Certificate requirements include: 12 credit hours of specific special education courses. Some courses require application of knowledge and skills with appropriate student populations; therefore, students will be required to enroll in 3-6 semester hours of Professional Practice unless this requirement is specifically waived by the department.

The Early Intervention Vision Specialist Certificate requirements include: 15 credit hours of specific special education courses and Professional Practice.

The Multiple Disabilities Specialist Certificate requirements include: 15 credit hours of specific special education courses and a minimum of one year or current experience teaching students with severe or multiple disabilities. Some courses require application of knowledge and skills with appropriate student populations. Students may be required to have concurrent enrollment in Professional Practice if not currently teaching in a setting that allows for application of these skills.

The Transition Specialist Certificate requirements include: 12 credit hours of specific special education courses. All courses require application of knowledge and skills with appropriate student populations. Students may be required to have concurrent enrollment in Professional Practice if not currently teaching in a setting that allows for application of these skills.

Program delivery

For the past seven years, the M.S., M.S.Ed. programs, and certificates were 78 percent to 88 percent on-line, with two to three traditional classes meeting at the university per semester. The M.S., M.S.Ed., and all certificate programs are now fully on-line, with the exception of the Transition Specialist Certificate Program, which will remain hybrid with two or three on-campus classes per semester. Currently, the on-line delivery format classes are only delivered two or three times synchronously and the rest of the time asynchronously. This format was always considered temporary, until the faculty could decide on a new format for on-line instruction. A trial format will begin in spring 2020, with a class meeting 50 percent synchronously and 50 percent asynchronously each week. Students who began prior to 2019 will stay in the current conception of the hybrid program until they graduate.

Department faculty (Fall 2019)

19 tenure track faculty members (3 Professors, 6 Associate Professors, and 10 Assistant Professors)
41 non-tenure track faculty members (23 full-time, 28 part-time, totaling 29.40 FTE)
Undergraduate student to faculty ratio: 16 to 1
Undergraduate student to tenure-line faculty ratio: 41 to 1

Specialized accreditation

The Council for the Accreditation of Educator Preparation (CAEP) is the graduate accreditation body, and accreditation from this body will be pursued in the coming year, upon approval of the motion by the Council of Teacher Education (CTE). Up until recently, it was understood that graduate programs would be accredited along with accreditation efforts of undergraduate teacher education, although it was recently announced that graduate programs will need to pursue separate accreditation by CAEP.

Changes in the academic discipline, field, societal need, and program demand

Factors Relevant to Program Demand and Format
The most significant change in master's programs in Special Education nationally is a movement to 100 percent on-line format. While there remains demand at the undergraduate level for residential programs, there is an increased demand for flexibility in delivery format. At the start of the last self-study, a hybrid program was started. This program consisted of two to three on-campus meetings and asynchronous instruction.

There were several limitations to this delivery format: (1) Despite recruiting efforts, most students hail from the central Illinois region; (2) the three face-to-face meetings were not always a good match to a given course and challenged faculty to use them effectively; and (3) the skill sets and identity of the faculty did not match a dominant asynchronous program.

For these reasons, along with a need to stay current with trends in Master's in special education program delivery, the special education format was shifted to 100 percent on-line format. A SED faculty master's task force was formed to address various concerns about the master's program. Currently the task force has decided to experiment on a trial basis with a delivery format in which a course is delivered for an hour and 15 minutes synchronously on-line each week, and for an hour and 15 minutes asynchronously each week. The hope is to provide students with an

opportunity to interact with each other and professors each week, but also to allow flexibility through the benefits of asynchronous instruction.

A second change, that has only started to be implemented, is more ongoing evaluation in an effort to be responsive to student needs. The Master's program coordinator will implement more frequent surveys, exit surveys, and program evaluation. The goal will be to feed that information back to the master's task force and ultimately graduate faculty, so curriculum can be more responsive to student needs.

It is notable in the last self-study that there was a finding that the program size was adequate, given the limited resources. Since then, it has become necessary for the master's program to play a larger role in overall enrollment because of changing demographic trends in Illinois, resulting in fewer high school graduates and fewer students choosing education as a major. Hence, high quality graduate programs serve as an opportunity to recruit prospective students who may have chosen other universities for their undergraduate education. Having larger numbers at the graduate level can balance out losses in enrollment at the undergraduate level that may be difficult to mitigate because they are related to demographic trends in the state. It is true that, if the master's programs in Special Education increase enrollment, it will require more graduate faculty; however, if needed, those resources can be requested as long as they are justified. The program should not limit its size because resources are available when required for program growth.

Changes Relevant to the Field: Developments in the practice of training of teachers
Our M.S.Ed. program, designed for general educators who want Learning and Behavior Specialist (LBS I) endorsement in special education and a master's degree in special education, has a clinical capstone project. In order to enhance the clinical component, several features have been re-designed and new practices adopted. In the last self-study and for most of the seven-year period, the clinical capstone took an entire year for a student to complete. In 2018, the faculty decided to move both Clinical Capstone Courses into one semester to shorten the typical plan of study by a semester; SED 490 – Clinical Capstone I and SED 491 – Clinical Capstone II, are now eight weeks both in the same semester.

For the previous seven years, SED 490 – Clinical Capstone I and SED 491 – Clinical Capstone II, focused on traditional action planning based on three to five goals connected to the Council for Exceptional Children's Advanced Standards. While there were some merits to this approach, students had little time to focus on the clinical application of accommodations, interventions, and supports that are at the heart of special education practice. Both SED 490 and SED 491 have been redesigned and technology has been incorporated to give students a capstone experience more connected to the actual practice of teaching special education. New components include use of Vosaic software to receive feedback on a digital videotaped instructional lesson. The software allows the instructor to write comments as they happen in the video. The advantage of this software use is that the student can see exactly what the instructor is referring to when they review the video. Teacher behavior is matched directly to instructor comments using the application.

A new action planning format that focuses the student on reflective change based on their instruction was also introduced with the goal to move to a more dynamic model of instruction. In this model, students practice, reflect, receive feedback, implement change, and/or reinforce strengths in the next observed lesson, continuing this approach throughout the semester and, hopefully, throughout their careers. To better meet the needs of the field, writing an Individualized Education Program (IEP) has been added as part of the clinical experience, along with work with on-site mentors.

Societal Need
The need for highly competent committed special education teachers who either have an endorsement or certification remains high. The changes in the master's to 100 percent on-line format and increasing professor contact increased the program's flexibility and broadened its appeal, while holding high standards. The M.S.Ed. program provides much needed new special education teachers, and the MS program deepens a teacher's knowledge about special education with the goal of enhancing practice.

Academic Discipline
In the past seven years, the discipline has been focused on evidence-based practice, accountability, and increasing the number of special education teachers. In addition, there has been an increased emphasis on culturally

responsive practices, universal design for learning, and technology applications in the field. Individual instructors have continued to emphasize all of these practices and develop methods of teaching evidence-based practices to advanced students within their courses. In addition, two elective courses have been developed to broaden students' experiences, SED 426 – Evidence Based Practices in STEM for Learnings with Disabilities and SED 427 – Equitable and Accessible Educational Technology.

Responses to previous program review recommendations

The 2012-2013 program review resulted in four recommendations.

1. *Master's Degree in Special Education Program will re-focus its efforts to attract graduate students and Graduate Faculty from ethnically diverse backgrounds and underrepresented populations.* There has been a variety of professional development efforts to enhance the cultural competence of faculty. However, where students typically come from (i.e. the central Illinois region) and a reliance on an undergraduate student body for master's students has limited success in creating a more diverse student body in the master's programs. Movement to a 100 percent on-line format will allow the program to recruit students from more diverse areas of the state systematically, as well as recruit students who may have attended other universities with diverse populations for their undergraduate education. This goal will remain in effect, but it will have more likelihood of success with concentrated effort and improved programing.

2. *Further implementation of the new program evaluation system and consistent response to the findings.* There was effort to align program evaluation with CAEP, the external accreditation agency; however, CAEP was inconsistent in providing information and frequently provided inaccurate information about graduate accreditation. For this reason, there were stops and starts, and ultimately no program evaluation data was implemented. CAEP will be retained as an external accreditation for graduate programs, as recently decided by the Council on Teacher Education (CTE). This recommendation will need to be retained with the goal of aligning the evaluation process with CAEP's requirements.

3. *Seeking means by which the program can recruit highly qualified practicing special and general education teachers to pursue master's Degrees in Special Education that will fortify them with skills and competencies necessary to serve as educational models and leaders in their educational settings and in the field of special education.* While there has been limited success in recruiting and graduating students from the M.S.Ed. program, in the future efforts will be made to develop a more robust program. While there seems to be a market for general educators seeking a master's degree and special education endorsement (LBS I), there were some limitations in the past seven years. First, the state requires fewer courses than the Department of Special Education feels necessary to develop the basic competencies to be a special education teacher. State requirements result in general education teachers only needing three to four courses (i.e. 9-12 credits) to obtain their LBS I post general education endorsement. There are many universities in the state that offer coursework for this endorsement over the summer. In fact, because of shortages of special education teachers in Illinois and nationally, districts are frequently desperate for an endorsed special education teacher to fill a vacancy and, therefore, recommend that general education teachers that are employed by them obtain their endorsement in one of these summer programs, rather than attend Illinois State. In contrast, obtaining a LBS I in the current M.S.Ed. program requires eight courses (i.e. 24 credits) and takes students about two years. This context has made it more difficult, but not impossible, to recruit teachers into the program.

   A second factor that has influenced these trends was the hybrid nature of the program during this period. While coming to campus three times per semester on a Saturday was desirable for some students, the further the student was away from campus, the less acceptable they found this delivery model. This challenge limited the draw of students to the central Illinois region, decreasing the opportunity for greater numbers. As the program moves forward, attracting students from other geographical regions will remain a goal.

4. *Close monitoring of credit hours generated and costs associated with providing a high-quality master's Degree program.* The Master's Program Task Force and graduate faculty will evaluate the length of program, costs to students, and efficiency of delivery this year. Currently, it takes three years to complete the M.S. program in Special Education and two and one-half years to complete the M.S.Ed. program in Special Education. Both programs are 39 credit hours, and graduate faculty need to examine the overall efficiency and necessity of this design. As noted earlier, many competitor programs offer more efficient program delivery, sometimes with fewer credits.

Major findings

1. After experimenting with a hybrid program, enrollment numbers stabilized; they did not, however, provide growth in key demographics from key parts of the state.
2. There may be a need for more concise, high quality programing to attract more students.
3. The societal need for licensed high-quality special education teachers remains strong, and the faculty need to evaluate the best curriculum to ensure they are producing as many high-quality special education teachers as possible.
4. There may be a need to explore new marketing methods to attract on-line students.
5. The Master's program needs to align internal and external evaluation process, collect data annually to report to faculty, and ensure the self-study process is more systematic in the future.
6. There is currently a substantial overlap between the M.S.Ed. and M.S. programs. The faculty need to evaluate if this is the best model for both programs (i.e. M.S.Ed. students may need more basic content and MS students may need more advanced and flexible content).
7. Recruiting a more diverse student body will require students from different regions (i.e. Chicago area in addition to the central Illinois) to apply and the program will need to expand into new markets beyond students from their undergraduate program (i.e. recruiting students who attended other universities for their initial license).
8. Creating programs that appeal to more diverse groups may require exploration of new programs that provide initial licensure at the graduate level.
9. Most LBS II programs have not been updated and are in need of revision and stakeholder input.
10. The current evaluation structure is inadequate and needs to be worked on annually until a robust program review process in place.

Initiatives and plans

In in the future, the M.S. and M.S.Ed. programs will carry out the following:

1. Examine the length of program and efficiency of content delivery in terms of the goals of both the M.S.Ed. and M.S. programs to determine whether the same or similar content could be delivered in fewer units.
2. Work with the marketing director in the college to attract students who are seeking 100 percent on-line programing and students from the Chicago region.
3. The Master's program coordinator will collaborate with the master's Program Task Force to align any external evaluation process and collect data annually to report to faculty and ensure that the self-study process is more systematic in the future.
4. Explore how to increase enrollment so the programs can provide more flexible and specialized curriculum for MS students and the opportunity to take more courses that focus specifically on initial endorsement in special education for M.S.Ed. students.
5. The graduate faculty will evaluate the master's capstone project, mentor assigning process, and thesis writing process, considering a redesign (e.g., one-chapter thesis, alternate experiences than an action research process, such as service-learning projects).
6. The Master's program task force will work to align the program with CAEP standards.
7. The Master's program task force work to change the trend of degrees conferred from decreasing to increasing.
8. Explore options for initial licensure at the graduate level.
9. Update LBS II programs and gather stakeholder input to support curriculum changes.
10. Consider structural changes to ensure that accreditation requirements are met and admission numbers are increased. For example, faculty will explore whether one committee should work on CAEP/Evaluation and another to work on recruitment, whether more release time for a coordinator is necessary, or whether there should be a delegation of tasks to other faculty members. They will also reassess the advisement structure and faculty needs, as student numbers increase.
11. Consider specific curricular changes that appeal to students from diverse backgrounds, as well as making efforts to make the program more efficient and affordable for these students.
12. Consider effective marketing strategies that target students from a variety of demographic groups.
13. Develop effective student support strategies to enhance retention of all students from all demographics.

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. 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. The Special Education Department houses two Master's programs: a Master of Science (MS) program designed for those students wishing for a deeper knowledge of special education and the M.S.Ed. in Special Education which prepares teachers to assume advanced roles that special educators are called upon to fill. The program is designed to offer professional development opportunities to full-time and part-time students seeking advanced knowledge, including current general education teachers seeking to expand the skills they need to teach students with diverse learning needs.

The committee thanks program faculty for their critical reflections about the current state of their program. The self-study reports that enrollment has been variable for the M.S.Ed. program, at times with small numbers in the introductory classes designed especially for these students. While the M.S. program has been more robust and stable in comparison most years having produced a cohort that was strong enough to have at least one class of about 17 students; at times the numbers have been relatively low. To address these enrollment challenges, the program is in the process of converting their delivery system from a hybrid program to a fully on-line program. The goal of the program faculty is to increase enrollment in both programs substantially within the next five years in order to: (1) to create a curriculum that is more responsive, flexible, and specialized to student needs; (2) to allow the M.S. program to have more options for students; (3) to allow the M.S.Ed. program to be more focused on the needs of a beginning special educator; and (4) to produce more new special education teachers to address state shortages.

While recognizing the M.S. and M.S.Ed. programs for their excellent contributions to education in Illinois, the committee is concerned about many aspects regarding the current state of the programs and several of these issues that were highlighted in the self-study. The committee recognizes that the program is in the midst of many transitions with respect to administration, accreditation, and curricular delivery models. The self-study report is candid in its recognition of the need to further evaluate the programs in light of these challenges as well as national and disciplinary trends in Special Education. The report cites the potential for the program to continue to succeed in its professional development mission. However, the report also cites the need to address many issues and re-energize the program. The committee recognizes that the program faculty are aware of these issues and have begun efforts to address them through the creation of a Master's Program Task Force. Therefore, the Academic Planning Committee flags the M.S., M.S.Ed in Special Education programs for further review. The committee requests that the Department of Special Education take the following actions and submit the following reports based on those actions.

Report 1: Due December 15, 2021
Submit to the Academic Planning Committee via the Office of the Provost

Develop a plan for recruitment and enrollment growth. The program faculty report that the transition to a hybrid-course delivery model led to stabilized enrollments but did not lead to desired increases in number or key demographics from key parts of the State. The committee supports faculty efforts to explore further expansion of program enrollment. The committee asks the program faculty to develop and implement a plan for student recruitment and retention, including in the plan strategies for increasing enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline. Some elements of a recruitment plan have already been identified by faculty in its self-study report, including through word-of-mouth, direct marketing through email, and recruitment at professional conferences. The program has already outlined plans to recruit a more diverse student body from different regions, to explore how to increase enrollment so the programs can provide more flexible and specialized curriculum for students, and the opportunity students to take more courses that focus specifically on initial endorsement in special education for M.S.Ed. students. The committee endorses these planned recruitment initiatives. The committee asks that the program work with University Marketing and Communications and their college marketing director to pursue marketing methods to attract students who are seeking online programing, and consider effective marketing strategies that target students from a variety of demographic groups. The committee ask the program faculty to evaluate the effects of recruitment efforts on enrollment and, in turn, on the ability of the college to provide high-quality master's-level education.

Develop a plan of action to monitor and assess the impact of the transition to a fully on-line program. The committee recognizes that the program's transition to an on-line program requires thoughtful planning and recommends that faculty members closely monitor and evaluate the impact of the transition to the fully online plan of study on student recruitment, retention, graduation, licensure, and job placement. Comparability of program requirements across delivery modes is required and programs are monitored by the university, the state, and the Higher Learning Commission (the University's regional accreditation body) for compliance with this and other policies. The committee suggests that faculty consider how to deliver the program online to meet student needs without sacrificing program quality and the extent and strength of relations with program alumni. Findings from the implementation of this plan and student learning outcomes assessment processes embedded in the program can aid faculty in conducting its analyses and identifying the need for subsequent curriculum revisions. The committee asks that the program broaden the scope of their planning to include feedback from additional key stakeholders beyond alumni (e.g., students, districts that employ their graduates) for guidance during this transition. The committee also urges faculty to look to experiences of other public universities with delivery of online sequences. By studying those programs, faculty might identify practices that could be implemented in the M.S. and M.S.Ed. programs at Illinois State.

Comparator and aspirational program analyses. The self-study report provides a brief quantitative analysis of comparator institutions, however, no conclusions or actions are made regarding these comparisons. The report also states that "There was no formal group discussion of aspirational programs or exemplary initiatives with the graduate faculty. Therefore, actions have not been determined to improve the program, based on aspirational programs or exemplary initiatives." The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee asks that the program to revisit these sections of the self-study and address this section through expanded analyses of comparator and aspirational programs, including aspirational programs nationwide, that could help to develop strategies for addressing priority initiatives for the programs. Program faculty may want to keep in mind that successful response to this analysis and interrelated changes could put the program on a footing to gain enrollment from a national rather than only a statewide cohort, if such is desired, given the department's national reputation for excellence. Such enrollments could also enhance the program's goals for diversity and inclusion.

Conduct a full review and plan of action to revise the curriculum. The self-study report states that "Currently, there is substantial overlap between the M.S.Ed. and M.S. programs. … While this is efficient from a program standpoint, it may not be in the long-term interests of either program and could potentially be inadvertently limiting enrollment. … It is likely that current programing does not completely meet the needs of either group." The committee found this statement of particular concern and asks that the program faculty conduct a full review of the curriculum of both programs and to develop a plan for curricular revision. The self-study report contains several initiatives that provide a start for this plan. The committee does not believe that the program can wait for enrollment growth before beginning to implement these changes. The report also states that the Technology Specialist Graduate Certificate has not been offered for several years. The committee asks the program faculty to review the demand for this graduate certificate and whether it should be discontinued.

Develop and implement of assessment plans for all programs. The self-study report indicates that there are "only program outcomes for the M.S.Ed. program" and that "there is no systematic data collection process for any of the Master's programs." The committee asks that the program faculty develop and implement assessment plans for all programs (including certificates) and to develop a system that enhances faculty involvement and shared responsibility to enhance data collection and feedback practices. The committee strongly recommends that the program work with University Assessment Services so that the plans provide meaningful information for faculty to use for program revisions. The committee also asks the faculty to implement the revised plan by collecting and analyzing data, utilizing findings to inform programmatic decisions, and documenting those decisions and the rationale for them.

Develop a plan for alumni tracking and engagement. The committee asks that the program faculty develop and implement a system for tracking program alumni and then use the system to enhance alumni networking. These activities may become even more important in the years ahead as the program becomes fully online and the program's alumni become more diverse. The program could benefit from increased involvement of its alumni in providing input regarding the program and in mentoring students.

The committee asks the department to summarize the development of these plans and analyses regarding these matters in a report submitted to the committee via the Office of the Provost by December 15, 2021.

Report 2: Due October 1, 2023
Submit to the Academic Planning Committee via the Office of the Provost

The Academic Planning Committee asks the Department of Special Education to submit an update regarding actions that the faculty have taken in continuing to offer the M.S. and M.S.Ed. programs, either in their current forms or in modified forms, or actions faculty have taken to disestablish the programs. The committee asks the department to submit the report to the committee via the Office of the Provost by October 1, 2023.

The report should address:
- Recruitment and enrollment growth.
- What was learned and what actions have been planned as a result of the comparator and aspirational program analyses.
- Changes to the curriculum (including transition to online delivery) and impact of these changes.
- Development and implementation of assessment plans for the program.
- Alumni tracking and engagement

Based on the status of the program as reported in the October 1, 2023 report, the committee may request additional annual reports by the school until the programs are once again deemed by the committee to be in good standing, unless the programs have otherwise been disestablished. If the committee has not determined the programs to be good standing by June 30, 2024, and the program has not already been disestablished, 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 ED.D. IN SPECIAL EDUCATION

Classification of Instruction Programs (CIP) Code: 13.1001
Special Education and Teaching, General

OVERVIEW

The Ed.D. in Special Education program at Illinois State University is housed in the Department of Special Education within the College of Education. At the undergraduate level the Department of Special education houses the B.S.Ed. in Special Education with three sequences: Learning and Behavior Specialist I (LBS), Deaf and Hard of Hearing (DHH), and Low Vision and Blindness (LVB). At the graduate level, the Department offers a Master of Science in Education (M.S.Ed.) and a Master of Science (M.S.) in Special Education. The Department also offers Advanced certificates in multiple areas including an LBS II Behavior Intervention Specialist, LBS II Curriculum Adaptation Specialist, LBS II Transition Specialist, LBS II Multiple Disabilities Specialist, and an Early Intervention Vision Specialist. These programs are typically completed as part of a M.S. degree program, combining core courses and electives. They can also be taken as a stand-alone non-degree program. The Department offers a Doctor of Education (Ed.D.). Finally, as part of the Special Education Doctoral Program, students have the opportunity to take courses that can lead to the Director of Special Education (DOSE) endorsement, a Post-Master's Graduate Certificate. The last review of the Ed.D. in Special Education program occurred in 2012-2013.

The Doctoral Program in the Department of Special Education offers the Doctor of Education (Ed.D.) degree for candidates seeking leadership positions in the field of Special Education. Throughout the doctoral program, students complete core and specialty courses related to professional experiences related to teacher preparation and program leadership; they also conduct research in the field of special education that culminates in completion of a doctoral dissertation. The primary goal of the Special Education Doctoral Program is to produce graduates who are prepared to serve as leaders in special education, either as higher education faculty members or as administrators in the field of special education. The Special Education Doctoral Program has two cohorts: one on-campus and one in Chicagoland. The on-campus cohort offers face-to-face courses with rolling admissions, and the Chicagoland cohort is offered in a hybrid format, running every three to four years.

Enrollment and Degrees Conferred, 2012-2019
Ed.D. in Special Education, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Enrollments, fall census day	19	20	25	27	41	29	21	20
Degrees conferred, graduating fiscal year	3	2	4	--	5	7	2	6

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.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The Doctor of Education (Ed.D.) in Special Education is a degree offered by Illinois State University for persons seeking leadership positions in the field of special education. Doctoral students complete formal course work and professional experiences related to teacher preparation and program leadership and conduct research in the field of special education that culminates in completion of a doctoral dissertation. The primary goal of the SED doctoral program is to produce graduates who are prepared to serve as special education higher education faculty members or leaders or administrators in the field of special education.

Students learning outcomes

Student learning outcomes for the SED Ed.D. program align with the Advanced Content Standards identified by the Council for Exceptional Children.

- *Leadership and Policy*. Special educators in advanced programs learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs. They advocate for educational policy based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they advocate for appropriate resources to ensure that all personnel involved have effective preparation. Special educators use their knowledge of the needs of different groups in a pluralistic society to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model respect for all individuals and ethical practice. They help to create positive and productive work environments and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.
- *Program Development and Organization*. Special educators apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs. They help design and deliver, as appropriate to their role, ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. Special educators continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.
- *Research and Inquiry*. Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies. Special educators evaluate the appropriateness of research methodologies in relation to practices presented in the literature. They use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement and engage in the design and implementation of action research. Special educators are able to use the literature to resolve issues of professional practice and help others to understand various evidence-based practices.
- *Student and Program Evaluation*. Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence-based practices in assessment. Effective special educators design and implement research activities to evaluate the effectiveness of instructional practices and, as appropriate to their role, to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals. With respect to evaluation of individuals, special educators prepared at the advanced level are able to apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.
- *Professional Development and Ethical Practice*. Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice. Special educators plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special

educators model their own commitment to continuously improving their own professional practice by participating in professional development themselves.

- *Collaboration*. Special educators prepared at the advanced level have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understand to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families. They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.

Program curriculum (2018-2019)

The Ed.D. in Special Education requires 75 credit hours. This includes 23 credit hours of core courses, 22 credit hours of specialized courses, 15 credit hours of electives, 15 credit hours of dissertation research and a doctoral examination.

Program delivery

The program is offered on the Normal campus and in Chicago land cohorts.
The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

Department faculty (Fall 2019)

19 tenure track faculty members (3 Professors, 6 Associate Professors, and 10 Assistant Professors)
41 non-tenure track faculty members (23 full-time, 28 part-time, totaling 29.40 FTE)
Undergraduate student to faculty ratio: 16 to 1
Undergraduate student to tenure-line faculty ratio: 41 to 1

Specialized accreditation

The Doctoral Program does not currently hold external accreditation, although it has been decided that advanced programs in the College of Education will seek accreditation from the Council on the Accreditation of Educator Preparation (CAEP) in near the future.

Changes in the academic discipline, field, societal need, and program demand

The disability movement has resulted in increased access to the general education curriculum among students with disabilities. However, students with disabilities remain a marginalized group who achieve lower levels of performance, compared to their peers without disabilities. Since the last program review, the field of special education continued to face high demands for highly skilled and culturally responsive college faculty, school administrators, and teacher leaders, with the following changes and challenges related to the academic discipline, field, societal need, and program demand:

1. The demand for special education tenure-track faculty members is especially high. Each year, there are between 25 and 50 tenure-track faculty position openings in the United States that seek candidates with a strong research agenda, college teaching experience, and exceptional verbal and written communication skills for faculty positions. Thus, it is critical that the special education doctoral program at Illinois State continue to maintain a rigorous program to equip program graduates to fulfill such demands in higher education.
2. With the inclusion movement and disability advocacy, society has challenged the historically minimum expectations for people with disabilities. Therefore, the doctoral program needs to prepare current and future leaders to model high expectations for teachers and teacher candidates, who can then hold high expectations for themselves and their students with disabilities. The doctoral program also needs to prepare leaders who are

critical consumers of research and can make instructional decisions to decrease the gaps between research and practice.

3. The academic discipline is in urgent need of rigorous and original research to strengthen the foundation of evidence-based practices that can be used to improve the outcomes for students with disabilities. Thus, this demand has challenged the faculty to maintain active research agendas, involving doctoral students in research projects and mentoring doctoral students in designing, conducting, and disseminating quality research.

4. Across the nation, there is an urgent call for culturally responsive pedagogy in K-12 and college classrooms. The issues of disproportionality in special education have resulted in minority students who are overrepresented among the populations of students with emotional and behavioral disorders. The special education doctoral program shares the responsibility of preparing current and future teacher educators who can model culturally responsive pedagogy in college classrooms and prepare future K-12 teachers to be culturally responsive.

5. With the advancement of technology and emergence of fully online doctoral programs, there are increased demands for a program delivery model that addresses the need of working professionals while maintaining the academic rigor and allowing relationship-building among students and between students and faculty. In the upcoming year, the School of Education graduate faculty will explore and discuss delivery options for on-campus and Chicagoland cohorts.

Responses to previous program review recommendations

The 2012-2013 program review resulted in three recommendations.
1. *Continue efforts to recruit students and faculty from underrepresented groups*. From 2011 to 2018, the department has undergone several faculty searches and resulted in successful hires of eight underrepresented tenure-track new faculty members (i.e. two Asians, two African Americans, three Latinos, and one male). In addition, there are increased enrollments of minority students in the doctoral program. As discussed in the actions taken for student diversity, the special education department has hosted professional development workshops to enhance faculty's cultural competency. One challenge in recruiting students from underrepresented groups are finance supports available at the university. Currently, there are some limited scholarships available for minority graduate students who want to pursue doctoral studies.
2. *Continue to monitor demand for on-campus and cohort programs*. During annual advisory council meetings and alumni events, the department continued to monitor the demand for on-campus and off-campus cohorts. On a regular basis, the doctoral coordinator receives inquiries for program information from both on- and off-campus prospective doctoral students. In the upcoming year, the faculty will evaluate and discuss the need for more flexible delivery models, while maintaining the rigor of the program.
3. *Continue to monitor time-to-degree*. The program coordinator has continued to monitor the progress of doctoral students with regular email communication and program updates. From 2011 to 2018, there were 31 doctoral graduates and 25 (i.e. 80 percent) students graduated within the eight years of timeframe. Recently, a Doc Buddy, a peer partner system that connects Chicagoland and on-campus doctoral students with periodic check-ins, was created, but there is a need to continue to assess the needs of the students.

Major findings

1. Enrollment and the numbers of degree conferred in the special education doctoral program have remained steady over the past several years. However, there is a need to increase the enrollment for the Chicagoland cohort and student diversity overall, possibly with targeted recruitment approaches to reach out to school districts with diverse student and teacher populations. Also, the program needs to explore and assess different delivery models for on-campus and off-campus cohorts to better address the needs of working professionals.

2. Overall, current doctoral students and alumni are satisfied with the program in terms of program outcomes, its delivery models, the School's courses, faculty mentorship, and scholarship opportunities. There is a need to facilitate stronger mentorship among faculty and students with more scholarship opportunities and to support more purposefully students who reach to the final stages of the research proposal and culminating dissertation.

3. To continue to offer a competitive, rigorous, and high-quality program that prepares future higher education faculty for culturally responsive pedagogy, there is a need for the School's graduate faculty to review the curriculum and degree requirements and to discuss ways to infuse diversity and writing requirements within and across the curriculum.

Initiatives and plans

1. Continue to maintain a strong and rigorous special education doctoral program with high expectations for students.
This plan will position graduates for higher education and other leadership positions, and for contributing to the field through research, practice, and advocacy. To do so, the School's graduate faculty will need to review the curriculum, degree requirements, and program outcomes. They will also need to investigate possible revisions to the curriculum and offer focused areas of doctoral study, as well as ways to infuse diversity and writing competency within and across the curriculum.

2. Continue to increase student and faculty diversity.
This plan aligns with the Vision and Core Values of Educate • Connect • Elevate (ECE): Illinois State— the Strategic Plan for Illinois' First Public University 2018-2023 (ECE IA. III.A). The program needs to identify ways to recruit and retain minority doctoral students with targeted recruitment in diverse school districts. It will also need to determine means of providing mentoring, financial support, and potential partnerships with the INTO center to recruit international students. The department should also continue to recruit minority faculty during faculty searches and provide support to equip faculty with strategies to infuse diversity within and across the doctoral curriculum (ECE III.A.C.).

3. Assess the need to change delivery models and explore options to better meet the needs of working professionals while maintaining high program standards.
The program should continue to systematically assess student progress and collect specific feedback on the current delivery models. Most doctoral students are older adults who are full-time working professionals, who value the direct interactions with faculty and their fellow students. The program needs to reassess delivery models for on-campus and/or off-campus cohorts and explore different delivery options that can maintain program rigor and facilitate meaningful relationships between students and faculty.

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 Ed.D. in Special Education to be in Good Standing.

The Academic Planning Committee thanks the program for a concise and critical self-study report. The Ed.D. in Special Education prepares individuals in the areas of teacher education, program design and management, and research and evaluation for careers in higher education as well as for leadership roles in human service programs that focus on children and adults with disabilities. Each student's program includes formal coursework, professional practice experiences, and a dissertation. The Ed.D. program also offers the opportunity for students to pursue the Director of Special Education (DOSE) Post-Master's Certificate, an approved Illinois State Board of Education (ISBE) program leading to an endorsement in special education administration for the Professional Educator License. The review process for this self-study involved gathering, analyzing, and implementing changes based on feedback from key stakeholders.

The committee commends the program on maintaining a strong and competitive program for doctoral-level special education training in the State of Illinois. The program has two cohorts, one on-campus and one in Chicagoland. The on-campus cohort offers face-to-face courses with rolling admissions, and the Chicagoland cohort is offered in a hybrid format, running every three to four years. To accommodate the schedule of working professionals, on-campus cohort courses are scheduled to meet one to two evenings, and the off-campus cohort courses are scheduled to meet one evening per week. By virtue of these two cohorts, the enrollments in the program have remained above the minimum target of 20 students. This has allowed the program to maintain small class sizes for doctoral courses and to provide each doctoral student with individualized faculty support and guidance. The committee also recognizes the use of the scholarships available through the Graduate School and Alumni Association in recruiting minority students.

The committee commends faculty efforts to promote a climate of inclusiveness through their varied activities related to diversity, equity, and culturally responsive teaching. We commend the program faculty for their development and participation in the GROWTH peer-to-peer mentoring program and for allowing doctoral student participation in this professional development opportunity. The committee applauds the program's multifaceted plans to increase and support both student and faculty diversity and strongly encourages the faculty to pursue the self-identified areas of improvement. The committee notes the leadership role that many of the faculty have taken with the Culturally Responsive Campus Community Conference held at Illinois State University.

The committee commends the close working relationship the department has with its subject liaison librarian and the department's willingness to embed library resources more closely into the department and curriculum through providing office space in close physical proximity to the department, integrating a variety of library instruction options (e.g., video modules), and creating a journal wish list as a way to identify potential journals that Milner Library can purchase. Given recent journal cancellations and expected increases in distance and hybrid courses, the committee encourages the department and library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among special education faculty and students.

The committee notes that while there have not been major changes to the doctoral curriculum, the program faculty have engaged in ongoing assessment procedures and used information from these efforts to guide revisions to the program requirements. The committee commends the program faculty on their efforts to infuse topics related to diversity into and across the curriculum. We support the program faculty in pursuing accreditation from the Council for the Accreditation of Educator Preparation. The committee also notes that the program is on schedule for ISBE reauthorization. We further commend the program for the excellent pass rates of Illinois State DOSE candidates who completed the state licensure examination.

Recommendations.
The Academic Planning Committee thanks faculty members of the Ed.D. in Special Education program for the opportunity to provide input regarding special educator preparation at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Special Education faculty members. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan to monitor and assess the impact of having different delivery systems for the two cohorts in the program. The committee recommends that faculty members closely monitor and evaluate the impacts of the online and hybrid courses on student recruitment, retention, and graduation. Comparability of program requirements across delivery modes is required and programs are monitored by the university, the state, and the Higher Learning Commission (the University's regional accreditation body) for compliance with this and other policies. The committee suggests that faculty consider also how the different delivery formats and the on-campus and off-campus cohorts may impact program and student success. The plan should also assess the ability to deliver the program online to meet student needs without sacrificing program quality, and the extent and strength of relations with program alumni. Findings from the implementation of this plan and student learning outcomes assessment processes embedded in the program can aid faculty in conducting its analyses and identifying the need for subsequent curriculum revisions. The committee suggests that the program broaden the scope of their planning to include feedback from additional key stakeholders beyond alumni (e.g., students, districts that employ their graduates) for guidance.

Continue to evaluate program curriculum, degree requirements, and program outcomes. The committee notes that the program requires more hours than other special education doctoral programs in the state. Although the self-study report indicated Illinois State faculty's reasons for the greater number of credit hours, such as requiring courses that are focused on postsecondary-level teaching and teacher preparation, we recommend that the program faculty examine how that requirement may impact recruitment, retention, and time-to-degree for students.

Continue to refine your plan for recruitment and enrollment growth. The committee supports faculty efforts to explore further expansion of program enrollment during the next program review cycle. The committee encourages the program to develop and implement a plan for student recruitment and retention, including in the plan strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the

program and discipline. Some elements of a recruitment plan have already been identified by faculty in its self-study report, including advertising at state-level teacher conferences, sending emails to alumni, distributing recruitment flyers, and using internal and external networks. The committee recommends that the program work with University Marketing and Communications to pursue additional methods of recruiting. The committee urges the program faculty to evaluate the effects of recruitment efforts on enrollment and, in turn, on the ability of the college to provide high-quality doctoral-level education.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds.

Continue the collaborative work with Milner Library. The committee recommends you work with the department's subject liaison librarian to examine and evaluate the library's journals and monograph collection related to special education to aid in both the selection and deselection process of these sources. We also recommend you work with your subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the department, align those outcomes to the curriculum, and integrate those outcomes into the student learning outcomes assessment plan for the program.

Continue implementing and refining the student learning outcomes assessment plan. The committee notes that the current assessment plan is dated 2010. We recommend that the program faculty include revisions of their assessment plan as part of their preparation for CAEP accreditation. After the program has revised its existing 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 information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

REVIEW OF THE B.S., B.S.ED IN EARLY CHILDHOOD EDUCATION

Classification of Instruction Programs (CIP) Code: 13.1210
Early Childhood Education and Teaching

OVERVIEW

The B.S., B.S.Ed. in Early Childhood Education program at Illinois State University is housed in the School of Teaching and Learning within the College of Education. The School of Teaching and Learning awards degrees in the following programs: Early Childhood Education, Elementary Education, and Middle Level Education. A teacher candidate is able to earn additional endorsements on their professional education license. Early Childhood teacher candidates may earn the following endorsements: bilingual, reading teacher, and/or English as a second language (ESL). Middle level candidates must choose two of the following endorsements for their plans of study: language arts, math, science, social science, or English as a second language (ESL). In addition to the above-mentioned endorsements, Early Childhood candidates may pursue a Special Educator Letter of Approval that is highly desired by Illinois districts, and they may also pursue a minor in bilingual education. The School of Teaching and Learning provides a professional educator sequence for many secondary education programs. Finally, the School offers graduate programs which include: a Master's in Teaching and Learning, a Master's in Reading, and an Ed.D. in Teaching and Learning. The School also offers a post-baccalaureate program for the Library Information Specialist endorsement. The last review of the B.S., B.S.Ed. in Early Childhood Education program occurred in 2012-2013.

The program is based on the conceptual framework "Realizing the Democratic Ideal" and is closely aligned with the Illinois Professional Teaching Standards (IPTS) and the standards of the National Association for the Education of Young Children (NAEYC). The professional course-work of the program focuses on preparation for teaching in public school Pre-K through grade 2 classrooms, child care centers, pre-schools, and birth through age 3 early intervention programs.

Completion of the Early Childhood Education Program leads to an initial Illinois Educator License with endorsement for teaching in programs serving children birth to age 7 (grade 2). Upon the successful completion of their academic program, clinical experiences, edTPA (state licensure exam), and student teaching, Early Childhood candidates are recommended by the university to Illinois State Board of Education for licensing. Early Childhood candidates may complete coursework within the program that allows them to secure additional endorsements on the professional educators license (PEL). These additional endorsements are reading, English as a Second Language (ESL), or bilingual. The ESL endorsement option was added since the last university program review cycle due to demand in the field. Early Childhood teacher candidates may also pursue the Special Education Letter of Approval through additional coursework for which there is also a high demand in the field.

Enrollment and Degrees Conferred, 2012-2019
B.A., B.S., B.S.Ed. in Early Childhood Education, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Enrollments, fall census day	218	222	242	272	319	338	343	331
Degrees conferred, graduating fiscal year	76	63	34	60	62	69	72	86

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.

Program goals

The program goals are developed from the National Association for the Education of Young Children standards.

- Relationships: The program promotes positive relationships among all children and adults. It encourages each child's sense of individual worth and belonging as part of a community and fosters each child's ability to contribute as a responsible community member. Warm, sensitive, and responsive relationships help children feel secure. The safe and secure environments built by positive relationships help children thrive physically, benefit from learning experiences, and cooperate and get along with others.
- Curriculum: The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive. A well-planned written curriculum provides a guide for teachers and administrators. It helps them work together and balance different activities and approaches to maximize children's learning and development. The curriculum includes goals for the content that children are learning, planned activities linked to these goals, daily schedules and routines, and materials to be used.
- Teaching: The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the curriculum goals. Children have different learning styles, needs, capacities, interests, and backgrounds. By recognizing these differences and using instructional approaches that are appropriate for each child, teachers and staff help all children learn.
- Assessment of Child Progress: The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results benefit children by informing sound decisions, teaching, and program improvement. Assessments help teachers plan appropriately challenging curriculum and tailor instruction that responds to each child's strengths and needs. Assessments can also help teachers identify children with disabilities and ensuring that they receive needed services.
- Health: The program promotes the nutrition and health of children and protects children and staff from illness and injury. Children must be healthy and safe in order to learn and grow. Programs must be healthy and safe to support children's healthy development.
- Staff Competencies, Preparation, and Support: The program employs and supports a teaching staff with the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests. Teachers who have specific preparation, knowledge, and skills in child development and early childhood education are more likely to provide positive interactions, richer language experiences, and quality learning environments.
- Families: The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture. To support children's optimal learning and development, programs need to establish relationships with families based on mutual trust and respect, involve families in their children's educational growth, and encourage families to fully participate in the program.
- Community Relationships: The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals. Relationships with agencies and institutions in the community can help a program achieve its goals and connect families with resources that support children's healthy development and learning.
- Physical Environment: The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development. An organized, properly equipped, and well-maintained program environment facilitates the learning, comfort, health, and safety of the children and adults who use the program.
- Leadership and Management: The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, and fiscal, and program management so all children, families, and staff have high-quality experiences. Effective management and operations, knowledgeable leaders, and

sensible policies and procedures are essential to building a quality program and maintaining the quality over time.

Students learning outcomes

The student learning outcomes for the program are the National Association for the Education of Young Children standards; the Illinois Professional Teaching Standards; the material included in the state content test for Early Childhood teacher candidates; the constructs of edTPA (the state licensure test); and the Charlotte Danielson Framework.

Program curriculum (2018-2019)

The graduation requirements for the B.S., B.S.Ed. in Early Childhood Education program consist of 45 credit hours of required major courses, 15 credit hours of education-related course, 12 hours of student teaching, 39-44 credit hours outside of the major (including 39 hours of general education courses), and 9 credit hours of 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 School of Teaching and Learning sponsors short-term cultural immersion experiences through partner institutions in United Kingdom, Italy, Spain, Finland, Japan, Taiwan, Costa Rica, Ireland, and Panama.

Department faculty (Fall 2019)

42 tenure track faculty members (12 Professors, 16 Associate Professors, and 14 Assistant Professors)
75 non-tenure track faculty members (12 full-time, 63 part-time, totaling 35.50 FTE)
Undergraduate student to faculty ratio: 22 to 1
Undergraduate student to tenure-line faculty ratio: 40 to 1

Specialized accreditation

All teacher education programs at Illinois State University seek accreditation from the National Council for Accreditation of Teacher Education (now Council for the Accreditation of Educator Preparation, CAEP). The program was reaccredited by CAEP in November 2019. The next review cycle is scheduled for 2025/2026. In addition, the review of individual programs is a review conducted by the state or electronically through NCATE/CAEP and the specialized professional organizations. The Early Childhood Program review is conducted by the National Association for the Education of Young Children (NAEYC), the national specialized professional organization for Early Childhood educators. The Early Childhood program received National Recognition and accreditation by NAEYC in 2016. The program is also annually approved by the Illinois State Board of Education.

Changes in the academic discipline, field, societal need, and program demand

Changes in the manner in which students in the discipline are taught: Early Childhood program faculty within the School of Teaching and Learning have designed instruction to effectively address culturally responsive teaching, framing mindsets from an asset-based perspective of the learner, and effective instruction for diverse learners. Program faculty have designed instruction related to standards-based grading, strategies for engaging students in learning (as opposed to "classroom management"), reading and writing workshop, new science standards and STEM instruction (science, technology, engineering, and mathematics), and Common Core standards—all constructs that are now guiding the field.

Program faculty utilize flexible seating, collaborative learning opportunities, embedded technology expectations and requirements, and often forms of standards-based instructional methods for their college coursework.

Changes in the professions for which students are trained: The Early Childhood program within the School of

Teaching and Learning has met the demand for new hiring practices within the field by being approved as an entitled institution for the Gateways to Opportunity ECE credential Levels 2, 3, 4, and 5. As an entitled institution, Early Childhood teacher candidates at Illinois State University have the opportunity to qualify for state recognized credentials as they take courses or complete a degree through the School of Teaching and Learning. These progressive credentials allow the candidates to be hired and compensated for varying jobs within the field prior to and after their successful completion of the entire ECE program. This credentialing is completed through the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA).

Early Childhood teacher candidates are now able to secure an endorsement in English as a Second Language instruction since the last cycle of program review. The coursework towards this endorsement was developed to meet the demand in the field for teachers who are able to effectively instruct children for whom English is not their first language. Many districts in Illinois are requiring applicants for teaching positions to have an ESL endorsement on their professional educators' license in order to secure an interview and to potentially be hired to teach in the district. The School has met this demand through the creation of the ESL endorsement within the plans of study for Early Childhood candidates.

Changes in the demand for program graduates: Illinois is currently experiencing a teacher shortage. Demand for teachers (particularly in urban and rural areas) has increased while the number of Early Childhood teacher candidates enrolled in most Illinois universities has significantly decreased since the last cycle of program review. Some institutions have seen their Early Childhood programs decreased by as much as 85%. The total number of matriculating Early Childhood candidates in public universities in Illinois has decreased by 40% between 2009 and 2016, per Illinois Board of Higher Education (IBHE) data. The Early Childhood program within the School of Teaching and Learning has seen an increase of 13% between 2009 numbers and 2016 numbers.

Anecdotally, School administration believes the decrease in enrollment in Early Childhood teacher preparation programs is due to a number of factors, including, but not limited to, the following: ongoing negative media publicity related to state workers' pension plans and compensation rates; the increased competition for students from out-of-state institutions; the cost of a higher education degree compared to the starting salaries of novice teachers; and the increased number of families/potential students moving out-of-state.

Graduates of the School of Teaching and Learning remain in high demand for hiring by Illinois districts as well as many districts in the United States due to their strong reputation as conscientious, highly professional educators with a solid knowledge of instructional strategies and theories that support children in today's classrooms. Anecdotally, principals, human resource directors, and school superintendents (among other district personnel) continue to share that they begin their hiring processes with graduates from the School of Teaching and Learning at Illinois State University.

Changes in the demand for the program by prospective students: Per available PRPA data, prospective Early Childhood educators are choosing the School of Teaching of Learning when they decide to matriculate as teacher candidates. While other Early Childhood programs in the state have seen as much as an 83% decrease in enrollment in their Early Childhood numbers within the last cycle of program review, the School's enrollment for the same program in the same time period has experienced a 13% increase. Since the last cycle of program review, the Illinois State Board of Education has changed the licensure band structure to create "specialists" in the following grade bands: Early Childhood (birth through 2nd grade); Elementary (1-6 grade); and Middle Level (5-8 grade). This has caused candidates to identify their chosen grade range early in the program.

An average of 180 applicants applied as freshman to the Early Childhood program from 2011-2017. An average of 51 applicants enrolled as freshman from 2011-2017. The number of freshman student applicants and transfer student applicants has varied and/or decreased since 2011; however, the percentage of freshman applicants and transfer student applicants actually enrolling has increased between 2011 and 2017, significantly so for transfer students.

Responses to previous program review recommendations

The 2012-2013 program review resulted in five recommendations.

1. *Continue efforts to develop a reading teacher endorsement.* In the process of curriculum redesign required by the Illinois State Board of Education, Early Childhood education faculty developed coursework leading to a reading endorsement on an educator's license. Early Childhood teacher candidates are now able to complete a reading endorsement through successful completion of their program of study, the successful completion of two additional courses, and the successful completion of the Reading Teacher Test (#177).
2. *Continue to monitor "sculpted enrollment" for each of the undergraduate teacher programs.* The number of teacher candidates has increased since the last program review (from 253 in 2011 to 343 in 2018). This number is partially related to the sculpting of the elementary candidate enrollment to encourage more students into the Early Childhood and Middle Level programs since the last program review cycle.
3. *Determine feasibility of collaboration between the College of Education and the College of Arts and Sciences for development of bilingual discipline related programs.* Faculty within the School of Teaching and Learning have crafted a bilingual elective track that Early Childhood candidates may complete for additional experience in bilingual education that uses existing clinical courses (bilingual classroom placements) and bilingual education courses within the program. Early Childhood teacher candidates may add a bilingual endorsement to their Professional Educators' License (PEL) through the successful completion of one additional course and the Target Language Proficiency Test.
4. *Continue to develop and support recruitment initiatives for student candidates and faculty hires.* Since the last cycle of program review, available PPRPA data indicates that the number of minority students within the Early Childhood program has increased from 39 (2014) to 86 (2018). Departmental faculty and administration have taken an active role in participating in all student recruitment events offered by the university, and the department is working with the director or enrollment management and transition services for the College of Education to continue supporting additional efforts for recruiting minority students from local and suburban Future Teacher Clubs and community colleges. When hiring new faculty, Early Childhood program faculty seek candidates who have shown commitment to social justice, cultural diversity, and inclusion in professional, scholarly, and personal contexts. These constructs are included in the hiring language of job descriptions.
5. *Explore ways to better integrate the current clinical schedule with methods courses and provide students better experiences in diverse clinical settings.* Since the last cycle of program review, the department has maxed clinical course numbers at 16 teacher candidates per clinical course instructor in order to better support Early Childhood teacher candidates in diverse clinical settings. Program faculty have integrated assignments across methods courses and clinical courses to create effective clinical experiences that support the implementation of theory into practice.

Major findings

The Early Childhood education program in the School of Teaching and Learning at Illinois State University is an exemplary program for candidates wishing to teach children from birth through second grade. Faculty continue to engage in robust research implementing effective instructional strategies that maximize the learning of their students. Demand for the program remains strong even in the face of decreasing numbers of individuals choosing the field of education.

Early Childhood faculty have evidenced a robust research agenda related to issues of diversity, and they have infused content related to issues of diversity throughout their curricula. The number of minority candidates in the Early Childhood program has increased since the last program review cycle, and program faculty remain committed to supporting students and faculty of color and continue to support the diversity initiatives of the School of Teaching and Learning and the College of Education.

The program's cycle of assessment and redesigned curricula continue to effectively meet the state's requirements for licensure. As indicated above, program faculty will be engaging in alignment work with newly developed state competency-based standards during the next cycle of review.

Since the last program review cycle, Early Childhood program faculty have designed a non-licensure route to graduation allowing candidates who could not have formerly graduated from the program to do so. This route to graduation is available to candidates who do not choose the licensure route (with the required testing) or who are not able to pass the required testing for licensure to receive a 4-year degree in Early Childhood education without licensure. This program was created as there is a path to employment as pre-school agency directors with 4-year

education degrees.

As a result of the self-study related to the recent CAEP accreditation process, the Early Childhood faculty will be reinstituting an advisory board comprised of state and community leaders, teachers, and other school personnel to provide ongoing feedback, support, and guidance to program faculty and students. Members of the advisory board have already been identified, and the board will commence in October 2019. This advisory board is scheduled to meet twice during each academic year. Additional involvement will be determined at those meetings.

Recognizing the issues with the newly redesigned content test for Early Childhood teacher candidates, the state board of education has announced that they will be redesigning the content test to better reflect current norms in the field and to address the problematic wording of the questions. However, as a result of the self-study related to program assessment, Early Childhood faculty have begun embedding additional curricular support related to the state content test to support candidates while the re-design is occurring. Working with the undergraduate program coordinator, program faculty have targeted specific content areas and edTPA portfolio rubrics for designing embedded curricula that supports candidates towards licensure.

Initiatives and plans

Early Childhood faculty will work to do the following related to supporting diverse students in the next review cycle (to continue the work already begun and to build upon the work already begun):

- Work to increase the number of students of color who decide to be teachers through the work with Future Teachers Clubs and community colleges and the National Center for Urban Education
- Support students of color more effectively in coursework, clinical experiences, and campus life by:
  - Conducting annual student surveys to measure the department's effectiveness in this endeavor
  - Making this support a key element of program review and assessment
  - Forming a student committee/panel to examine the issues and to offer suggestions for support and ways of moving forward
- Ensure that the infusion of content related to issues of equity and diversity is measurable and comprehensive
- Continue conversations with faculty of color to determine how best to support them and their work
- Continue and increasing targeted support for clinical experiences and faculty research opportunities that relate to issues of diversity and equity
- Award more scholarship monies to diverse student populations
- Provide professional development related to supporting students of color for faculty
- Most importantly, better identify the challenges that students of color experience at Illinois State University and work more intentionally to support them in their coursework, clinical experiences, and campus life

Early Childhood faculty will embed state-created and approved competency-based standards to all program assessments during the next program review cycle.

The program will conduct a targeted campaign in the 2019-2020 academic year (and beyond) to make Early Childhood teacher candidates more aware of the social media accounts of the School of Teaching and Learning and will engage more faculty and alumni in posting and updating the accounts.

Early Childhood faculty will develop the role of the newly formed advisory council in the next cycle of review.

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 Early Childhood Education to be in <u>Good Standing</u>.

The Academic Planning Committee commends the program on its efforts to engage in an ongoing review process and prepare a self-study report that included faculty input over a period of three semesters. The committee further recognizes the faculty efforts that have resulted in the creation of advisory councils, the development of additional supports for the Early Childhood Education content test for teacher required for licensure and administered by the Illinois State Board of Education (ISBE), and the use of survey data from both students and faculty to determine areas of celebration and concern and to inform program planning and development. The committee commends the program for receiving National Recognition by the National Association for the Education of Young Children (NAEYC) in 2016.

The committee also commends the program on its ability to continue to limit enrollments in their courses. This is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities and continues to set the program apart from other options at other institutions.

The committee recognizes that 95% of Illinois State Early Childhood Education graduates scored at the "proficient" or "excellent" levels on their first-year performance evaluations administered by their school districts. These high evaluations are a reflection of the thorough preparation students receive while in the program. The committee also commends the program on the success of their graduates with respect to the increases in employment rates within the industry. Finally, the committee recognizes the efforts of the program to continuously conduct assessments and redesign the curriculum to effectively meet the State's requirements for licensure.

The committee makes note of the numerous opportunities the program provides students to study abroad and commends faculty for remaining committed to providing a variety of these transformative experiences to students. The committee also makes note of the many outside-the-classroom opportunities for their students through participation in registered student organizations, tutoring, and other co-curricular opportunities.

The committee notes that the fluctuation in graduation rate of First-Time in College Early Childhood Education relative to the University-wide average. In Fiscal Year 2016, 65.7% of first-time in college Early Childhood Education students graduated within four years in comparison to the University-wide average rate of 63.9%; in Fiscal Year 2017, 48.7% graduated in four years (compared to 67.3% across the University); and in Fiscal Year 2018, 69.8% graduated in four years (compared to 72.0% across the University). The committee encourages faculty and staff to continue monitoring time to degree during the next program review cycle. The committee also notes that retention rates are at or near University-wide averages over the period of review.

The committee commends the program's efforts to promote a climate of inclusiveness through their varied activities related to diversity, equity, and culturally responsive teaching. The committee applauds the program's multifaceted plans to increase and support both student and faculty diversity and strongly encourages the faculty to pursue the self-identified areas of growth in these areas. The committee notes the leadership role that many of the faculty have taken with the Culturally Responsive Campus Community Conference held at Illinois State University.

Follow-up Reports.
Assessment Plan. The Academic Planning Committee recognizes faculty efforts in developing an assessment plan that aligns with the standards of external bodies, such as the NAEYC and ISBE, and in implementing the assessment plan to address these standards and modify the curriculum. However, in its current form, there are no indirect measures of learning in the assessment plan, and the processes for using assessment information to revise the program are not specified. The committee notes that references to both of these components were made throughout the self-study report and asks that the program work with University Assessment Services to refine the existing plan so that it not only continues to align with the standards of external bodies, but also provides meaningful information to guide faculty in their program revisions. Accordingly, the committee asks faculty to submit a revised assessment plan to the Office of the Provost by May 1, 2021.

Comparator and Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee would like the program to revisit the aspirational section of the self-study. Although the faculty did discuss other institutions when describing the creation of a MAT in Early Childhood Education, the same process was not followed in the

discussion of the Grow-Your-Own partnership or the creation of additional supports for state licensing exams. In a subsequent follow-up report, the committee asks the faculty to address this section through an expanded analysis of aspirational programs, including aspirational programs nationwide, that could help to develop strategies for addressing priority initiatives faculty have identified for the next review, such as increasing student-faculty research collaborations, expanding professional development opportunities for faculty members, and further increasing faculty scholarship. Studying aspirational programs might also help faculty with the exploration of alternate program delivery methods. Accordingly, the committee asks faculty to revisit their discussions of comparator and aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 1, 2021.

Recommendations.
The Academic Planning Committee thanks faculty and staff of the B.S., B.S.Ed. in Early Childhood Education program for the opportunity to provide input regarding early childhood educator preparation at Illinois State University through consideration of the submitted self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Early Childhood Education faculty and staff. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds.

Complete a review of the curriculum. The committee encourages faculty to complete a comprehensive review of coursework in the Early Childhood Education program to ensure it appropriately aligns with forthcoming competency-based InTasc standards. As part of the review of curriculum, the committee suggests a consideration of how the program might also focus on incorporating clinical placements in rural areas in order to broaden students' preparation for work in diverse settings.

Monitor the effectiveness of bilingual elective track. The committee acknowledges the program's development of a bilingual elective track during the period under review and suggests that in the next cycle faculty monitor student outcomes in order to determine whether the new program is effectively meeting students' needs.

Continue to monitor enrollment trends. In light of IBHE's concerns related to statewide teacher shortages, the committee encourages faculty to continue to actively evaluate the program's (and the School of Teaching and Learning's broader "sculpted enrollment") recruitment and retention plans to ensure that Illinois State University is meeting the needs of both the program and the State are met.

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 information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

REVIEW OF THE B.S., B.S.ED. IN ELEMENTARY EDUCATION

Classification of Instruction Programs (CIP) Code: 13.1202
Elementary Education and Teaching

OVERVIEW

The B.S., B.S.Ed. Elementary Education program at Illinois State University is housed in the School of Teaching and Learning within the College of Education. The School of Teaching and Learning awards degrees in the following programs: Early Childhood Education, Elementary Education, and Middle Level Education. A teacher candidate is able to earn additional endorsements on their professional education license. Early Childhood teacher candidates may earn the following endorsements: bilingual, reading teacher, and/or English as a second language (ESL). Middle level candidates must choose two of the following endorsements for their plans of study: language arts, math, science, social science, or English as a second language (ESL). In addition to the above-mentioned endorsements, Early Childhood candidates may pursue a Special Educator Letter of Approval that is highly desired by Illinois districts, and they may also pursue a minor in bilingual education. The School of Teaching and Learning provides a professional educator sequence for many secondary education programs. Finally, the School offers graduate programs which include: a Master's in Teaching and Learning, a Master's in Reading, and an Ed.D. in Teaching and Learning. The School also offers a post-baccalaureate program for the Library Information Specialist endorsement. The last review of the B.S., B.S.Ed. in Elementary Education program occurred in 2012-2013.

The program is based on the conceptual framework "Realizing the Democratic Ideal" and closely aligned with national elementary teacher education standards, the 2010 Illinois Professional Teaching Standards (IPTS), and the Illinois standards for Elementary Education Teachers (2013), all of which are integrally related. Throughout the program, elementary education candidates have opportunities to link theory with practice as they participate in approximately 400 hours of clinical experiences in elementary classrooms. Elementary education candidates also may apply to one of several Professional Development Schools in which they integrate their coursework with ongoing classroom experiences in participating school districts in a year-long student teaching experience.

The Elementary Education program prepares candidates for the Illinois Professional Educator License and the Elementary Education Endorsement in grades 1-6. The completion of the Elementary Education Program curriculum and the successful completion of the edTPA (state licensure test) meets the state requirements for obtaining an elementary endorsement on a professional educator's license (PEL). Upon the successful completion of their
academic program, clinical experiences, edTPA (state licensure exam), and student teaching, elementary candidates are recommended by the university to the Illinois State Board of Education for licensing. Elementary candidates may complete coursework within the program that allows them to secure additional endorsements on the professional educators license (PEL). These additional endorsements are reading and/or English as a Second Language. The ESL endorsement option was added since the last university program review cycle due to demand in the field.

Enrollment and Degrees Conferred, 2012-2019
B.S., B.S.Ed. in Elementary Education, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Enrollments, fall census day	960	935	959	1036	1020	923	1030	1079
Degrees conferred, graduating fiscal year	301	241	213	234	247	303	166	210

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.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The program goals are developed from the Association for Childhood Education International (ACEI) standards which are held as true indicators of quality by the profession. These quality indicators include programs that produce strong Elementary Education candidates prepared to meet the diverse needs of young children and families. High quality programs also provide candidates an extensive variety of field-based experiences. The Illinois State University program ensures that diversity training and technology are embedded in all coursework. Students receive 150-160 hours of clinical experience and student teaching, including opportunities across the country and abroad.

Students learning outcomes

Master syllabi are aligned to the Illinois Professional Teaching Standards (IPTS) standards indicated below. Faculty have embedded content within their courses to address the requirements of the state Elementary content exam as well as for the edTPA (the state licensure exam). Clinical courses in the Elementary program are using elements of the edTPA and the Danielson Framework for clinical coursework evaluations. The student teaching semester is evaluated through the Danielson Framework within the student teaching course during the last semester of the senior year.

- *Teaching Diverse Students* – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.
- *Content Area and Pedagogical Knowledge* – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.
- *Planning for Differentiated Instruction* – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.
- *Learning Environment* – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.
- *Instructional Delivery* – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.
- *Reading, Writing, and Oral Communication* –The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.
- *Assessment* – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.
- *Collaborative Relationships* –The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.
- *Professionalism, Leadership, and Advocacy* – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Program curriculum (2018-2019)

The graduation requirements for the B.S., B.S.Ed. in Elementary Education program consists of 33 credit hours of required major courses, 27 credit hours of education-related courses, 12 hours of student teaching, 36 credit hours of general education courses, and 12 credit hours of 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 School of Teaching and Learning sponsors short-term cultural immersion experiences through partner institutions in United Kingdom, Italy, Spain, Finland, Japan, Taiwan, Costa Rica, Ireland, and Panama.

Department faculty (Fall 2019)

42 tenure track faculty members (12 Professors, 16 Associate Professors, and 14 Assistant Professors)
75 non-tenure track faculty members (12 full-time, 63 part-time, totaling 35.50 FTE)
Undergraduate student to faculty ratio: 22 to 1
Undergraduate student to tenure-line faculty ratio: 40 to 1

Specialized accreditation

All teacher education programs at Illinois State University seek accreditation from the National Council for Accreditation of Teacher Education (now Council for the Accreditation of Educator Preparation). The program was reaccredited by CAEP in November 2019. The next review cycle is scheduled for 2025-2026. In addition, the review of individual programs is a review conducted by the state or electronically through NCATE/CAEP and the specialized professional organizations.

Formerly, an individual program review of the elementary program was conducted by the Association for Childhood Education International (ACEI), a specialized professional organization (SPA) resulting in National Recognition and accreditation of the program in August, 2011; however, ACEI no longer exists and elementary programs are using the CAEP review process as their accreditation process. Elementary programs must now choose to align to InTasc-Interstate Teacher Assessment and Support Consortium standards and/or CAEP elementary standards. This is work that has begun and is expected to be completed by fall of 2020.

Changes in the academic discipline, field, societal need, and program demand

Changes in the manner in which students in the discipline are taught: Elementary Education program faculty within the School of Teaching and Learning have designed instruction to effectively address culturally responsive teaching, framing mindsets from an asset-based perspective of the learner, and effective instruction for diverse learners. Program faculty have designed instruction related to standards-based grading, strategies for engaging students in learning (as opposed to "classroom management"), reading and writing workshop, new science standards and STEM instruction (science, technology, engineering, and mathematics), and Common Core standards—all constructs that are now guiding the field.

Program faculty utilize flexible seating, collaborative learning opportunities, embedded technology expectations and requirements, and often forms of standards-based in their instructional methods for their college coursework.

Changes in the professions for which students are trained: Elementary teacher candidates are now able to secure an endorsement in English as a Second Language instruction since the last cycle of program review. The coursework towards this endorsement was developed to meet the demand in the field for teachers who are able to effectively instruct children for whom English is not their first language. Many districts in Illinois are requiring applicants for teaching positions to have an ESL endorsement on their professional educators' license in order to secure an interview and to potentially be hired to teach in the district. The School has met this demand through the creation of the ESL endorsement within the plans of study for Elementary candidates.

Program faculty designed a science inquiry course to better support Elementary teacher candidates' understanding and implementation of instructional strategies that support inquiry across disciplines. The field of education has moved towards an inquiry-based curricular model for elementary children, and this instruction supports teacher candidates' preparation for working effectively with curricula and with children in Illinois schools.

Changes in the demand for program graduates: Illinois is currently experiencing a teacher shortage. Demand for teachers (particularly in urban and rural areas) has increased while the number of Elementary teacher candidates enrolled in most Illinois universities has significantly decreased since the last cycle of program review.

Anecdotally, the School administration believes the decrease in enrollment in state-wide Elementary teacher preparation programs is due to a number of factors, including, but not limited to, the following: ongoing negative media publicity related to state workers' pension plans and compensation rates; the increased competition for students from out-of-state institutions; the cost of a higher education degree compared to the starting salaries of novice teachers; and the increased number of families/potential students moving out-of-state.

Graduates of the School of Teaching and Learning remain in high demand for hiring by Illinois districts as well as many districts in the United States due to their strong reputation as conscientious, highly professional educators with a solid knowledge of instructional strategies and theories that support children in today's classrooms. Anecdotally, principals, human resource directors, and school superintendents (among other district personnel) continue to share that they begin their hiring processes with graduates from the School of Teaching and Learning at Illinois State University.

Changes in the demand for the program by prospective students: Per available PRPA data, prospective Elementary educators are choosing the School of Teaching of Learning when they decide to matriculate as teacher candidates. While other Elementary programs in the state have seen as much as a 73 percent decrease in enrollment in their Elementary numbers within the last cycle of program review, enrollment for the same program in the same time period has experienced an 8 percent increase. Since the last cycle of program review, the Illinois State Board of Education has changed the licensure band structure to create "specialists" in the following grade bands: Early Childhood (birth through 2nd grade); Elementary (1-6 grade); and Middle Level (5-8 grade). This has caused candidates to identify their chosen grade range early in the program.

An average of 578 applicants applied as freshman to the Elementary program from 2011-2018. An average of 131 applicants enrolled as freshman from 2011-2018. The number of freshman student applicants and transfer student applicants has varied and/or decreased since 2011; however, the percentage of freshman applicants and transfer student applicants actually enrolling has generally increased between 2011 and 2018.

Responses to previous program review recommendations

The 2012-2013 program review resulted in five recommendations.

1. *Begin a program-wide initiative to align the curriculum with the student teaching experience, the newly mandated Teaching Portfolio Assessment/Performance Based Certification Assessment, and the 2010 Illinois Professional Teaching standards; make appropriate curricular changes as warranted.* The elementary faculty systematically revised syllabi and course content to reflect the identified Illinois Professional Teaching Standards; revised coursework to reflect additional supports for the mandated performance-based teaching portfolio (edTPA, formerly known as the Teaching Portfolio Assessment); revised a key performance assessment to provide feedback that would inform edTPA; and worked with the undergraduate coordinator to provide necessary orientations and/or course discussions to familiarize elementary candidates with the new assessment. These efforts have been successful in preparing candidates as reflected by the 98-99 percent average passage rate of our elementary candidates.
2. *Examine all required program course objectives for content crossover and gap.* The examination of all required program course objectives for content crossover and gaps was accomplished through an extensive program redesign completed in 2013. At that time, alignment of objectives across courses was considered, alignment of course objectives with the IPTS was considered, and all program assessments were updated to reflect the necessary changes to alignment. Elementary faculty have recently engaged in another process of

review to ensure the necessary alignments across courses and will continue this process during the 2019-2020 academic year.
3. *Continue working to increase tenure track to non-tenure track ratios*. Increasing tenure track to non-tenure track ratios remains an ongoing goal for the department. The Interim Director of the School of Teaching continues to request tenure-track lines each year. In 2019 he requested 6 lines for the department to help to increase these ratios, and the School received 2 lines, one of which would be to fill an elementary bilingual teaching position.
4. *Work with departments across campus offering marketable elementary endorsements to improve access to courses.* School administration has worked with necessary department directors, advisors, and course instructors through the program redesign process to ensure access to necessary courses within other programs.
5. *Continue to monitor "sculpted enrollment" for each of the undergraduate teacher programs*. School administration routinely work with academic advisors and the director for enrollment and transfer services for the College of Education to monitor the enrollment within the elementary program. For example, the Early Childhood program has increased in size due to concerted efforts to sculpt the Elementary enrollment.

Major findings

The Elementary Education program in the School of Teaching and Learning at Illinois State University is an exemplary program for candidates wishing to teach children in first through sixth grades. Faculty continue to engage in robust research implementing effective instructional strategies that maximize the learning of the program's students. Demand for the program remains strong even in the face of decreasing numbers of individuals choosing the field of education.

Elementary faculty have evidenced a robust research agenda related to issues of diversity, and they have infused content related to issues of diversity throughout their curricula. Program faculty remain committed to supporting students and faculty of color and continue to support the diversity initiatives of the School of Teaching and Learning and the College of Education.

The program's cycle of assessment and redesigned curricula continue to effectively meet the state's requirements for licensure. As indicated above, program faculty will be engaging in alignment work with newly developed state competency-based standards during the next cycle of review.

As a result of the self-study related to the recent CAEP accreditation process, the Elementary faculty will be reinstituting an advisory board comprised of state and community leaders, teachers, and other school personnel to provide ongoing feedback, support, and guidance to program faculty and students. Members of the advisory board have already been identified, and the board will commence in October 2019. This advisory board is scheduled to meet twice during each academic year. Additional involvement will be determined at those meetings.

Recognizing the issues with the newly redesigned content test for Elementary teacher candidates, the state board of education has announced that they will be redesigning the content test to better reflect current norms in the field and to address the problematic wording of the questions. However, as a result of the self-study related to program assessment, Elementary faculty have begun embedding additional curricular support related to the state content test to support candidates while the re-design is occurring. Working with the undergraduate program coordinator, program faculty have targeted specific content areas and edTPA portfolio rubrics for designing embedded curricula that supports candidates towards licensure.

Elementary faculty and the administration within the School of Teaching and Learning will continue to work to secure tenure-line faculty to teach the large number of candidates within the elementary program. While the number of applicants has slightly decreased, the percentage of enrolled students has increased keeping numbers steady over the last cycle of review; therefore, the consideration related to decreasing the ratio of nontenured line faculty members to tenure-line faculty members (cited in the last program review cycle) remains an ongoing concern.

Also, elementary program faculty, School administration, and the placement coordinator for pre-student teaching clinical experiences will work to continually identify and secure quality placements for teacher candidates within the School of Teaching and Learning. Faculty and School administration recognize that quality placements are

currently at maximum capacity, especially those placements related to English as a Second Language experiences, and will seek to enlist the help of university administration to problem-solve these issues in light of continued expectations for increasing enrollment.

Initiatives and plans

Elementary faculty will work to do the following related to supporting diverse students in the next review cycle (to continue the work already begun and to build upon the work already begun):

- Work to increase the number of students of color who decide to be teachers through the work with Future Teachers Clubs and community colleges and the National Center for Urban Education
- Support students of color more effectively in coursework, clinical experiences, and campus life by:
  - Conducting annual student surveys to measure the department's effectiveness in this endeavor
  - Making this support a key element of program review and assessment
  - Forming a student committee/panel to examine the issues and to offer suggestions for support and ways of moving forward
- Ensure that the infusion of content related to issues of equity and diversity is measurable and comprehensive
- Continue conversations with faculty of color to determine how best to support them and their work
- Continue and increasing targeted support for clinical experiences and faculty research opportunities that relate to issues of diversity and equity
- Award more scholarship monies to diverse student populations
- Provide professional development related to supporting students of color for faculty
- Most importantly, better identify the challenges for students of color experience at Illinois State University and work more intentionally to support them in their coursework, clinical experiences, and campus life

Elementary faculty will embed state-created and approved competency-based standards to all program assessments during the next program review cycle.

The program will conduct a targeted campaign in the 2019-2020 academic year (and beyond) to make Elementary teacher candidates more aware of the social media accounts of the School of Teaching and Learning and will engage more faculty and alumni in posting and updating the accounts.

Elementary faculty will develop the role of the newly formed advisory council in the next cycle of review.

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 Elementary Education to be in <u>Good Standing</u>.

The Academic Planning Committee commends the program on its efforts to engage in an ongoing review process and prepare a self-study report that included faculty input over a period of three semesters. The committee further recognizes the faculty efforts from their review that have resulted in the creation of advisory councils, the development of additional supports for the Elementary/Middle Grades content test required for licensure and administered by the Illinois State Board of Education (ISBE), and the use of survey data from both students and faculty to determine areas of celebration and concern and to inform program planning and development.

The committee also commends the program on its ability to continue to limit enrollments in their courses. This is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities and continues to set the program apart from other options at other institutions.

The committee recognizes that 98% of Illinois State Elementary Education graduates scored at the "proficient" or "excellent" levels on their first-year performance evaluations administered by their school districts. These high evaluations are a reflection of the thorough preparation students receive while in the program. The committee also commends the program on the success of their graduates with respect to the increases in employment rates within the industry. The committee also recognizes the efforts of the program to continuously conduct assessments and curricular redesign to effectively meet the State's requirements for licensure.

The committee makes note of the numerous opportunities the program provides students to study abroad and commends faculty for remaining committed to providing a variety of these transformative experiences to students. The committee also makes note of the many outside-the-classroom opportunities for their students through participation in registered student organizations and other co-curricular opportunities, as well as the percentage of students participating in the University's Honor's program that consistently has been higher than the University-wide percentage.

The committee notes that in Fiscal Year 2016, 81.1% of first-time in college Elementary Education students graduated within four years in comparison to the University-wide average rate of 63.9%; in Fiscal Year 2017; 80.3% graduated in four years (compared to 67.3% across the University); and in Fiscal Year 2018, 86.3% graduate in four years (compared to 72.0% across the University). The committee encourages faculty and staff to continue monitoring time to degree during the next program review cycle. The committee also notes that retention rates are at or above University-wide averages over the period of review.

The committee commends the program's efforts to promote a climate of inclusiveness through their varied activities related to diversity, equity, and culturally responsive teaching. The committee applauds the program's development of multifaceted plans to increase and support both student and faculty diversity and strongly encourages the faculty to pursue the self-identified areas of growth in these areas. The committee notes the leadership role that many of the faculty have taken with the Culturally Responsive Campus Community Conference held at Illinois State University.

Follow-up Reports.
Assessment Plan. The Academic Planning Committee recognizes faculty efforts in developing an assessment plan that aligns with the standards of external bodies, such as ISBE, and in implementing the assessment plan to address these standards and modify the curricula. However, in its current form, there are no indirect measures of learning in the assessment and the processes for using assessment information to revise the program are not specified. The committee notes that references to both these components were made throughout the self-study report and asks that the program work with University Assessment Services to refine the existing plan so that it not only continues to align with the standards of external bodies (such as the competency-based InTASC and CAEP elementary standards), but also provides meaningful information to guide faculty in their program revisions. Accordingly, the committee asks faculty to submit a revised assessment plan to the Office of the Provost by May 1, 2021.

Comparator and Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee would like the program to revisit the aspirational section of the self-study. Although the faculty did discuss other institutions when describing the creation of a MAT in Elementary Education, the same process was not followed in the discussion of the Grow-Your-Own partnership or the creation of additional supports for state licensing exams. In a subsequent follow-up report, the committee asks the faculty to address this section through an expanded analysis of aspirational programs, including aspirational programs nationwide, that could help faculty develop strategies for addressing priority initiatives faculty has identified for the next review, such as increasing student-faculty research collaborations, expanding professional development opportunities for faculty members, and further increasing faculty scholarship. Studying aspirational programs might also help faculty with the exploration of alternate program delivery methods. Accordingly, the committee asks faculty to revisit their discussions of comparator and aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 1, 2022.

Recommendations.
The Academic Planning Committee thanks faculty and staff of the B.S., B.S.Ed. in Elementary Education program for the opportunity to provide input regarding elementary educator preparation at Illinois State University through consideration of the submitted self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Elementary Education faculty and staff. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds.

Complete a review of the curriculum. The committee encourages faculty to complete a comprehensive review of coursework in the Elementary Education program to ensure it appropriately aligns with forthcoming competency-based InTASC standards. As part of the review of curriculum, the committee suggests a consideration of how the program might also focus on incorporating clinical placements in rural areas in order to broaden students' preparation for work in diverse settings.

Continue to monitor enrollment trends. In light of concerns related to statewide teacher shortages, the committee encourages faculty to continue to actively evaluate the program's (and the School of Teaching and Learning's broader "sculpted enrollment") recruitment and retention plans to make ensure that the needs of both the program and the State are met. The committee also encourages the faculty to develop plans that address the declining rates of minority students matriculating in 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 information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

REVIEW OF THE B.S., B.S.ED. IN MIDDLE LEVEL EDUCATION

Classification of Instruction Programs (CIP) Code: 13.1203
Junior High/Intermediate/Middle School Education and Teaching

OVERVIEW

The B.S., B.S.Ed. in Middle Level Education program at Illinois State University is housed in the School of Teaching and Learning within the College of Education. The School of Teaching and Learning awards degrees in the following programs: Early Childhood Education, Elementary Education, and Middle Level Education. A teacher candidate is able to earn additional endorsements on their professional education license. Early Childhood teacher candidates may earn the following endorsements: bilingual, reading teacher, and/or English as a second language (ESL). Middle level candidates must choose two of the following endorsements for their plans of study: language arts, math, science, social science, or English as a second language (ESL). In addition to the above-mentioned endorsements, Early Childhood candidates may pursue a Special Educator Letter of Approval that is highly desired by Illinois districts, and they may also pursue a minor in bilingual education. The School of Teaching and Learning provides a professional educator sequence for many secondary education programs. Finally, the School offers graduate programs which include: a Master's in Teaching and Learning, a Master's in Reading, and an Ed.D. in Teaching and Learning. The School also offers a post-baccalaureate program for the Library Information Specialist endorsement. The last review of the B.S., B.S.Ed. in Middle Level Education program occurred in 2012-2013.

The completion of the Middle Level Education Program curriculum and the successful completion of the edTPA (state licensure test) meets the state requirements for obtaining a Middle Level endorsement on a professional educator's license (PEL). Upon the successful completion of their academic program, clinical experiences, edTPA (state licensure exam), and student teaching, Middle Level candidates are recommended by the university to the Illinois State Board of Education (ISBE) for licensing. Middle Level candidates at Illinois State University are required to complete two of the following endorsements: language arts, math, science, social studies, or English as a Second Language (ESL). The ESL endorsement option was added since the last university program review cycle due to demand in the field.

Enrollment and Degrees Conferred, 2012-2019
B.S., B.S.Ed in Middle Level Education, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Enrollments, fall census day	215	203	189	201	202	197	213	211
Degrees conferred, graduating fiscal year	73	63	55	54	47	62	36	50

Table notes:
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EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

<u>**Program goals**</u>

The program goals were developed from the National Middle School Association (NMSA) standards which are held as true indicators of quality by the profession. These quality indicators include programs that produce strong Middle Level Education candidates prepared to meet the diverse needs of young adolescents and families. High quality programs also provide candidates an extensive variety of field-based experiences. The Middle Level Education program ensures that diversity training and technology are embedded in all coursework. Students receive clinical experience and student teaching, including opportunities across the country and abroad.

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Students learning outcomes

The student learning outcomes for the program are the Illinois Professional Teaching Standards; the material included in the state content test for Middle Level teacher candidates; the constructs of edTPA (the state licensure test); and the Charlotte Danielson Framework. Middle Level program faculty will also be aligning coursework and performance assessments to the competency-based standards being developed at the state level for Middle Level educators and to the Interstate New Teacher Assessment and Support Consortium (InTasc) standards and CAEP Middle Level standards in the next cycle of review.

Program curriculum (2018-2019)

The graduation requirements for the B.S., B.S.Ed. in Middle Level Education program consists of 22 credit hours of required major courses (which includes 12 credit hours of student teaching), 42 credit hours of professional education courses, 36 credit hours of general education courses, and complete 45-51 credit hours for two sets of endorsement courses. The final credit hour number for MLTE is rather complicated and depends on the two content
endorsement areas students choose.

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 Teaching and Learning sponsors short-term cultural immersion experiences through partner institutions in United Kingdom, Italy, Spain, Finland, Japan, Taiwan, Costa Rica, Ireland, and Panama.

Department faculty (Fall 2019)

42 tenure track faculty members (12 Professors, 16 Associate Professors, and 14 Assistant Professors)
75 non-tenure track faculty members (12 full-time, 63 part-time, totaling 35.50 FTE)
Undergraduate student to faculty ratio: 22 to 1
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Specialized accreditation

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In addition, the review of individual programs is a review conducted by the state or electronically through NCATE/CAEP and the specialized professional organizations. The Middle Level Program review is conducted by the Association for Middle Level Education (AMLE), the national specialized professional organization for Middle Level Educators. The Middle Level program received National Recognition and accreditation by AMLE in 2016. The program is also annually approved by the Illinois State Board of Education (ISBE).

Changes in the academic discipline, field, societal need, and program demand

Changes in the manner in which students in the discipline are taught: Middle Level program faculty within the School of Teaching and Learning (TCH) have designed instruction to effectively address culturally responsive teaching, framing mindsets from an asset-based perspective of the learner, and effective instruction for diverse learners. Program faculty have designed instruction related to standards-based grading, strategies for engaging students in learning (as opposed to "classroom management"), reading and writing workshop, new science standards and STEM instruction (science, technology, engineering, and mathematics), and Common Core standards—all constructs that are now guiding the field.

Program faculty utilize flexible seating, collaborative learning opportunities, embedded technology expectations and requirements, and often forms of standards-based grading in their instructional methods for their college coursework.

Changes in the professions for which students are trained: Middle Level teacher candidates are now able to secure an endorsement in English as a Second Language instruction since the last cycle of program review. The coursework towards this endorsement was developed to meet the demand in the field for teachers who are able to effectively instruct children for whom English is not their first language. Many districts in Illinois are requiring applicants for teaching positions to have an ESL endorsement on their professional educators' license in order to secure an interview and to potentially be hired to teach in the district. TCH has met this demand through the creation of the ESL endorsement within the plans of study for Middle Level teacher candidates.

The Middle Level program at ISU is unique in requiring that teacher candidates complete two endorsement areas for graduation from the program. Students choose two endorsement areas from the following: language arts, math, science, social science, and English as a Second Language (ESL). (Currently, the state requires one endorsement area for licensure.) The program requires the two endorsement areas in response to the demand in the field for the additional endorsement area from principals, human resource directors, and other district personnel.

Changes in the demand for program graduates: Illinois is currently experiencing a teacher shortage. Demand for teachers (particularly in urban and rural areas) has increased while the number of Middle Level teacher candidates enrolled in Illinois universities has significantly decreased since the last cycle of program review.

Anecdotally, TCH administration believes the decrease in enrollment in Middle Level teacher preparation programs
is due to a number of factors, including, but not limited to, the following: ongoing negative media publicity related to state workers' pension plans and compensation rates; the increased competition for students from out-of-state institutions; the cost of a higher education degree compared to the starting salaries of novice teachers; and the increased number of families/potential students moving out-of-state.

Graduates of the School of Teaching and Learning remain in high demand for hiring by Illinois districts as well as many districts in the United States due to their strong reputation as conscientious, highly professional educators with a solid knowledge of instructional strategies and theories that support children in today's classrooms. Anecdotally, principals, human resource directors, and school superintendents (among other district personnel) continue to share that they begin their hiring processes with graduates from the School of Teaching and Learning at Illinois State University.

Changes in the demand for the program by prospective students: Per available PRPA data, prospective Middle Level educators are choosing the School of Teaching of Learning (TCH) when they decide to matriculate as teacher candidates.

Since the last cycle of program review, the Illinois State Board of Education (ISBE) has changed the licensure band structure to create "specialists" in the following grade bands: Early Childhood (birth through 2nd grade); Elementary (1-6 grade); and Middle Level (5-8 grade). This has caused candidates to identify their chosen grade range early in the program.

An average of 58 applicants applied as freshman to the Middle Level program from 2011-2018. An average of 30 applicants enrolled as freshman from 2011-2018. The number of freshman student applicants has increased since 2011; however, the percentage of applicants who enroll continues to fluctuate for the same time period.

Responses to previous program review recommendations

The 2012-2013 program review resulted in five recommendations.

1. *Monitor program enrollment to stay in balance with the availability of placements in clinical experiences.* Middle Level program faculty have worked to establish additional partnerships as needed to accommodate the need for clinical placements and experiences.
2. *Continue to monitor "sculpted enrollment" for each of the undergraduate teacher programs.* TCH administration routinely work with academic advisors and the director for enrollment and transfer services for the College of Education to monitor the enrollment within the Middle Level program. The Middle Level program numbers remain consistent at an average of 200 students in the 2017 and 2018 academic years. (
3. *Examine and improve the scholarship process for middle level majors to recognize the most talented and dedicated students.* The School of Teaching and Learning uses the Greenebaum Foundations Account to award scholarship dollars to identified students. Working with the departmental administrative team, the director of the School of Teaching and Learning determines the individual awards using student data from the admissions office and/or the office of financial need. The following criteria have been used to identify the students who will receive the scholarship monies: first consideration is given to students majoring in middle level education or elementary bilingual education as those are high needs endorsement areas for Illinois schools; second consideration is given to students of color; and finally, overall financial need is considered.
4. *Continue to recruit for diversity in both the student population and faculty.* The School of Teaching and Learning works to attract a diverse population to the field of education. Working with the director of enrollment and transition services within the College of Education, TCH has begun building relationships with area high schools (particularly those within an hour's drive of campus) to support the establishment of Future Teachers Clubs as well as to support the efforts of area school districts in their "grow your own" initiatives. The School of Teaching and Learning is primarily targeting school districts in Bloomington/Normal, Champaign, Decatur, and Peoria in these specific recruitment efforts, and we continue to work with the National Council for Urban Education in Chicago, Decatur, and Peoria supporting their efforts of recruitment, curricula redesign, and support for mentor teachers.
5. *Continue to collaborate with the college and department to provide students access to and experience with technologies students are likely to encounter in public middle schools.* Middle Level program faculty have consistently embedded new technologies in course curricula making them key components of requirements for assignments. Specific examples from master syllabi include, but are not limited to, the following: using technology to promote culturally responsive practices; using tech tools for formative assessment; cultivating diverse Englishes through online chat room discussions between pre-service teachers and urban high school youth; and helping students find their voices through inquiry, literature and technology.

Major findings

The Middle Level education program in the School of Teaching and Learning at Illinois State University is an exemplary program for candidates wishing to teach children in fifth through eighth grades. Faculty continue to engage in robust research implementing effective instructional strategies that maximize the learning of their students. Demand for the program remains strong even in the face of decreasing numbers of individuals choosing the field of education. (When individuals choose to become Middle Level educators, they are choosing this program over others in the state as evidenced by the earlier-cited data.)

Middle Level faculty have evidenced a robust research agenda related to issues of diversity, and they have infused content related to issues of diversity throughout their curricula. Program faculty remain committed to supporting students and faculty of color and continue to support the diversity initiatives of the School of Teaching and Learning and the College of Education.

The program's cycle of assessment and redesigned curricula continue to effectively meet the state's requirements for licensure. As indicated above, program faculty will be engaging in alignment work with newly developed state competency-based standards during the next cycle of review.

As a result of the self-study related to the recent CAEP accreditation process, the Middle Level faculty will be reinstituting an advisory board comprised of state and community leaders, teachers, and other school personnel to provide ongoing feedback, support, and guidance to program faculty and students. Members of the advisory board have already been identified, and the board will commence in October 2019. This advisory board is scheduled to meet twice during each academic year. Additional involvement will be determined at those meetings.

Recognizing the issues with the newly redesigned content test for Middle Level teacher candidates, the state board of education (ISBE) has announced that they will be redesigning content tests to better reflect current norms in the field and to address the problematic wording of the questions. However, as a result of the self-study related to program assessment, Middle Level faculty have begun embedding additional curricular support related to the state content test to support candidates while the re-design is occurring. Working with the undergraduate program coordinator, program faculty have targeted specific content areas and edTPA portfolio rubrics for designing embedded curricula that supports candidates towards licensure.

Also, Middle Level program faculty, School administration, and the placement coordinator for pre-student teaching clinical experiences will work to continually identify and secure quality placements for teacher candidates within the School of Teaching and Learning. Faculty and School administration recognize that quality placements are currently at maximum capacity and will seek additional placement partnerships to accommodate curricular needs.

Initiatives and plans

Middle Level faculty will work to do the following related to supporting diverse students in the next review cycle (to continue the work already begun and to build upon the work already begun):

- Work to increase the number of students of color who decide to be teachers through the work with Future Teachers Clubs and community colleges and the National Center for Urban Education
- Support students of color more effectively in coursework, clinical experiences, and campus life by:
    o Conducting annual student surveys to measure the department's effectiveness in this endeavor
    o Making this support a key element of program review and assessment
    o Forming a student committee/panel to examine the issues and to offer suggestions for support and ways of moving forward
- Ensure that the infusion of content related to issues of equity and diversity is measurable and comprehensive
- Continue conversations with faculty of color to determine how best to support them and their work
- Continue and increasing targeted support for clinical experiences and faculty research opportunities that relate to issues of diversity and equity
- Award more scholarship monies to diverse student populations
- Provide professional development related to supporting students of color for faculty
- Most importantly, better identify the challenges for students of color experience at Illinois State University and work more intentionally to support them in their coursework, clinical experiences, and campus life

Middle Level faculty will embed state-created and approved competency-based standards and InTasc standards to all program assessments during the next program review cycle.

The program will conduct a targeted campaign in the 2019-2020 academic year (and beyond) to make Middle Level teacher candidates more aware of the social media accounts of the School of Teaching and Learning and will engage more faculty and alumni in posting and updating the accounts.

Middle Level faculty will develop the role of the newly formed advisory council in the next cycle of review.

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 Middle Level Education to be in <u>Good Standing</u>.

The Academic Planning Committee commends the program on its efforts to engage in an ongoing review process and prepare a self-study report that included faculty input over a period of three semesters. The committee further recognizes the faculty efforts from their review that have resulted in the creation of advisory councils, the development of additional supports for the Elementary/Middle Grades content test required for licensure and administered by the Illinois State Board of Education (ISBE), and the use of survey data from both students and faculty to determine areas of celebration and concern and to inform program planning and development. The committee commends the program receiving National Recognition by the Association for Middle Level Education (AMLE) in 2016.

The committee also commends the program on its ability to continue to limit enrollments in their courses. This is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities and continues to set the program apart from other options at other institutions.

The committee recognizes that 90% of Illinois State Middle Level Education graduates scored at the "proficient" or "excellent" levels on their first-year performance evaluations administered by their school districts. These high evaluations are a reflection of the thorough preparation students receive while in the program. The committee also commends the program on the success of their graduates with respect to the increases in employment rates within the industry. The committee also recognizes the efforts of the program to continuously conduct assessments and redesign the curriculum to effectively meet the State's requirements for licensure.

The committee makes note of the numerous opportunities the program provides students to study abroad and commends faculty for remaining committed to providing a variety of these transformative experiences to students. The committee also makes note of the many outside-the-classroom opportunities for their students through participation in registered student organizations, tutoring, and other co-curricular opportunities.

The committee notes that in Fiscal Year 2016, 56.0% of first-time in college Middle Level Education students graduated within four years in comparison to the University-wide average rate of 63.9%; in Fiscal Year 2017; 70.6% graduated in four years (compared to 67.3% across the University); and in Fiscal Year 2018, 89.5% graduated in four years (compared to 72.0% across the University). The committee encourages faculty and staff to continue to monitor time to degree during the next program review cycle. The committee also notes that retention rates are at or above University averages over the period of review.

The committee commends the program's efforts to promote a climate of inclusiveness through their varied activities related to diversity, equity, and culturally responsive teaching. The committee applauds the program's multifaceted plans to increase and support both student and faculty diversity and strongly encourages the faculty to pursue the self-identified areas of growth in these areas. The committee notes the leadership role that many of the faculty have taken with the Culturally Responsive Campus Community Conference held at Illinois State University.

Follow-up Reports.
Assessment Plan. The Academic Planning Committee recognizes faculty efforts in developing an assessment plan that aligns with the standards of external bodies, such as the AMLE and ISBE, and in implementing the assessment plan to address these standards and modify the curriculum. However, in its current form, there are no indirect measures of learning in the assessment plan, and the processes for using assessment information to revise the program are not specified. The committee notes that references to both of these components were made throughout the self-study report and asks that the program work with University Assessment Services to refine the existing plan so that it not only continues to align with the standards of external bodies, but also provides meaningful information to guide faculty in their program revisions. Accordingly, the committee asks faculty to submit a revised assessment plan to the Office of the Provost by May 1, 2021.

Comparator and Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee would like the program to revisit the aspirational section of the self-study. Although the faculty did discuss aspirational initiatives (including the creation of a Middle Level sequence at the master's level, a Grow-Your-Own partnership, and the

creation of additional supports for state licensing exams), these did not appear to be by an analysis of other programs. In a subsequent follow-up report, the committee asks the faculty to address this section through an expanded analysis of aspirational programs, including aspirational programs nationwide, that could help faculty develop strategies for addressing priority initiatives faculty has identified for the next review, such as increasing student-faculty research collaborations, expanding professional development opportunities for faculty members, and further increasing faculty scholarship. Studying aspirational programs might also help faculty with the exploration of alternate program delivery methods. Accordingly, the committee asks faculty to revisit their discussions of comparator and aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 1, 2021.

<u>**Recommendations.**</u>
The Academic Planning Committee thanks faculty and staff of the B.S., B.S.Ed. in Middle Level Education program for the opportunity to provide input regarding middle level educator preparation at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Middle Level Education faculty and staff. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study, the committee encourages the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds.

Complete a review of the curriculum. The committee encourages faculty to complete a comprehensive review of coursework in the Middle Level Education program to ensure it appropriately aligns with forthcoming competency-based InTasc standards. As part of the review of curriculum, the committee suggests a consideration of how the program might also focus on incorporating clinical placements in rural areas in order to broaden students' preparation for work in diverse settings. The committee also suggests continuing to explore ways to reduce student credit hour requirements (e.g., the average credit to degree hours for transfer students which are currently above the University average, overall credit hours for graduation are typically in excess of 124 hours).

Continue to monitor enrollment trends. In light of IBHE's concerns related to statewide teacher shortages, the committee encourages faculty to continue to actively evaluate the program's (and the School of Teaching and Learning's broader "sculpted enrollment") recruitment and retention plans to ensure that the needs of both the program and the State are met.

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 information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

REVIEW OF THE M.S.ED. IN READING

Classification of Instruction Programs (CIP) Code: 13.1315
Reading Teacher Education

OVERVIEW

The M.S.Ed. in Reading program at Illinois State University is housed in the School of Teaching and Learning within the College of Education. The School of Teaching and Learning awards degrees in the following programs: Early Childhood Education, Elementary Education, and Middle Level Education. A teacher candidate is able to earn additional endorsements on their professional education license. Early Childhood teacher candidates may earn the following endorsements: bilingual, reading teacher, and/or English as a second language (ESL). Middle level candidates must choose two of the following endorsements for their plans of study: language arts, math, science, social science, or English as a second language (ESL). In addition to the above-mentioned endorsements, Early Childhood candidates may pursue a Special Educator Letter of Approval that is highly desired by Illinois districts, and they may also pursue a minor in bilingual education. The School of Teaching and Learning provides a professional educator sequence for many secondary education programs. Finally, the School offers graduate programs which include: a Master's in Teaching and Learning, a Master's in Reading, and an Ed.D. in Teaching and Learning. The School also offers a post-baccalaureate program for the Library Information Specialist endorsement. The last review of the M.S.Ed. in Reading program occurred in 2012-2013.

The M.S.Ed. in Education in Reading is designed for educators who teach reading and writing in kindergarten through 12th grade. The program prepares teachers to assume roles such as reading specialist, literacy coach, and reading teacher interventionist. Candidates complete coursework in literacy theory, content area literacy, and instructional strategies. The program prepares teachers to plan reading and writing curriculum, implement language-centered instructional strategies, and design effective assessment programs.

This program leads to the Reading Specialist Certification by the Illinois State Board of Education. In addition to the coursework, the students must have two years of teaching experience and pass a certification exam to be eligible for the Reading Specialist Certification.

Enrollment and Degrees Conferred, 2012-2019
M.S.Ed. in Reading, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Enrollments, fall census day	53	44	49	65	35	29	26	29
Degrees conferred, graduating fiscal year	28	19	13	16	13	33	17	9

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.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The program goals were developed from the Standards for the Preparation of Literacy Professionals of the International Reading Association (IRA) which are the standards which are held as true indicators of quality by the profession. The program curriculum is designed to give students a core of relevant courses that form a foundation in literacy research, leadership, and preparing and certifying literacy professionals.

Students learning outcomes

International Reading Association (IRA) Standards for Reading

IRA Standard 1: Foundational Knowledge - Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

    1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

    1.2 Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

    1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

IRA Standard 2: Curriculum and Instruction - Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

    2.1 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

    2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

    2.3 Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

IRA Standard 3: Assessment and Evaluation Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

    3.1 Candidates understand types of assessments and their purposes, strengths, and limitations.

    3.2 Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

    3.3 Candidates use assessment information to plan and evaluate instruction.

    3.4 Candidates communicate assessment results and implications to a variety of audiences.

IRA Standard 4: Diversity Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

    4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

    4.2 Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.4.3Candidates develop and implement strategies to advocate for equity.

IRA Standard 5: Literate Environment Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

    5.1 Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

    5.2 Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

    5.3 Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).5.4 Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

IRA Standard 6: Professional Learning and Leadership Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

    6.1 Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

    6.2 Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

    6.3 Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

    6.4 Candidates understand and influence local, state, or national policy decisions.

Program curriculum (2018-2019)

The M.S.Ed. in Reading requires 36 credit hours. This includes 27 credit hours of core courses, 6 credit hours of professional research experience, and 3 credit hours of electives.

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 program is currently transitioning to be an online program. Fall 2019 will be the first semester in which all classes will be offered online. It will be several years before all of the courses are offered as online courses.

Department faculty (Fall 2019)

42 tenure track faculty members (12 Professors, 16 Associate Professors, and 14 Assistant Professors)
75 non-tenure track faculty members (12 full-time, 63 part-time, totaling 35.50 FTE)
Undergraduate student to faculty ratio: 22 to 1
Undergraduate student to tenure-line faculty ratio: 40 to 1

Specialized accreditation

Previously, the National Council for Accreditation of Teacher Education (NCATE) served as an accreditor of this program. The Council for the Accreditation of Educator Preparation (CAEP) has taken on the role of accreditation for teacher education and because this program leads to advanced teacher certification it will be included in CAEP Accreditation. However, because the Advanced Program standards were not finalized in time for the undergraduate CAEP Accreditation visit last year, this program was not included. The program faculty are planning to seek CAEP accreditation for this advanced program in the next mid-cycle review.

Changes in the academic discipline, field, societal need, and program demand

There have been no major changes in the academic discipline or the profession that would impact this program. The demand for this program is based on the need for teacher continuing education for licensure reasons and pay increases that come with additional coursework and advanced degrees. One change that the program has seen is a greater demand for online courses/programs. Many of the competitor programs began to offer online degrees and for that reason, among other, the faculty have begun to shift toward an online program.

Responses to previous program review recommendations

The 2012-2013 program review resulted in three recommendations.
1. *As resources permit, continue to seek opportunities for off-campus cohorts to build enrollment and to diversify the student population.* There has been one off-campus cohort in Pekin since the previous program review. The School of Teaching and Learning has spoken with several additional districts about cohorts, but none have materialized. It is uncommon that a school district has the financial resources to pay for a cohort. However, the online program in Teaching and Learning has allowed the School to reach more students than a cohort typically does, so the faculty have invested the program faculty's time and energy into developing the online program for the Reading Master's degree.
2. *Continue to review the program and assessment and revise them as necessary to ensure alignment with 2010 IRA standards.* The current program assessments were redesigned in 2013 to align with both NCATE and ILA (formerly IRA) standards.
3. *Continue to develop and monitor coaching experiences for student, and devise performance-based assessment to document student performance in working with teachers in their schools.* One of the assessments in the current assessment plan is a Portrait of a Literacy Coach. This assessment focuses on learning the roles related to the position of a literacy coach and the coaching cycle. In this assessment, students are expected to work with other educators to coach them through a literacy event including pre and post conferencing.

Major findings

Based on the program self-study, the program faculty are pleased with the M.S.Ed. in Reading program. Program alumni and current students seem to be pleased with the program and their experiences in the School. All of the students and alumni that responded to the survey answered that they were pleased with the program. The alumni especially believe that the faculty were knowledgeable and that the year-long action research sequence at the end of the program was beneficial. The program faculty believe that the program is well-designed and avoids duplication of content and experiences throughout the program. The faculty also believe that the expertise in the areas addressed by the Reading Master's program is very strong, especially if the program were better connected to the Mary and Jean Borg Center for Reading and Literacy. Students also have a good pass rate on the Reading Specialist exam, once they have completed the program.

While the faculty are proud of the program, there are some areas for improvement to better meet the needs of the students. The program faculty believe that revising the program to be a 30-hour program and moving the program to an online format (with both synchronous and asynchronous courses) will make the program more attractive to students and will grow the size of the program. The faculty also recognize the need to revise the program's assessment plan to reflect new external standards and accreditation needs. There is a continued demand for the program and that, and with the changes listed above, this program will better meet student needs and will attract additional new students.

Initiatives and plans

The main actions that the program faculty intend to take in the next program review cycle are to:
- Transition the program to be a fully online program.
- Revise the assessment plan to meet the needs of accreditation and to generate data that is useful for program review and revision.
- Plan and implement recruitment strategies to increase the size and diversity of the program.
- Find ways to better connect the program with the Mary and Jean Borg Center for Reading and Literacy.

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.Ed. in Reading to be in <u>Good Standing</u>.

The Academic Planning Committee thanks the program for a concise and critical self-study report. The M.S.Ed. in Reading program is committed to preparing teachers to plan and implement curriculum, instructional environments, and evaluation programs that ensure literacy learning of all children. The program serves students interested in advanced work in language and literacy education (e.g., classroom teachers and reading specialists) and provides course support for students enrolled in other university programs including those in Special Education, Teaching and Learning, and English. The program leads to a Reading Specialist Certification by the Illinois State Board of Education (ISBE).

The committee commends the program faculty's efforts to substantially revise the program curriculum, both with respect to content and delivery. The committee applauds the addition of three new courses that focus on literacy evaluation leadership, social and cultural diversity, and learner diversity. The committee commends the faculty's participation in the Center for Teaching, Learning, and Technology's (CTLT) Define, Align, Refine, and Teach (DART) program to facilitate the transition of their courses to the new online format. We encourage the program faculty continue these efforts through CTLT's Align, Improve, and Meet (AIM) Online program.

The committee recognizes that enrollment rates have increased since the program has begun the transition to online delivery and notes that the enrollments have stabilized near the program's current target. The committee commends the program on its ability to cap enrollments in their courses to ensure the quality of the students' experiences. Additionally, time to degree statistics suggest that most of the students are completing the program within three years.

The committee commends faculty members of the program for their scholarly contributions to the M.S.Ed. in Reading program. All tenure track faculty members in the School of Teaching and Learning are members of the graduate faculty. Accordingly, all tenure track faculty members teach graduate courses, supervise and advise graduate students, and serve on thesis/dissertation committees. Faculty members are active researchers who publish in international peer-reviewed journals. The committee recommends that the program faculty develop further opportunities for their students to present their scholarly activities (e.g., explore research symposia using an online format for their action research projects).

Follow-up Reports.
Assessment Plan. The Academic Planning Committee recognizes faculty efforts in developing an assessment plan that aligns with the standards of external bodies such as ISBE and the Council for the Accreditation of Educator Preparation (CAEP). However, the program faculty report that the assessment plan has not been revised since 2013 and needs to be updated to reflect current standards. The committee asks that the program work with University Assessment Services to revise the existing plan so that it not only aligns with these new standards, but also provides meaningful information to guide faculty in their program revisions. The committee also asks the faculty to implement the revised plan by collecting and analyzing data, utilizing findings to inform programmatic decisions, and documenting decisions made and the rationale for them. Accordingly, the committee asks faculty to submit a revised assessment plan to the Office of the Provost by May 1, 2021, and to submit a report to the Office of the Provost regarding implementation of the plan and any actions plans that have resulted from the data collected by May 1, 2022.

Comparator Programs. The committee has included analyses of comparator and aspirational institutions in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee commends the program on their aspirational analysis. However, the committee asks the program to revisit the comparator section of the self-study. Although the faculty did provide a table of metrics from comparator institutions, no analysis or interpretation of these metrics was presented. In a subsequent follow-up report, the committee suggests the faculty address this section through an expanded analyses of comparator programs that include a discussion of how these comparisons have informed the strategic planning of the program. Accordingly, the committee asks faculty to revisit their discussions of comparator institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 1, 2021.

Recommendations.
The Academic Planning Committee thanks faculty members of the M.S. Ed. in Reading program for the opportunity to provide input regarding advanced educator preparation in Reading at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Reading faculty members. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan to monitor and assess the impact of the transition to online program. The committee recognizes that the program's transition to a primarily online program requires thoughtful planning and recommends that faculty members closely monitor and evaluate the impacts of the online plan of study on student recruitment, retention, graduation, licensure, and job placement. Comparability of program requirements across delivery modes is required and monitored by university, state, and Higher Learning Commission (the University's regional accreditation body) policies, and the committee suggests that faculty consider how to deliver the program online to meet student needs without sacrificing program quality and the extent and strength of relations with program alumni. Findings from the implementation of this plan and student learning outcomes assessment processes embedded in the program can aid faculty in conducting its analyses and identifying the need for subsequent curriculum revisions. The committee suggests that the program broaden the scope of their planning to include feedback from additional key stakeholders beyond alumni (e.g., students, districts that employ their graduates) for guidance during this transition. The committee also urges faculty to look to experiences of other public universities with delivery of online sequences. By studying those programs, faculty might identify practices that could be implemented in the Master's in Reading program at Illinois State.

Develop a plan for recruitment and enrollment growth. According to the self-study report, target enrollment for the program is 20 students per year, but the program faculty states an interest in growing the program to levels closer to their comparator programs. The committee supports faculty efforts to explore further expansion of program enrollment during the next program review cycle and concurs with faculty that additional enrollment growth may be possible given that the plan of study is offered online. The committee encourages the program to develop and implement a plan for student recruitment and retention, including strategies for increasing enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline. Some elements of a recruitment plan have already been identified by faculty in its self-study report, including advertising at state-level teacher conferences and the development of a listserv for alumni. The committee recommends that the program work with University Marketing and Communications to pursue additional methods of recruiting. The committee also urges the program faculty to evaluate the effects of recruitment efforts on enrollment and, in turn, on the ability of the college to provide high-quality master's-level reading education.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds.

Develop a plan for alumni tracking and engagement. The committee concurs with faculty in its plan to design and implement a system for tracking program alumni and then using the system to enhance alumni networking. The alumni survey is a good start but developing a broader plan may further strengthen alumni relations through more frequent surveys, an alumni advisory board, newsletters and other web-based information, and special events such as online alumni seminars and research symposia. These activities may become even more important in the years ahead as the program becomes fully online and the program's alumni become more diverse. The program could benefit from increased involvement of its alumni in providing input regarding the program and in mentoring students. Additionally, such a tracking system could be used to better monitor the types of job placements and job placement rates of program graduates.

Continue implementing and refining the student learning outcomes assessment plan. After the program has revised its existing 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 information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

REVIEW OF THE M.S. IN TEACHING AND LEARNING

Classification of Instruction Programs (CIP) Code: Code: 13.0301
Curriculum and Instruction

OVERVIEW

The M.S. in Teaching and Learning program at Illinois State University is housed in the School of Teaching and Learning within the College of Education. The School of Teaching and Learning awards degrees in the following programs: Early Childhood Education, Elementary Education, and Middle Level Education. A teacher candidate is able to earn additional endorsements on their professional education license. Early Childhood teacher candidates may earn the following endorsements: bilingual, reading teacher, and/or English as a second language (ESL). Middle level candidates must choose two of the following endorsements for their plans of study: language arts, math, science, social science, or English as a second language (ESL). In addition to the above-mentioned endorsements, Early Childhood candidates may pursue a Special Educator Letter of Approval that is highly desired by Illinois districts, and they may also pursue a minor in bilingual education. The School of Teaching and Learning provides a professional educator sequence for many secondary education programs. Finally, the School offers graduate programs which include: a Master's in Teaching and Learning, a Master's in Reading, and an Ed.D. in Teaching and Learning. The School also offers a post-baccalaureate program for the Library Information Specialist endorsement. The last review of the M.S. in Teaching and Learning program occurred in 2012-2013.

The Master's in Teaching and Learning program is designed for teachers who want to further develop in-depth knowledge and skills. The degree prepares teachers for positions such as lead teacher, curriculum specialist, instructional consultant, peer coach, and department chairperson. They may also continue as teachers, but with the added responsibility of serving as a role model or mentor for their colleagues. Some candidates are also planning to pursue further study at the doctoral level.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2012-2019
M.S. in Teaching and Learning, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Enrollments, fall census day	66	82	70	71	71	132	150	141
Degrees conferred, graduating fiscal year	65	29	31	24	38	20	34	64

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.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The program curriculum is designed to give students a core of relevant courses that form a foundation in curricular and instructional issues, an opportunity to establish a concentration in an area of interest or expertise, and a culminating experience in which students conduct an action research study. Core propositions of the National Board of Professional Teaching Standards (NBPTS) form the basis of the program curriculum. These propositions are: 1) teachers are committed to students and their learning, 2) teachers know the subjects they teach and how to teach those subjects to students, 3) teachers are responsible for managing and monitoring student learning, 4) teachers think systematically about their practice and learn from experience, and 5) teachers are members of learning communities.

Students learning outcomes

Core propositions of the National Board of Professional Teaching Standards

1.1: National Board Certified Teachers (NBCT) are dedicated to making knowledge accessible to all students. They believe all students can learn.
1.2: They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
1.3: NBCT's understand how students develop and learn.
1.4: They respect the cultural and family differences students bring to their classroom.
1.5: They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
1.6: NBCTs are also concerned with the development of character and civic responsibility.
2.1: NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
2.2: They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
2.3: They are able to use diverse instructional strategies to teach for understanding.
3.1: NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
3.2: They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
3.3: NBCT's know how to assess the progress of individual students as well as the class as a whole.
3.4: They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.
4.1: NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
4.2: They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
4.3: They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.
5.1: NBCTs collaborate with others to improve student learning. -
5.2: They are leaders and actively know how to seek and build partnerships with community groups and businesses.
5.3: They work with other professionals on instructional policy, curriculum development and staff development.
5.4: They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
5.5: They know how to work collaboratively with parents to engage them productively in the work of the school.

Program curriculum (2018-2019)

The M.S. in Teaching and Learning requires 30 credit hours. This includes 15 credit hours of core courses, 9 credit hours from an area of concentration, and 6 credit hours of research experience.

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 2019)

42 tenure track faculty members (12 Professors, 16 Associate Professors, and 14 Assistant Professors)
75 non-tenure track faculty members (12 full-time, 63 part-time, totaling 35.50 FTE)
Undergraduate student to faculty ratio: 22 to 1
Undergraduate student to tenure-line faculty ratio: 40 to 1

Specialized accreditation

There is currently no accreditation or external approval for this program. Previously, the National Council for Accreditation of Teacher Education (NCATE) served as an accreditor of this program. However, as the Council for the Accreditation of Educator Preparation (CAEP) has taken on the role of accreditation for teacher education this program no longer falls under their auspice as it does not lead to initial or advanced teacher certification.

Changes in the academic discipline, field, societal need, and program demand

There have been no major changes in the academic discipline or the profession that would impact this program. The demand for this program is based on the need for teacher continuing education for licensure reasons and pay increases that come with additional coursework and advanced degrees. One change is a greater demand for online courses/programs. Many competitor programs began to offer online degrees and for that reason, the program has added the online program. The program also offers many elective courses online, even for the on-campus courses.

Responses to previous program review recommendations

The 2012-2013 program review resulted in three recommendations.

1. *Since it has been several years since the program has been revised, the department will review the program, including its admission requirements and courses*. The graduate committee, since the previous program review, has reviewed the program. The committee determined that the program design fits the needs of the program and our students. The five core courses allow for students to dive deeper into learning theory, diversity, curriculum, assessment, and research design. The three area of concentration courses allow for students to concentrate on a topic of interest (generally educational technology, literacy, or science education). The two action research courses help students connect what they have learned to their classrooms through a research process. No major curriculum changes have been made, but program faculty have started to develop additional sequences that may better meet the needs of teachers that are looking for additional areas of endorsements (which the current program does not do).

2. *As the current off-campus cohort is expected to be completed in 2012, the program will continue to consider options for new off-campus cohort sites*. There have been no new off-campus cohorts since the previous program review. The School of Teaching and Learning has spoken with several districts about cohorts, but none have materialized. It is uncommon that a school district has the financial resources to pay for a cohort. However, the online program has allowed the School to reach more students than a cohort typically does, so time and energy have been invested into developing the online program, which has been very successful.

3. *The program will look nationally to identify peer and benchmark programs to which it can aspire and will compare it to the aspirational programs and draw connections to measure of program quality*. This program review provided an opportunity to look at peer and benchmark programs.

Major findings

Based on the program self-study, the program faculty are pleased with the Master's in Teaching and Learning program. Program alumni and current students seem to be pleased with the program and their experiences in the School. Nearly all (95 percent) of the students and alumni that responded to the survey answered that they would recommend the program to a colleague. There are several components of the program that seem to be working well. The program faculty believe that the range and applicability of our courses, the action research sequence at the end, and the online delivery are aspects that are working well. Current students and alumni were asked which courses they found most beneficial and their responses included a range of courses that included all of the core courses and the educational technology courses. Many of the responses focused on how applicable the courses were and how the courses helped them better understand and improve their teaching practices. Many alumni also found the action research sequence at the end of the program to be beneficial. Students can choose either a thesis or action research two course sequence as their culminating project. Nearly all of students chose the action research sequence and the majority reported that it was a helpful and meaningful process. The online track is the last aspect that the program faculty believe is working well. The online option has allowed the program to grow the graduate program

and because the program is a Full Cost Recovery model, it has provided funds that the program has been able to reinvest in graduate students and other projects in the School. The students and alumni seem to be pleased with the online program as well.

While the faculty are proud of the program, there are some areas for improvement and growth. The faculty recognize that the lack of student diversity in the program should be improved and should be a focus as the program moves forward. The program faculty see the need for a more focused recruitment effort and more support for diverse students, including international students. The lack of specific concentrations (especially those that lead to advanced licensure) is an area for improvement. The faculty would like to complete the development of concentrations in Middle Level, ESL, and Library Information Specialist that would lead to licensure and would serve a need for the State of Illinois and Illinois teachers. The program faculty feel like these concentration areas would meet the needs of teachers and the State of Illinois as more teachers would be certified in the above endorsement areas. It would also allow the program to better promote the content that is addressed in this program. Lastly, the faculty have found that the assessment plan needs to be revised to be more compact and meaningful. Currently there are a number of assessments that fit the need for NCATE accreditation but are not as helpful as they could be for program review and assessment purposes.

Initiatives and plans

The main actions that the program faculty intend to take in the next program review cycle are to:
- Develop and implement new concentrations in the Master's in Teaching and Learning program.
- Revise the assessment plan to generate data that is more useful for program review.
- Plan and implement recruitment strategies to increase the size of the on-campus program, including international students, and develop the program to better support those students.

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PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

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Review Outcome: The Academic Planning Committee, as a result of this review process, finds the M.S. in Teaching and Learning to be in Good Standing.

The Academic Planning Committee thanks the program for a concise and critical self-study report. The Master's in Teaching and Learning is designed to prepare practicing teachers to be master teachers and leaders within their school districts. As such, program demand is largely driven by practicing teachers who intend to stay in the classroom but want to become teacher leaders in their buildings or in their specific area of expertise. Most students come from the surrounding geographic area, but there has been demand from distant school districts for which previous cohorts have been arranged. The committee commends the program for developing the INTO pathway to help recruit international students and the development of online courses to broaden their reach to meet additional global demands.

The committee commends the program for their success in expanding their enrollments through the addition of an online program (doubling enrollments over two years and increasing graduation rates from an average of 25 to nearly 60 in 2019). However, the program faculty note in their review that their on-campus enrollments have dropped as more applicants chose the online program. The committee encourages the program faculty to examine ways to increase on-campus enrollments through broadened marketing efforts. The committee also suggests that the program faculty examine how their comparator institutions are able to maintain their on-campus enrollments. The committee commends the program on its ability to cap enrollments in their courses to ensure the quality of students' experiences. Additionally, time to degree statistics suggest that most of the students are completing the program within three years.

The committee commends the program faculty work to substantially revise the delivery of the program curriculum, offering the curriculum in both face-to-face and online formats. The committee commends the faculty's participation in the Center for Teaching, Learning, and Technology's (CTLT) Define, Align, Refine, and Teach (DART) program to facilitate the transition of their courses to the new online format. We encourage the program faculty continue these course revision efforts through CTLT's Align, Improve, and Meet (AIM) Online program. The committee also recognizes the work that the program faculty have done to develop additional sequences (e.g.,

English as a Second Language (ESL)/bilingual education and middle level education) to the program and encourages pursuing similar opportunities.

The committee commends the program's efforts to promote a climate of inclusiveness through their varied activities related to diversity, equity, and culturally responsive teaching. The committee applauds the program's multifaceted plans to increase and support both student and faculty diversity and strongly encourages the faculty to pursue the self-identified areas of growth.

The committee commends faculty members of the program for their scholarly contributions to the M.S. in Teaching and Learning program. All tenure track faculty members in the School of Teaching and Learning are members of the graduate faculty. Accordingly, all tenure track faculty members teach graduate courses, supervise and advise graduate students, and serve on thesis/dissertation committees. Faculty members are active researchers who publish in international peer-reviewed journals. The committee recommends that the program faculty develop further opportunities for their students to present their scholarly work (e.g., explore research symposia using an online format for their action research projects) as well as improved methods of tracking these activities.

Follow-up Reports.
Assessment Plan. The Academic Planning Committee recognizes faculty efforts in developing an assessment plan that aligns with the program's previous accreditation standards. However, the program faculty report that the assessment plan has not been revised since 2009 and needs to be updated to reflect the current program and provide meaningful information for program-level assessment purposes. The committee asks that the program work with University Assessment Services to revise the existing plan so that it provides meaningful information for faculty to use for program revisions. As part of the assessment plan revisions, the committee suggests that faculty consider including assessment procedures that allow comparisons between the two course delivery methods (face-to-face and online). The committee also asks the faculty to implement the revised plan by collecting and analyzing data, utilizing findings to inform programmatic decision, and documenting decisions made and the rationale for them. Accordingly, the committee asks faculty to submit a revised assessment plan to the Office of the Provost by May 1, 2021, and to submit a report to the Office of the Provost regarding implementation of the plan and any actions plans that have resulted from the data collected by May 1, 2022.

Comparator Programs. The committee has included analyses of comparator and aspirational institutions in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee asks that the program revisit the comparator section of the self-study. Although the faculty did provide a table of metrics from comparator institutions, no analysis or interpretation of these metrics was presented. In a subsequent follow-up report, the committee suggests the faculty address this section through an expanded analysis of comparator programs that includes a discussion of how these comparisons have informed the strategic direction of the program. Accordingly, the committee asks faculty to revisit their discussions of comparator institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 1, 2021.

Recommendations.
The Academic Planning Committee thanks faculty members of the M.S. in Teaching and Learning program for the opportunity to provide input regarding advanced educator preparation at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with faculty members. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan to monitor and assess the impact of the addition of the online program. The committee recommends that faculty members closely monitor and evaluate the impacts of the online plan of study on student recruitment, retention, and graduation. Comparability of program requirements across delivery modes is required and monitored by the university, the state, and the Higher Learning Commission (the University's regional accreditation body) through their respective policies and therefore the committee suggests that faculty consider how the different delivery formats and the on-campus and off-campus cohorts may impact program and student success. The plan should also assess the ability to deliver the program online to meet student needs without sacrificing program quality, it should also assess the extent and strength of relations with program alumni. Findings

from the implementation of this plan and student learning outcomes assessment processes embedded in the program can aid faculty in conducting its analyses and identifying the need for subsequent curriculum revisions. The committee suggests that the program broaden the scope of their planning to include feedback from additional key stakeholders beyond alumni (e.g., current students, districts that employ their graduates) for guidance. The committee also urges faculty to look to experiences of other public universities with delivery of online sequences. By studying those programs, faculty might identify practices that could be implemented in the M.S. in Teaching and Learning program at Illinois State. The committee encourages that the program faculty evaluate the effects of online courses made possible through the INTO pathway.

Develop a plan for recruitment and enrollment growth. The committee supports faculty efforts to explore further expansion of program enrollment during the next program review cycle. The committee encourages the program to develop and implement a plan for student recruitment and retention, including in the plan strategies for increasing enrollment of students from racial and ethnic groups traditionally underrepresented in the program and discipline. Some elements of a recruitment plan have already been identified by faculty in its self-study report, including advertising at state-level teacher conferences and the development of a listserv for alumni. The committee recommends that the program work with University Marketing and Communications to pursue additional methods of recruiting. The committee urges the program faculty to evaluate the effects of recruitment efforts on enrollment and, in turn, on the ability of the college to provide high-quality master's-level education.

Develop a plan for the implementation of changes to the curriculum. The self-study report briefly outlines plans to pursue the addition of new endorsement and sequence courses and new concentrations. The committee encourages faculty to continue developing new curriculum for the program as well as procedures for assessing the impact of the changes to the curriculum.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds.

Develop a plan for alumni tracking and engagement. The committee concurs with faculty in its plan to design and implement a system for tracking program alumni and then using the system to enhance alumni networking. The alumni survey is a good start but developing a broader plan may further strengthen alumni relations through more frequent surveys, an alumni advisory board, newsletters and other web-based information, and special events such as online alumni seminars and research symposia. These activities may become even more important in the years ahead as the program becomes fully online and the program's alumni become more diverse. The program could benefit from increased involvement of its alumni in providing input regarding the program and in mentoring students.

Continue implementing and refining the student learning outcomes assessment plan. After the program has revised its existing 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 information gathered through plan implementation to make program revisions (including new endorsements, sequences, or concentration courses) as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

REVIEW OF THE ED.D. IN TEACHING AND LEARNING

Classification of Instruction Programs (CIP) Code: 13.0301
Curriculum and Instruction

OVERVIEW

The Ed.D. in Teaching and Learning program at Illinois State University is housed in the School of Teaching and Learning within the College of Education. The School of Teaching and Learning awards degrees in the following programs: Early Childhood Education, Elementary Education, and Middle Level Education. A teacher candidate is able to earn additional endorsements on their professional education license. Early Childhood candidates may earn the following endorsements: reading teacher and/or English as a second language (ESL). Early Childhood teacher candidates may earn the following endorsements: bilingual, reading teacher, and/or English as a second language (ESL). Middle level candidates must choose two of the following endorsements for their plans of study: language arts, math, science, social science, or English as a second language (ESL). In addition to the above-mentioned endorsements, Early Childhood candidates may pursue a Special Educator Letter of Approval that is highly desired by Illinois districts, and they may also pursue a minor in bilingual education. The School of Teaching and Learning provides a professional educator sequence for many secondary education programs. Finally, the School offers graduate programs which include: a Master's in Teaching and Learning, a Master's in Reading, and an Ed.D. in Teaching and Learning. The School also offers a post-baccalaureate program for the Library Information Specialist endorsement. The last review of the Ed.D. in Teaching and Learning program occurred in 2012-2013.

The Doctorate in Teaching and Learning program prepares candidates for a variety of leadership positions, such as school curriculum specialist, community and four-year college and university teacher educator, academic administrator, and instructional specialist. Work in the Ed.D. program includes training in responsible leadership and in curriculum design, instruction and assessment, as well as analysis of contemporary issues in education.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2012-2019
Ed.D. in Teaching and Learning, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Enrollments, fall census day	40	44	35	58	35	45	44	30
Degrees conferred, graduating fiscal year	10	6	6	7	6	8	7	12

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.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The Teaching and Learning Doctoral program standards are as follows:

- *Research and Scholarship.* Candidates systematically examine trends, issues, theories, and/or policies that have or will impact teacher education. Candidates engage in written and verbal interaction to expand the knowledge based related to teacher education and/or curriculum and instruction. This interaction includes: critically interpreting scholarly works; designing research methodology and collecting data; analyzing and synthesizing research; and understanding research integrity and responsibility. Candidates demonstrate ability to work both individually and with others, contributing to a learning community through shared problem solving and decision making.

- *Curriculum & Instruction*. Candidates critically examine and evaluate curriculum & instruction foundations, principals of design and theory, and methodology related to the following: socio-cultural, historical, and political frameworks; applying technology consistently with diverse pedagogies; analyzing and understanding diverse assessment strategies in the evaluation of teaching; and designing and evaluating curricula and instructional strategies.
- *Diversity*. Candidates identify, comprehend, and analyze issues of diversity and equity in P-12 and higher education through processes which include but are not limited to the following: critiquing bias and underrepresentation in literature; investigating traditionally underserved and/or marginalized students and communities; and applying nontraditional understandings of diversity to scholarship, teaching and community.

Students learning outcomes

The program has developed standards for student success in three areas: research and scholarship, curriculum and instruction, and diversity. Detailed measures within each of these areas have been designed to assess student performance.

Program curriculum (2018-2019)

The Ed.D. in Teaching and Learning requires 66 credit hours. This includes 15 credit hours of core courses, 6 credit hours of educational foundations courses, 15 credit hours from an area of concentration, 3 credit hours of practicum, 12 credit hours of research methods, 15 credit hours of dissertation research and a doctoral 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 2019)

42 tenure track faculty members (12 Professors, 16 Associate Professors, and 14 Assistant Professors)
75 non-tenure track faculty members (12 full-time, 63 part-time, totaling 35.50 FTE)
Undergraduate student to faculty ratio: 22 to 1
Undergraduate student to tenure-line faculty ratio: 40 to 1

Specialized accreditation

There is currently no accreditation or external approval for this program. Previously, the National Council for Accreditation of Teacher Education (NCATE) served as an accreditor of this program. However, as the Council for the Accreditation of Educator Preparation (CAEP) has taken on the role of accreditation for teacher education this program no longer falls under their auspice as it does not lead to initial or advanced teacher certification.

Changes in the academic discipline, field, societal need, and program demand

The program reported that there have been no major changes in external factors that affect this academic program.

Responses to previous program review recommendations

The 2012-2013 program review resulted in five recommendations.
1. *Continue to work with University Assessment Service to further improve the program assessment plan through enhanced stakeholder input*. This is an area that the program review process has highlighted as a remaining need. At the time of the last review NCATE (now CAEP) served as the accrediting body of this program and the assessment plan was designed to provide the data that was required of NCATE/CAEP. However, they no longer serve as the accrediting body of this program and the School of Teaching and Learning's Graduate Committee feels they would be better served by revising their assessment plans to meet their needs and focuses on the individualized nature of a doctoral program. For example, the department faculty see a need for assessments that focus on the outcomes of the comprehensive exam, the dissertation process, and time to

degree rather than the content of the dissertation and individual class assignments. The program faculty also still need to enhance stakeholder input. To this end, the faculty have designed a survey that to send annually to all recent graduates.

2. *Monitor the advisement process for its support to students and its impact on time-to-completion; modify the process as necessary*. Since the previous review the department has utilized an advisement system in which all new students are provided with an initial advisor. As the students take courses and meet additional faculty, they can choose at any time to declare a permanent advisor, which often becomes their dissertation chairperson. When this system was first established, the initial advisor was selected from the entire graduate faculty. However, in the past several years, the department has shifted this process so that the initial advisor is appointed from the membership of the School's Graduate Committee. The faculty felt this would better inform the members of the Graduate Committee about issues that doctoral students were having as they entered the program. The majority of alumni and current students that responded to the survey that were provided with an initial advisor stated that they met with the advisor to plan courses, discuss professional practice options, and research ideas. It has also become a greater part of the School culture for faculty members to visit TCH 501 (Introduction to Doctoral Studies) to introduce themselves and their research agendas. In the past several years, more than half of the School's faculty visited the course and met the new doctoral students. This allows for students to meet faculty that they may not have courses with but have similar research interests.

3. *Revisit the purpose and format of the comprehensive exam*. The comprehensive exam underwent some revision and the process was reexamined by the Graduate Committee and the entire faculty. The exam now has a more standardized format with a focus on a balance of course content and preparation for the dissertation. The standard exam has two questions based on the content area that the student is planning to pursue in their dissertation. The first question is formatted as a literature review and the second focused on research methodology. The specific questions are now developed and assessed by the student's proposed dissertation committee. The committee and the student then have a better understanding of the foundational aspects of the dissertation that the student is considering, and the feedback provided by the committee can help form the dissertation proposal.

4. *Revisit program admission requirements with the intention of strengthening them and making them more applicable to the program*. This has been a major topic of discussion over the past few years in the Graduate Committee and it was again this year during the program review conversations. The admission requirements that received the most discussion were the 3 years of teaching and the GRE. The committee believes that the program is best designed for a K-12 teacher that has a master's degree and teaching experience. However, a number of students in the program do not meet that description. For example, the department has worked with the School of Communication to allow students in the Ed.D. program to focus their Area of Concentration in COM, which has brought several students per year into the program over the last couple of years. These students have been an excellent addition to the program's courses and often have university teaching experiences rather than K-12 experience. The committee has also, at times, waived the K-12 teaching requirement for other college and university instructors that do not have previous degrees in education. The committee struggles with accepting enough students to keep the program open and making sure all of the requirements are met. The GRE requirement has also been a perennial discussion. The Graduate Committee states in the Doctoral Program Handbook that a combined GRE score of 298 is required for admissions. The average GRE score of admitted students was 304 in 2017 and 297 in 2016. So, it is clear that the Graduate Committee does not use the combine score of a 298 as a "cut score". The score is, however, taken into consideration along with the other application materials. The department faculty are aware that a number of universities and programs have moved away from GRE scores as admission requirements and the Graduate Committee read some of the research on GRE scores over the past year. The committee decided to keep the scores as a requirement and any student that scores under a 298 can write an additional statement, as described on the program's admissions page, to explain the lower than expected score.

5. *Enhance opportunities for faculty/student research and teaching collaboration*. The Ed.D. program has several opportunities for faculty/student research that include independent studies and professional practice courses. In those experiences, students often collaborate with faculty members on research activities. The School of Teaching and Learning also developed a graduate student travel grant to provide funding for graduate students to present their research at conferences. In terms of teaching collaboration, the department has several GA positions that full-time doctoral students can apply for that include undergraduate teaching. It is also typical for 1-2 doctoral students to serve as non-tenure track faculty, when they are not eligible to be Graduate Assistants. Several students have also completed professional practice courses in which they co-taught a course with a faculty member.

Major findings

Based on the program self-study, the program faculty are pleased with the Ed.D. in Teaching and Learning program. Program alumni and current students seem to be pleased with the program and their experiences in the School of Teaching and Learning. Nearly all of the students and alumni that responded to the survey answered that they would recommend the program to a colleague. There are several components of the program that seem to be working well. The faculty believe that the initial advising system, the core courses, and the comprehensive exam process are points of pride for the program. Students in the program seem to be receiving positive initial advising that enables them to get started in the program and allows them time before finding a dissertation chairperson. The department faculty believe that the core courses are providing a good foundation on which the area of concentration courses can be build. That being said, there are several changes that faculty feel are important to make in the core classes that would allow us to include the growing area of educational technology to the core, refocus a class on the larger topic of educational assessment rather than just teacher assessment, and offer a doctoral level learning theory course. The faculty believe that the changes that have been made to the comprehensive exam process now provides for an exam that both allows the student to utilize their previous coursework and prepares them to focus on their dissertation. The faculty feel that students are, in large part, prepared for the exam through their coursework and that the exam is a positive learning experience for the students.

While the program faculty are proud of the program, there are some areas for improvement. As described above, there are changes to the core curriculum that the faculty believe will provide for a better foundation. In additional to the core courses, faculty feel that a more sequenced set of research courses would also be beneficial for students. In the curriculum that the program faculty are a course has been proposed that will help prepare students to be scholarly writers and a course that focuses on conceptual frameworks in educational research. The faculty believe these additional courses will help to provide a more holistic set of research courses. The faculty also believe that it would be beneficial for the program and for school faculty for the program to grow and support more full-time graduate students in graduate assistant positions that include more compensation.

One question that the program faculty are left with from the program review is whether the program best identifies as an Ed.D. program or if the department should explore changing the program to a Ph.D. program. The faculty found that the vast majority of alumni that responded to the survey take jobs in higher education and with an increased focus on research in the proposed curriculum changes the faculty wonder if the program is more aligned with a Ph.D. program which may better serve students that look for higher education positions.

Initiatives and plans

The main actions that the program faculty intend to take in the next program review cycle are to:
o   Implement and review the curriculum changes that have been planned.
o   Revise the assessment plan to generate data that are more useful for program review.
o   Plan and implement recruitment strategies to increase the size of the program and to offer increased compensation for full time graduate assistants.

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**PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE**

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Review Outcome: The Academic Planning Committee, as a result of this review process, finds the Ed.D. in Teaching and Learning to be in <u>Good Standing</u>.

The Academic Planning Committee thanks the program for a concise and critical self-study report. The Ed.D. in Teaching and Learning is designed to prepare practitioners for teacher education leadership roles as school curriculum specialists, teacher educators, academic administrators, and instructional specialists. Program demand is largely driven by full-time practicing teachers or college/university personnel who intend to become leaders in their institutions or in their specific area of expertise. Most students come from the surrounding geographic area, but there has been demand from distant school districts for which previous cohorts have been arranged in some years.

The committee commends the program for their success in maintaining their enrollments and supports their desire for increasing it. The committee encourages the program faculty to examine ways to increase enrollments through broadened marketing efforts, the development of cohorts, and examining whether the development of a Ph.D. program could help with these efforts. The committee also suggests that the program faculty examine how some of their comparator institutions have been able to increase their enrollments. The committee commends the program on its ability to maintain small enrollments in their courses to ensure the quality of students' experiences. Additionally, time to degree statistics suggest that most of the students are completing the program within a timely matter and have been successful with their post-graduation employment.

The committee notes the curricular work that the program faculty have initiated to support student scholarship. The committee commends the program faculty's efforts to substantially revise the program curriculum to offer additional courses, including several that focus on research. We recognize the positive impact of increased faculty participation in an early course that students complete (TCH 501) to introduce them to the diversity of scholarly opportunities within the program. The committee applauds the program efforts to support graduate student travel for presenting their scholarly work. The committee suggests that the program faculty develop further opportunities for their students to present their scholarly activities and to continue to pursue efficient ways to track these scholarly accomplishments. Furthermore, we commend the infusion of the topics of diversity and inclusiveness within the curriculum.

The committee commends faculty members of the program for their contributions to the Ed.D. in Teaching and Learning program. All tenure track faculty members in the School of Teaching and Learning are members of the graduate faculty. Accordingly, all tenure track faculty members teach graduate courses, supervise and advise graduate students, and serve on thesis/dissertation committees. Faculty members are active researchers who publish in nationally and internationally peer-reviewed journals.

Follow-up Reports.
Assessment Plan. The Academic Planning Committee recognizes faculty efforts in developing an assessment plan that aligns with the program's previous accreditation standards. However, the program faculty report that the assessment plan has not been revised since the previous program review cycle and needs to be updated. The committee asks that the program work with University Assessment Services to revise the existing plan so that it provides meaningful data for faculty to use for program revisions. The committee also asks the faculty to implement the revised plan by collecting and analyzing data, utilizing findings to inform programmatic decisions, and documenting decisions made and the rationale for them. Accordingly, the committee asks faculty to submit a revised assessment plan to the Office of the Provost by May 1, 2021. We also ask that the faculty submit a report to the Office of the Provost regarding implementation of the plan and any action plans that have resulted from the data collected by May 1, 2022.

Comparator and Aspirational Programs. The committee has included a request for analyses of comparator and aspirational institutions in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning and improvement. The committee asks the program to revisit these two sections of the self-study, with a focus on broadening the scope of the selection of aspirational programs beyond that of the identified comparators. In a subsequent follow-up report, the committee recommends the faculty address this section through analyses of aspirational programs selected nationally along with a discussion of how these analyses have informed the strategic direction of the program. Accordingly, the committee asks faculty to revisit their discussions of aspirational institutions and to summarize findings of those discussions in a report submitted to the Office of the Provost by May 1, 2021.

Recommendations.
The Academic Planning Committee thanks faculty members of the Ed.D. in Teaching and Learning program for the opportunity to provide input regarding advanced educator preparation at Illinois State University through consideration of the submitted self-study report submitted by faculty. The following committee recommendations from the committee that should be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with faculty members. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for recruitment and enrollment growth. The committee supports faculty efforts to explore further expansion of program enrollment to levels closer to their comparator programs during the next program review cycle. The committee encourages the program to develop and implement a plan for student recruitment and retention, including in the plan strategies for increasing enrollment of students from racial and ethnic groups traditionally underrepresented in the program and discipline. Some elements of a recruitment plan have already been identified by faculty in its self-study report, including advertising at state-level teacher conferences, continuing to work with school districts to develop cohorts, exploring hybrid models of delivery, and discovering potentials for increasing compensation for full time graduate assistants and scholarship options. The committee encourages the program faculty to examine whether the development of a Ph.D. program could help with these efforts.

The committee recommends that the program work with the Graduate School and University Marketing and Communications to pursue additional methods of recruiting.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study, the committee encourages the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds.

Develop a plan for alumni tracking and engagement. The committee concurs with faculty in its plan to design and implement a system for tracking program alumni and then using the system to enhance alumni networking. The alumni survey is a good start but developing a broader plan may further strengthen alumni relations through more frequent surveys, an alumni advisory board, newsletters and other web-based information, and special events such as online alumni seminars and research symposia. These activities may become even more important in the years ahead as the program alumni become more diverse. The program could benefit from increased involvement of its alumni in providing input regarding the program and in mentoring students. Additionally, such a tracking system could be used to better monitor the types of job placements and job placement rates of program graduates.

Continue implementing and refining the student learning outcomes assessment plan. After the program has revised its existing 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 information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

REVIEW OF THE B.M.E. IN MUSIC

Classification of Instruction Programs (CIP) Code: 13.1312
Music Teacher Education

OVERVIEW

The B.M.E. in Music program at Illinois State University is housed in the School of Music within the Wonsook Kim College of Fine Arts and includes additional coursework though the College of Education. The degree is chosen by students who primarily wish to pursue a career in K-12 school music education. The School offers a comprehensive array of music degree programs and sequences. There are four sequences within the B.M.E program including:
• Choral-General-Vocal
• Choral-General-Keyboard
• Instrumental-Band
• Instrumental-Orchestra
The last review of the B.M.E. in Music program occurred in 2012-2013.

In this degree students take courses in general education, music (music theory and music history), performance and ensemble studies, professional education, and music education. In addition, early field or clinical experiences are provided in local P-12 public and private schools, Illinois State University laboratory schools, and in other approved settings. After successfully completing the internship, students are eligible for a State of Illinois type 10 K-12 music teachers license. The Illinois State Board of Education (ISBE) grants teacher licensure. Illinois also has reciprocal agreements with the other 49 states, the District of Columbia, and Guam through the National Association of State Directors of Teacher Education and Certification (NASDTEC) agreement of 2005. This agreement facilitates certification throughout the country. However, some localities have additional requirements to become permanently certified beyond those required by the State of Illinois.

Enrollment by Plan of Study, Fall Census Day, 2012-2019
B.M.E. in Music, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Choral-General-Vocal	59	47	53	49	52	52	54	54
Choral-General-Keyboard	2	1	0	0	1	3	5	1
Instrumental-Band	111	100	97	85	84	93	97	124
Instrumental-Orchestra	26	20	19	21	23	19	21	16
Total	198	168	169	155	160	167	177	195

Degrees Conferred by Plan of Study, Graduating Fiscal Year 2012-2019
B.M.E. in Music., Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Choral-General-Vocal	6	11	9		8	9	8	8
Choral-General-Keyboard	0	1	0		0	0	0	1
Instrumental-Band	12	14	16		20	16	13	13

Instrumental-Orchestra	4	5	4		4	3	3	5
Total	22	31	29	28	32	28	24	27

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. Degrees conferred by FY 2015 by sequence were not available

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The objectives of the B.M.E degree program are intended to assist students to demonstrate:
- the principles of tone production, technique, and musicality with his/her primary instrument or voice
- the principles of ensemble playing in his/her primary ensemble
- knowledge of theoretical principles of music
- knowledge of music of Western and non-Western cultures and how it relates to human history
- fundamental musicianship skills of sight-singing, aural training, and piano
- the principles of conducting, including baton technique and score reading
- the principles of planning instruction and assessments, delivery of instruction, and assessment for K-12 music classes

Students learning outcomes

The BME degree program has a number of assessments all students must pass before they can graduate.
- Music Education majors must audition on their primary instrument for a panel of faculty for admission into the School of Music.
- Music Education majors are required to meet the Level IV piano proficiency before continuing into the professional education courses.
- Music Education majors are required to pass a 200-level applied jury, which allows them to enroll in advanced applied studies.
- Music Education majors must successfully present a minimum of a 30-minute recital on their major instrument.
- Music Education majors must complete all College of Education requirements, including Gateways I, II, and III. These requirements can be found on the Lauby Teacher Education Center website.
- Music Education majors must pass State of Illinois Licensure Tests, including the Test of Academic Proficiency (or equivalent SAT/ACT scores) and the Content Test.
- Music Education majors must successfully complete student teaching, which includes the edTPA portfolio project and an evaluation of their teaching skill.

Program curriculum (2018-2019)

Graduation requirements:
133-141 credit hours including 73-75 credit hours in the major, 23 hours of professional education courses which includes 12 credit hours of student teaching, and 36 hours in General Education. The credit hours in the major include 36 credit hours of music courses, 14 credit hours of applied music courses, 7 credit hours of performance organizations. All students must accumulate a minimum of 100 hours of clinical experience. The capstone experience is a 16-week internship (student teaching) in schools usually within the State of Illinois. Students typically receive two placements (secondary [6-12] and elementary [K-8]) within their major emphasis.

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 Music sponsors short-term cultural immersion experiences through partner institutions in United Kingdom.

School faculty (Fall 2019)

37 tenure track faculty members (19 Professors, 14 Associate Professors, and 4 Assistant Professors)
28 non-tenure track faculty members (15 full-time, 13 part-time, totaling 20.7 FTE)
Undergraduate student to faculty ratio: 7 to 1
Undergraduate student to tenure-line faculty ratio: 10 to 1

Specialized accreditation

All School of Music programs including the B.M.E adhere to National Association of Schools of Music (NASM) goals and standards for quality measurement. The program was last assessed in 2013 and was accredited in good standing. The next accreditation review is scheduled for 2022-2023.

Changes in the academic discipline, field, societal need, and program demand

The number of students completing preparation programs in music education has decreased in recent years. Title II data indicates the following number of completers: 2010-11 ($N = 344$), 2011-12 ($N = 343$), 2012-13 ($N = 302$), 2013-14 ($N = 291$), 2014-15 ($N = 247$), and 2015-16 ($N = 238$). Between 2012 and 2016, the number of candidates eligible for music licensure in Illinois decreased 30.8 percent. Since the last review in 2007, the State of Illinois has listed music as a teacher shortage area from 2006-07 to 2010-11, and recently in 2017-18 and 2018-19. Between 2015-2017, 25 Illinois public school districts reported a total of 44 unfilled positions. Available data indicated total unfilled positions within Illinois for individual years: 2016-17 ($N = 10$), 2017-18 ($N = 17$), 2019-20 ($N = 20$). This shortage is particularly acute in urban and rural areas, suggesting that the program might want to place further emphasis on preparing teachers for these educational settings.

Responses to previous program review recommendations

The 2012-2013 program review resulted in four recommendations.

1. *Develop and implement a plan for recruiting and retaining students from ethnically diverse backgrounds and underrepresented populations*. Recruiting diverse students continues to be a challenge. The School of Music had been holding auditions at Kelly HS in Chicago but found that the number of students attending did not justify the expense of the trip. The CFA sponsors a bus trip each year to CPS schools. The program faculty have recruited some students from Kelly HS, where faculty visit and continue to develop relationships with CPS. In April, Phillip Hash planned to visit the Disney Magnet High School in Chicago to give clinics and develop a contact with the director. Future effort could include similar visits by faculty.

2. *Continue to monitor the curriculum and revise it as needed to align it with changes in the field but doing so in ways that continue to address concerns regarding time to degree and student retention*. Curriculum development is an ongoing process. Recent changes include dropping MUS 262 (Elementary Music Methods) as a prerequisite for MUS 274 (Elem/JH Ensemble Methods). The program faculty are also working to substitute a new course in Special Education (SED 344) for TCH 219, which will better meet the needs of students. The program faculty currently do not teach enough content related to special education. This course will help meet that need. In order to maintain the size of the program, changes are made so as not to increase the number of hours in the program.

3. *Allow more music courses to apply toward general education requirements, reducing the number of hours needed for graduation. Include electives in the program to provide candidates more opportunity to explore personal interests. Address core issues in music education in all sequences and utilizing capstone assessment areas (lesson planning, engagement, assessment, and reflection) as the foundation for all music methods courses.* The program faculty have revised the syllabi for MUS 195 (Intro to Music Ed), MUS 217 (Foundations of Music Teaching and Learning) and MUS 262 (Elementary General Music Methods) to address

current issues and topics. Faculty have also implemented similar lesson planning and reflection frameworks in most music education courses to better prepare students for the edTPA. Further curriculum review is needed to ensure that the faculty are teaching the content tested on the new (Sept. 2018) ISBE Music Content Exam.

4. *Investigate alternative scheduling of early field experiences to better integrate them with music methods courses.* Clinical experiences have been revised along with syllabi for MUS 195, 217, and 262. Students now have a variety of ways they can fulfill the required clinical hours in these courses. In addition, clinical hours are structured in such a way that students get a variety of experiences including direct teaching in area schools, lab band/choir/orchestra, independent observation at school in their hometown area, etc.

Major findings

The music education program remains strong and the largest degree program in the School of Music. It is also the largest music Educator Preparation Program in the state. Enrollment is stable and job placement rates are good. The program should continue to examine curriculum within and between courses to align with ISBE teaching standards, the music content exam, and the edTPA. The program faculty should also consider ways to prepare students for diverse schools and to meet teacher shortage needs in the state. There is currently a high demand for the program among incoming students and to meet the needs of the teaching workforce in Illinois.

Initiatives and plans

- Review course content in light of ISBE content exam and ISBE Standards. (The program will need to meet standards currently met in TCH 219, if not doing so already.)
- Work towards revising a music education course as a designated urban-focused class. MUS 195 and 217 are possible choices.
- Redesign the endorsement sequence to better prepare any education students seeking middle level or high school licensure to teach music.

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 Bachelor of Music Education (B.M.E.) to be in Good Standing.

The committee thanks the program for a comprehensive and critical self-study report that included stakeholder input over a period of a year. The B.M.E. program at Illinois State provides opportunities for students to have field or clinical experiences as they complete coursework in general education, music, performance and ensemble studies, professional education, and music education. The curricula of the program allow students to select from four areas of specialization: Choral-general-vocal, choral-general-keyboard, instrumental-band, and instrumental-orchestra. The program is the largest of its type in the state of Illinois and is an entitlement program for teacher licensure through the Illinois State Board of Education (ISBE) leading to the Illinois Specialist K-12 Professional Educator License (PEL). The committee commends the program for being accredited by the National Association of Schools of Music (NASM) through 2023 and the National Council for Accreditation of Teacher Education (NCATE) during the review cycle and for pursuing continued accreditation from the Council for the Accreditation of Educator Preparation (CAEP).

The committee commends the program on being one of the largest music education programs in the nation (in 2015-2016 tied for 13th for number of music education program completers) and the largest in the state of Illinois. The committee notes that enrollment in the program dramatically decreased during the first few years of the period under review, mirroring statewide trends in teacher education programs. However, the enrollment numbers have stabilized and have shown modest growth over the final three years of the review cycle. The committee commends the program faculty for their active recruitment efforts and encourages them to analyze which activities are most effective and to continue to pursue additional activities that encourage program growth. We recognize the program faculty's efforts to track program alumni and encourage faculty to consider ways to engage those alumni stakeholders in the program's efforts to increase enrollments.

The committee recognizes the program faculty's commitment to activities that support student success and commends the program for the high proportion of students participating in the University Honors program (typically ranging from 22-25%). The committee also commends the program's support of student engagement opportunities through co-curricular activities (e.g., summer band camp, student membership in professional affiliations, and the Illinois Music Education Conference)and those that allow students and faculty to participate in local and state conferences, festivals, and rehearsal clinics that support Illinois school music programs. The committee commends the program faculty efforts to revise the curriculum to lower the average time-to-degree from five years to four years (i.e., in 2017, 36% graduated in 4 years; in 2018, 75% graduated in 4 years). The committee notes that program graduates are successfully employed in Illinois schools within two years of graduation.

The committee commends the close working relationship the School of Music has with the subject liaison librarian to address the challenges of the School's primary facilities and Milner Library being physically distant while working in a discipline that is very reliant on printed materials. We also recognize that the program faculty have collaborated with the subject liaison librarian to implement a plan for building students' music information fluency skills and for assessing those skills throughout the curriculum.

The committee commends the program faculty on the development and implementation of their plan for the assessment of student learning outcomes. The assessment plan provides for collecting evidence of student performance and evaluating this evidence with rubrics as part of curriculum and program review. The self-study report provides ample evidence that evaluation and assessment findings continue to be used by faculty to design and implement program modifications.

Follow-up Reports.

Plan for diversity, inclusion, and equity. One of the recommendations from the prior review cycle was to develop and implement a plan for recruiting and retaining students from ethnically diverse backgrounds and underrepresented populations. The current self-study report indicates that recruiting diverse students continues to be a challenge, although the program has initiated some activities to address this recommendation (e.g., holding auditions in Chicago and sponsoring a bus trip to the Chicago Public Schools). The committee asks that the program faculty work to develop and implement a plan for diversity, inclusion, and equity that focuses not only on recruitment of students, but also broadens the scope to include recruitment of faculty and staff from diverse backgrounds, curricular revisions that examine disciplinary contributions in addition to those within the current course offerings beyond the current 19th and 20th century Euro-centric offerings, and additional inclusive co-curricular opportunities. Accordingly, the committee asks faculty to renew their conversations surrounding these issues and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 1, 2021.

Comparator and Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee would like the program to revisit these two sections of the self-study. The comparator analysis primarily detailed aspects of the program at Illinois State, with little reference to its comparators throughout the State of Illinois. Although the faculty did discuss aspirational initiatives (including the reinstitution of an urban-focused course and a plan to revise the endorsement-only sequence), these did not appear to have been informed by an analysis of other programs. The committee asks the faculty to address this through an expanded analysis of aspirational programs that could help develop strategies for addressing the initiatives faculty has identified. Accordingly, the committee asks faculty to revisit their discussions of comparator and aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 1, 2021.

Recommendations.
The Academic Planning Committee thanks faculty and staff of the Bachelor of Music Education (B.M.E.) program for the opportunity to provide input regarding music educator preparation at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Music Education faculty members. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to monitor enrollment trends. In light of IBHE's concerns related to statewide teacher shortages, the committee encourages faculty to continue to actively evaluate the program's recruitment plans to ensure that Illinois State University is meeting the needs of both the program and the state. The committee also encourages the program to continue to develop and implement a plan for student recruitment, including in the plan strategies for increasing enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline.

Complete a review and evaluation of the changes to the curriculum. The committee encourages faculty to complete a comprehensive review of coursework in the program. While the committee commends the program faculty's work that has reduced students' time-to-degree, we also note that the program requires 133-141 credit hours, which is among the highest credit-hour requirements at Illinois State. Additionally, the curriculum includes several zero-credit requirements (e.g., a seminar for pre-student teaching and five semesters of recital attendance). The committee strongly recommends that the program faculty consider these factors during their curricular revisions.

Develop a plan for student success. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide overarching structure for other plans (e.g., recruitment, retention, curriculum, and alumni engagement).

Continue to refine a plan for alumni tracking and engagement. The committee encourages the faculty to continue to refine their plan for tracking program alumni and use the system to enhance alumni networking. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni in providing input regarding the program and in mentoring students.

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection related to music education to aid in both the selection and deselection process of these sources. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the school, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes 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 information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

REVIEW OF THE M.M.ED. IN MUSIC

Classification of Instruction Programs (CIP) Code: 13.1312
Music Teacher Education

OVERVIEW

The M.M.Ed. in Music program at Illinois State University is housed in the School of Music within the Wonsook Kim College of Fine Arts. The School offers a comprehensive array of music degree programs and sequences. On the graduate level, the School offers the M.M.Ed. and the Master of Music, which includes sequences in collaborative piano, composition, conducting, jazz performance, music therapy, performance, and string pedagogy. The last review of the M.M.Ed. in Music program occurred in 2012-2013.

The Master of Music Education (M.M.Ed.) is a practitioner-oriented program designed to improve the knowledge and competence of practicing music teachers in the philosophical and methodological skills necessary to teach music at all levels. The program provides advanced training for K-12 music educators throughout the state. Candidates for admission to the program must have a teacher's certificate or be concurrently enrolled in the undergraduate degree which leads to certification.

Enrollment and Degrees Conferred, 2012-2019
M.M.Ed. in Music, Illinois State University
First Majors Only

	2012	2013	2014	2015	2016	2017	2018	2019
Enrollments, fall census day	9	12	9	10	7	12	12	13
Degrees conferred, graduating fiscal year	3	2	8	7	4	3	3	8

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.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

- Demonstrate skills in technology by completing a sequenced set of lessons plans incorporating music apps into the lesson
- Demonstrate skills in curriculum development by modifying their current curriculum to match the new Illinois Learning Standards
- Demonstrate skills in student evaluation by completing an assessment plan that aligns with the above curriculum for their current students
- Demonstrate an understanding of diversity issues and historical/philosophical foundations by identifying critical issues facing music educators (inclusion, advocacy, teacher preparation, and testing, for example) in a scholarly paper that articulates the context and ramifications of these issues
- Demonstrate practical knowledge of teaching strategies and resources suitable for improving instructional effectiveness in current teaching settings by completing a methodology research review
- Conduct research in an area of interest culminating in a poster presentation in a systematic and authentic fashion with the intent of increasing their knowledge base or improving instruction
- Demonstrate a broad understanding of the educational profession and school curriculum so as to enable them to be effective arts advocates in their schools and the State of Illinois by creating their own educational philosophy
- Develop musical, theoretical, cognitive, and aesthetic perspectives relating to the discipline by completing a research project

Students learning outcomes

- All entering M.M.Ed. students must have an undergraduate degree in music education or the equivalent, a valid teacher's certificate OR written evidence of teaching ability, a projected date for completion of certification, a taped or live performing audition, and an on-campus or telephone interview with the music education faculty.
- All entering M.M.Ed. students are required to demonstrate knowledge of music theory and music history. Students performing poorly on the School of Music graduate entrance examinations will be directed to complete an online review course, or possibly an appropriate undergraduate course.
- All students must successfully complete an additional exit requirement selected from one of the following: complete 4 additional semester hours of graduate level course work in a specialty area of their choosing; complete a creative, practical project applying content to their chosen field; or complete a thesis on a topic approved by the M.M.Ed. advisor.
- All M.M.Ed. students are required to pass a comprehensive, written examination during the semester in which they intend to graduate. A faculty committee of three is selected by the student, with the approval of the M.M.Ed. advisor.
- All students are expected to complete the curriculum in an appropriate and timely manner, demonstrating appropriate knowledge, skills, attitudes and values consistent with the music teacher education program.
- All graduating students are asked to complete an exit survey that asks for feedback on advising, financial assistance and effectiveness of completed degree towards their professional goals

Program curriculum (2018-2019)

The Master of Music Education is a 32-34 credit hour program. Requirements include 16 credit hours of core music education coursework, 2 credit hours of ensemble, and 12 credit hours of electives in a cognate field. Exit requirements include a written comprehensive examination and either a four-hour thesis, a two-hour professional practice music education project, or four additional elective credit hours.

Program delivery

The program is offered on the Normal campus.
In addition to a traditional on campus program delivery the M.M.Ed. program is offered with a fully online option to better meet the needs of full-time music teachers who are working towards their master's degree.

School faculty (Fall 2019)

37 tenure track faculty members (19 Professors, 14 Associate Professors, and 4 Assistant Professors)
28 non-tenure track faculty members (15 full-time, 13 part-time, totaling 20.7 FTE)
Undergraduate student to faculty ratio: 7 to 1
Undergraduate student to tenure-line faculty ratio: 10 to 1

Specialized accreditation

All School of Music programs, including the M.M.Ed., adhere to National Association of Schools of Music (NASM) goals and standards for quality measurement. The program was last assessed in 2013 and was accredited in "good standing." The next NASM accreditation review is scheduled for 2022-2023.

Changes in the academic discipline, field, societal need, and program demand

There have been no major changes in the discipline, demand, need, or context during the most recent review period. The need and demand for qualified music educators remains constant. However, the program does continue to get a small number of students each year who have not completed an undergraduate degree in music education wishing to complete their teaching certification while getting a master's degree concurrently. The music education faculty at Illinois State University has decided not to provide an alternative route to certification because the

program faculty believe it reduces the rigor necessary (and required of undergraduates) to become effective music educators.

Responses to previous program review recommendations

The 2012-2013 program review resulted in two recommendations.

1. *Develop and implement a plan for recruiting and retaining students from ethnically-diverse backgrounds and underrepresented populations.* The School of Music has had a yearly recruiting trip to Thomas Kelly High School in Chicago where music faculty listen to auditions for the School of Music. This allows a diverse student population who otherwise could not afford an audition trip to Normal to apply to the programs. In addition, the College of Fine arts sends the students to Thomas Kelly HS and Zapata School in the city of Chicago on an annual basis where students work with the bands, orchestras and choirs from these school. The diverse population represented in these schools have an opportunity to experience potential careers in music education as well as exposing Illinois State students to different possible placements for their student teaching. The current student population enrolled in the Master of Music Education program at Illinois State reflects the current level of diversity in the field of music teacher education.
2. *Continue to monitor summer session and online offerings for modifications that would facilitate recruitment efforts and further reduce time to completion.* A survey of recent graduates from the program asked specific questions about the online course offerings and delivery and how that affected student success. Faculty participated in the Center for Teaching, Learning, and Technology's Quality Matters workshops for the online courses. Faculty redesigned their online courses to supplement instruction with the inclusion of online readings, narrated Powerpoint presentations, video lectures, monitored discussion forums, and collaborative projects.

Major findings

This program review has revealed to the music education faculty that the program currently offers the only fully online master's program in the state, that the program's enrollment is doing well (the second largest program in the state), and that the curricular and assessment revisions have helped make the degree program even more relevant to current educators. Program faculty continue in the school's mission to provide course work that supports current music educator practitioners in improving their knowledge and competence within the field of music. The program faculty continue to provide support to students through tuition waivers and through workshop offerings in the summer. The flexibility that the school faculty provide through online courses truly meets a need for full-time educators throughout the state and country. Program alumni continue to succeed in the education profession and have been recognized for their excellence through awards and state-wide positions held. The School's faculty continue to produce scholarship relevant to the field and to present at state, national and international conferences on music education. As the program faculty look to the future, they continue to see a need to provide more elective options for returning teachers and to possibly create different sequences within the M.M.Ed. program to allow students to specialize further within their degree program.

Initiatives and plans

- Create more online elective options for our M.M.Ed. students. Currently there are very few online elective options for master's students. Creating new course offerings will require more funding from the university to pay for the faculty to teach them during the summer term since that is when the majority of the master's students take their courses.
- Creating sequences within the M.M.Ed. degree for instrumental band, instrumental orchestra, choral and elementary general educators. Most current graduate students fit into one of these specialty areas. Offering sequences within the M.M.Ed. degree may attract even more students to the program. In order for this to happen, the School would need more funding from the university to create the necessary new courses and provide the teaching staff to deliver them. The program faculty are in the process of hiring a general music specialist. This will create opportunities for this faculty member to teach new courses in their specialty area.
- The final action is to raise the program's entrance standards. The program currently does not require a sample of writing for candidates who apply to the program. In the past, a few M.M.Ed. candidates have lacked the requisite skills to do scholarly writing. The program faculty propose to add a writing component to the

application process for the Master of Music Education degree. It is the program faculty's hope that this will raise the caliber of students accepted into the program, thus raising the quality of students exiting 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 Master of Music Education (M.M.Ed.) to be in <u>Good Standing</u>.

The committee thanks the program for a comprehensive and critical self-study report that included stakeholder input over a period of three semesters. The M.M.Ed. is a practitioner-oriented program designed to improve the knowledge and competence of practicing music teachers in the philosophical and methodological skills necessary to teach music at all grade levels. The program provides advanced training for K-12 music educators throughout the state, and coursework can be completed either on-campus or fully online. The committee commends the program for being accredited by the National Association of Schools of Music (NASM) through 2023.

The committee commends the program on being the second largest program and the only fully online program of its type in the state of Illinois. We recognize that the program faces the unique challenge that the majority of its students are employed as full-time teachers who may only enroll during the summer term. The committee commends the program faculty for their work transitioning the program to a fully online delivery mode and the expansion of summer offerings to meet the needs of their students. We note the support of students through tuition waivers and workshop offerings in the summer. The committee commends the program faculty for their active recruitment efforts and encourages them to analyze which activities are most effective and to continue to pursue additional activities that encourage program growth. We recognize the program faculty's efforts to track program alumni and encourage faculty to consider ways to engage those alumni stakeholders in the program's efforts to increase enrollments.

The committee commends program faculty for their contributions to the M.M.E. program. All tenure track faculty are members of the graduate faculty and accordingly, teach graduate courses, supervise and advise graduate students, and serve on thesis committees. Faculty members are active scholars who publish in national and international peer-reviewed journals and participate in academic performances and clinics.

The committee commends the program faculty on the development and implementation of their plan for the assessment of student learning outcomes. The assessment plan provides for collecting evidence of student performance and evaluating this evidence as part of curricular and program review. The self-study report provides ample evidence that evaluation and assessment findings continue to be used by faculty to design and implement program modifications.

<u>**Follow-up Reports**</u>.

Plan for diversity, inclusion, and equity. One of the recommendations from the prior review cycle was to develop and implement a plan for recruiting and retaining students from ethnically diverse backgrounds and underrepresented populations. The current self-study report indicates that recruiting diverse students continues to be a challenge. The committee asks that the program faculty work to develop and implement a plan for diversity, inclusion, and equity that focuses not only on recruitment of students, but also broadens the scope to include recruitment of faculty and staff from diverse backgrounds, curricular revisions that examine disciplinary contributions in addition to those within the current course offerings, and additional inclusive co-curricular opportunities. Accordingly, the committee asks faculty to renew their conversations surrounding these issues and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 1, 2021.

Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee would like the program to revisit the aspirational section of the self-study. Although the faculty did discuss aspirational initiatives (including creating more online elective options, developing sequences within the degree, and exploring entrance requirements), these did not appear to have been informed by an analysis of other programs. The committee asks the faculty to address

this through an expanded analysis of aspirational programs that could help faculty develop strategies for addressing the initiatives identified. Accordingly, the committee asks faculty to revisit their discussions of aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 1, 2021.

Recommendations.

The Academic Planning Committee thanks faculty and staff of the Master of Music Education (M.M.Ed.) program for the opportunity to provide input regarding music educator preparation at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Music Education faculty members. In the next program review self-study report, tentatively due October 1, 2027, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to monitor enrollment trends. In light of IBHE's concerns related to statewide teacher shortages, the committee encourages faculty to continue to actively evaluate the program's recruitment plans to ensure that Illinois State University is meeting the needs of both the program and the state. The committee also encourages the program to continue to develop and implement a plan for student recruitment, including in the plan strategies for increasing enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline. We encourage the program faculty to consider the impact of a fully online program on the potential for recruitment of students nationally as well as within the state of Illinois.

Complete a review and evaluation of the changes to the curriculum. The committee encourages faculty to complete a comprehensive review of coursework in the program. The committee noted that in both this self-study report and the previous self-study report, the program reported that there have been no changes to the academic discipline, program demand, societal need, or institutional context. We found this surprising, especially in light of the move to a fully online program that occurred during the current review cycle. The committee recommends that the program faculty continue to look towards more recent trends in musical genres. Additionally, the committee recommends the program faculty consider exploring methods to encourage student scholarship opportunities and outlets to showcase their work.

Continue to refine a plan for alumni tracking and engagement. The committee encourages the faculty to continue to refine their plan for tracking program alumni and use the system to enhance alumni networking. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni in providing input regarding the program.

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection related to music education to aid in both the selection and deselection process of these sources. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the school, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes 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 information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

REVIEW OF RADIO STATION WGLT

Classification of Instruction Programs (CIP) Code: 90.0907
Research and Public Service Center: Radio, Television, and Digital Communication

OVERVIEW

Radio Station WGLT, with call letters reflecting the University motto "We Gladly Learn and Teach," has operated as a radio station and public service of Illinois State University since 1966. The station is a unit of the School of Communication within the College of Arts and Sciences. This is the fifth self-study completed by the center since the station became part of the school in 1997. The most recent self-study occurred in 2015.

Radio Station WGLT offers a distinctive mix of local and national news, with jazz and blues as its primary music formats. The station broadcasts 24 hours a day, seven days a week on the FM band. WGLT has provided an Internet stream of its on-air programming since 2000. Three additional web-only services have been added since 2006, streaming blues, jazz, and acoustic music. The broadcast station and its online streams annually provide 35,000 hours of content including 14,000 hours of locally produced on-air programming. WGLT has been a member of National Public Radio since 1979.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Introduction and overview

The manager of Radio Station WGLT coordinated completion of the self-study, assisted by station staff, volunteers, and the Friends Council (an advisory group to the station). Data sources consulted and monitored during routine administration of WGLT operations included: website analytics provided by Google and National Public Radio, social media analytics provided by Facebook, Twitter, and Instagram, audience measurement performed twice annually by Nielsen Media Research, fundraising data (including individual contributions, corporate underwriting, and grants) produced by WGLT staff, and annual external financial audits. Additionally, as in 2015, an email survey was sent, with respondents drawn from a list of WGLT's financial contributors and those who have opted into the station's email update list. The survey instrument was designed to closely replicate WGLT surveys administered in 2007 and 2015, to make possible longitudinal analysis of listener satisfaction. The station worked with University Assessment Services to design and administer a survey to solicit feedback from station financial contributors regarding station operations.

Accomplishments since the prior program review

Staffing
- Created the position of Digital Content Director, who launched a complete revamp of WGLT.org, WGLT's social media program, and implemented new editing standards and processes for WGLT.org news.
- Created the position of WGLT Correspondent allowing retired and laid-off local journalists to work in a part-time capacity for WGLT. This has worked well for both the station and the individuals and has led to a significant increase in the scope of the station's news coverage with minimal budget impact. Thus far, award-winning local journalists hired as part of this program include Colleen Reynolds, Willis Kern, Bryan "Lefty" Bloodworth, Breanna Grow, Laura Kennedy, Joe Deacon, and Edith Brady-Lunny.
- Hired a new Development Director to assist the School of Communication with its fundraising.

Academic
- Formalized new internship program, including positions for social media, news reporting, sports reporting, and photography.
- WGLT Director R.C. McBride and Reporter/Producer Mary Cullen each teach one class in the School of Communication per semester.
- McBride continues professional practice as television play-by-play announcer for both Illinois and the Missouri Valley Conference and has used this experience to create a talent pipeline for School of

Communication students to become paid talent for Athletics' ESPN+ productions of baseball, softball, volleyball, and soccer.
- Created a new WGLT scholarship annual scholarship ($1500), with the scholarship being paid from WGLT endowment expendable funds. The winning student must be a past or present intern or paid part-time employee of WGLT.

Facilities and Equipment
- Illinois State University Gallery installed art in public areas of WGLT studios.
- Investments in facilities include replacement of 40-year-old carpet in WGLT front offices, hallway, music library, conference room, and production 2 studio, and the rest of the facility. Sound proofing was torn out of the conference room, exposing a window and setting the stage for a new master control/main studio/Tiny Desk Concert set in that room. A Mobile Social Media Analytics Command Center (SMACC) lab was installed in the hallway and new artwork installed on hallway windows.
- Major new equipment purchases included a new broadcast antenna, the NewsBoss news management software, new transmitter remote control and on-air processor, and a new station automation system (AudioVaultFlex) replacing the failing system dating from 2001.

Financial
- Implemented new budget and expenditure tracking procedures in 2017.
- Established a new record for individual giving during FY17 (excludes bequests).
- As part of the Redbirds Rising campaign for Illinois State, launched $350,000 campaign to replace master control and production studios and audio chain. The campaign has raised about $75,000 in cash and pledges so far. It remains in the quiet phase and has been paused during the absorption of operations of WCBU (see below).
- Balanced budget proposed for FY17, FY17, FY18, and FY19.
- Reached individual giving goal for FY18 ($350,000) and set new underwriting/events record for FY18 ($432,460, up $16K from FY17).
- Finished operationally in the black in FY16, FY17, and FY18.

Programming/Operations
- Converted WGLT's FCC Public File to online.
- Partnered with the *Pantagraph* on joint investigative news series on at least four occasions since the pilot in December 2017.
- Compiled first-ever WGLT Operations and Business Continuity manual.
- Launched Community Conversation series (four events from Summer 2018-Summer 2019) with support from the Fell Trust.
- Coordinated, facilitated, and/or hosted candidate forums for the 13th and 18th Congressional District, the 105 Illinois Legislative District, McLean County Board, and Bloomington and Normal Mayor and City Councils. (The Community Conversation Series and Election Forums were the basis of the Civic Engagement award received in Spring 2019).
- Created the WGLT Hall of Fame, with elections to occur every fall. The first class was inducted in 2018, and included "Delta" Frank Black, Kathryn Carter, Don Munson, Ben Paxton, Ralph Smith, and Robert and Marilyn Sutherland. The inaugural Alumni Award recipient was Brendan Banaszak.
- Signed agreement to assume day-to-day management of WCBU in Peoria on April 17, 2019, with an effective date of June 1, 2019. This was a direct result of recommendations from WGLT's 2015 Program Review. This will result in financial and operational efficiencies for both stations – allowing both to increase service – and a greater presence for Illinois State University in the Peoria Area.
- Launched the new daily WGLT podcast "Up First" on May 6, 2019.
- Continued to maintain a listening audience of approximately 18,000 weekly.
- Continued to build a website audience currently at approximately 100,000 monthly users.

Assessment

1. Assessment Strategies and Methods

   WGLT's historic objectives include the provision and distribution of radio programming to a significant number of listeners (since broadened to "written and audio content to a significant number of users"), enhancement of Illinois State's community identity, fostering community engagement, and expanding development to acquire stable and long-term funding. Meeting this objective requires ongoing measurement and monitoring of a variety of metrics, including listenership data, website and social media data, peer reviews, and fundraising data.

2. Assessment Targets

   WGLT and the School of Communication have historically defined the station's targets broadly in terms of overall success – chiefly, providing a level of professionalism and quality commensurate with the overall expectations Illinois State University sets for itself. After several years of struggling financially, the station has turned things around since 2016. This was accomplished by making strategic budget cuts and investing in efficiencies and quality talent in development and content production. WGLT is now in growth mode. Pressures on other local media outlets have created a growing opportunity and responsibility for WGLT to become a (if not THE) go-to source for the kind of quality local journalism every community requires to remain vibrant. At this point, the formula is fairly straightforward: success begets more success, and sustaining that pattern requires increasing both our reach and fundraising capacity. Specifically, WGLT needs to increase its reach digitally to convince users of the vitality of its service -- regardless of platform -- and the station needs to diversify its fundraising sources to include more local and national grants, major gifts, and planned gifts.

   In the broadest sense, reach, engagement, and fundraising are all on the upswing. In terms of the broadcast ratings it should be noted that samples sizes in both the Peoria and Bloomington-Normal markets are quite small, raising questions about the reliability and generalizability of the data. That said, the numbers are universally recognized as the industry standard.

   As with the 2015 Program Review, a listener survey was commissioned for use within this document.

Resources

As part of its qualification for its annual Corporation for Public Broadcasting Community Service grant, WGLT undergoes an annual independent financial audit. WGLT is in a different – and better -- place financially now than it was during the last program review period. The station has ended each of the last three fiscal years (2016, 2017, and 2018) with a modest operational surplus. It took much work and planning to achieve this point including professionalizing the internal budgeting and expenditure tracking process, professionalizing corporate underwriting efforts, cutting some national programming, eliminating two outmoded FTE positions (though one of those will soon be repurposed as a content producer), and finally, the forgiveness of nearly $80,000 in loans (of the $122,000 borrowed) by the School of Communication and the Illinois State University Provost's office. We have also invested in productivity. Prior to 2016, computers were only replaced when hand-me-downs from elsewhere on campus became available. Now, WGLT has every computer on a 5-7 year replacement cycle, and that expense is reflected in the annual budget. We have also implemented an equipment replacement schedule, with every piece of broadcast equipment assigned a reasonable working life and scheduled replacements accounted for in the annual budgeting process.

Revenue components for WGLT include general appropriations from Illinois State University, business support/underwriting, listener contributions, events, federal and state grants, donated materials and services from Illinois State, and donated materials and services from other sources. WGLT staff are actively investigating other grant possibilities, especially from national and regional organizations that support non-profit journalism.

Illinois State allocates five fill-time salaried positions to WGLT, and contributes a significant amount of in-kind support, including the costs of space, utilities, and administrative services. Collectively, this support represents about 40 percent of WGLT's operating budget. Without this support, WGLT could not be as successful as it is and would have to significantly scale back its service.

Federal and state grant funds are generally used for the acquisition of national programming and digital services, though some (usually no more than $10-15,000) is used for equipment upgrades.

Except as mentioned above, all salaries (full time, part time, and student), operational costs, and equipment expenses come from business and listener support.

The recently commenced agreement to operate WCBU adds a significant, but likely jointly beneficial, complication to the budgeting process. All funds for each respective station are to remain independent, with separate Corporation for Public Broadcasting grants, accounts, budgets, and audits. In year one of the agreement, commencing June 1, 2019 (to coincide with Bradley University's fiscal year), WCBU funds will pay 10 percent of the salaries of the employees shared by the two stations. Specifically, those are the management and business employees – not content producers, who will remain focused on their respective local markets – including the WGLT Director, Development Director, Individual Giving Director, Operations Director, Program Director, and Business Manager. This arrangement will allow some time to turn around WCBU's fundraising operations, and in subsequent years, WCBU's share of those salaries will increase with an eventual goal of 40-50 percent. That, in turn, will allow WGLT to invest more money in local content production.

The annual budgeting process begins in March or April. WCBU's process is conducted entirely by the WGLT Director in consultation with Bradley University administration and with a June 1 fiscal year start. WGLT's budget coincides with Illinois State's fiscal calendar. The process involves analyzing expense reports from the previous two cycles in order to project expense needs for the following year. That information is combined with contractual increases and scheduled equipment and computer replacement expenses. Fundraising goals are set by the WGLT Director and Development Director and combined with other revenue projections. This establishes the baseline budget. At that point, budget requests are solicited from direct reports, who in turn have solicited ideas from their reports. Those are prioritized by the direct reports and WGLT Director and entered into the budget as revenue projections allow. At that point, everything is synthesized into a budget document, which is sent to the School of Communication Director for approval.

Response to previous program review recommendations

WGLT has been aggressive in following the recommendations presented by the Academic Planning Committee following the 2015 review. The recommendations are presented below in italics, followed by a response.

1. *The primary concern of the committee in reviewing the self-study report is the concern articulated in the report regarding station finances: the "unsustainable imbalance between income and expenses over the last three years." Clearly, ongoing dialogue involving the station, School of Communication, and university administration is needed to address financial challenges faced by the station due to concurrent downturns in corporate funding, individual giving, and federal and state grant allocations. While the downturn in private giving might be reversed, the level of federal and state funding in coming years is likely to be stable at best. In identifying the best approaches for pursuing long-term financial sustainability of the station, the committee looks to WGLT staff members, who best understand the business of public broadcasting and who have many years of experience soliciting funds to support station programming. To help station management decide which strategies to pursue, the committee suggests exploration of the following options:*
   - *With the station having recently implemented improvements to its corporate solicitation and billing processes, the committee encourages the station to closely monitor those processes for their effectiveness in reversing the recent downturn in corporate giving.*
     - Corporate support has increased dramatically, from 2015's low of just over $250,000 to 2018's $447,000. Some of this increase is a result of national buys coordinated by NPR, but the largest share is a result of a more sophisticated, professional approach created and executed by the station's two most recent development directors and corporate support specialists. More growth is possible, but the job is never complete.
   - *Existence of the four endowment funds may not be widely known by potential donors. The committee suggests additional publicity regarding the purpose of the funds and ways in which individuals, corporations, and foundations can contribute to them.*

- WGLT has launched a capital campaign to replace its master control/studio and audio chain, and part of the process has included informing prospective donors of the range of options available to them, including major gifts, planned gifts, and endowment funds
- *The station has nurtured strong relations with other units at the University, particularly the School of Communication, to the benefit of the station, students, faculty, and staff. Some of these connections have involved other units contributing to station personnel costs, thus allowing the station to allocate private contributions and event revenue to other needs such as equipment and programming. The committee recommends that the station continue to cultivate such relationships, with the School of Communication but also with other units. Such arrangements could not only help the station financially but could further integrate station operations with the academic mission of the institution.*
  - It has been clear for some time that WGLT can no longer operate as part of Illinois State University solely when it directly benefits WGLT. In addition to the academic efforts and student opportunities listed above, the station has worked to create a mutually beneficial relationship with several areas of campus, including Admissions, Athletics, Annual Giving, Marketing and Communications, TV-10, WZND, the *Vidette*, and more. WGLT staff is working to get more involved in other campus efforts. For example, Director R.C. McBride serves on the campus Redbird Pride committee, and Development Director Melissa Libert works on the University's strategic plan marketing and communications task force.
- *The committee suggests that the station explore the feasibility of supplementing its traditional fund drives with selective use of crowdfunding. Such an approach might be used to fund individual programs or events. Crowdfunding may also be helpful in engaging and expanding the station audience and in prioritizing station programming.*
  - Modernization of fund drives has been a struggle for public radio and television stations across the country. That said, WGLT has experienced some success with a "non-interruptive" fund drive, using short announcements and social media to inform donors. The station also continues to emphasize the importance of sustaining monthly donations, and this has smoothed out cash flow significantly.
- *The self-study report sets forth a longer-term approach to financial sustainability, i.e., exploring collaboration with other public radio stations in the region to share operating or programming costs or to reduce costs through cooperative programming. The committee recommends that station management pursue this approach, perhaps through contacts with stations at the University of Illinois Springfield, the University of Illinois at Urbana-Champaign, or Bradley University, with the caveat that efforts be made to preserve the distinctive role WGLT plays in serving the University and communicating its contributions to the broader community.*
  - This recommendation led directly to WGLT's initiation of conversations with Bradley University regarding the future of WCBU. The model WGLT has created, which allows each station to maintain separate and robust local content creation staffs and individualized station personality while combining administrative, operations, and business functions, has attracted significant attention in public media circles. The model stays true to public radio's mission to serve local audiences and differs from some "statewide" models that feature a central hub in the state capital (or largest city) with individual stations treated as merely affiliates or news bureaus. As mentioned above, this new partnership should allow both stations to expand content offerings while operating in a more financially sustainable manner.

2. *The committee commends strategic planning efforts of the station and encourages the station to proceed with efforts to develop a revised plan, for the period 2018 through 2023. The planning process provides opportunities for stakeholders to help guide the station through its management transition and for critically examining options for achieving and maintaining financial sustainability. The committee encourages the station to consider in its planning discussions strategies for continuing and potentially expanding programming that exposes the listening public to a variety of disciplines taught and researched at the University, including the arts and humanities, sciences, and social sciences.*
   - Plans for a new strategic plan were put on hold pending the outcome of discussions with Bradley University. Now that the issue is resolved, a new strategic plan will be developed in calendar year 2020.

3. *It is evident from the self-study report that ongoing processes are in place to assess progress toward meeting station goals set forth in the strategic plan and in annual budgeting documents. Metrics to support an effective assessment program are also in place, including audience data, peer reviews and awards, fundraising results,*

and listener feedback through surveys such as the one conducted for this self-study. If the station has not already done so, the committee encourages the station to formalize its approach to assessment in a written assessment plan. Assistance with compiling such a plan is available from University Assessment Services.

- ▪ While a formalized written assessment plan has not been developed, WGLT has created formalized internal processes, specifically in the areas of budgeting, fundraising, and audience measurement, for regularly tracking key metrics. Several of these processes are codified in the station's operations manual. A prominent and successful result of this process is the monthly digital metrics report.

Major findings of this self-study

The center staff are pleased with the upward trajectory of WGLT. The new partnership with WCBU is very promising and discussions with colleagues throughout the state about other partnerships are ongoing. Listenership is steady, fundraising is up, digital use is way up, and community engagement – virtual and in real life – and the station's reputation in the community appear to be stronger than ever.

However, the center staff note that local journalism has never been more in peril, nor has it ever been more important. While WGLT and WCBU are poised to fill some of the growing gap being left by the tragic withering of formerly great local newspapers key questions regarding the future of funding for public radio and how the center can more tightly align its activities with to the University academic mission.

Initiatives for the next program review cycle

The largest initiatives for the next cycle are likely to be among the largest WGLT has ever undertaken. Those include:

1. Create a robust new strategic plan that not only lays out what WGLT (and WCBU) should be, but also imagines what the station(s) *could* be. This plan, which should include input from listeners and users, University and community leaders, station staff and management, and peers from across the state and country, will attempt to answer the questions posed above and map out a path for growth in fundraising, staff, and content offerings, and a way to better integrate WGLT into the University community and the area at large. Balancing day-to-day news coverage, public affairs reporting, culture coverage, investigative journalism, and in-depth interest features is not easy. WGLT must establish that balance, focus on it, and grow the revenue required to maintain the professional staff to do the work.

2. Continue to pursue partnerships with other public broadcasting entities (and other media outlets) with the understanding that any partnership should strengthen business operations and financial viability AND increase service to the local community.

3. Develop the next generation of journalists, making increasing diversity a priority. Mentorship makes a difference, and WGLT (and all of public media and journalism) need to do a better job of training eventual replacements. This is central to their roles as public servants.

4. Look at new revenue models, including pursuing other grants and soliciting more major gifts. Just as importantly, WGLT needs to continue to reach new and younger users (who do not necessarily listen to linear broadcast radio) to encourage use and enjoy WGLT's offerings. They need to be converted to contributors. Old studies indicate it took two years to convert a new radio listener into a donor.

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PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

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Review Outcome: The Academic Planning Committee, as a result of this review process, finds Radio Station WGLT to be in <u>Good Standing</u>.

The Academic Planning Committee thanks WGLT staff for a thorough, well-organized, and critical self-study report that evidences careful consideration of and reflection on radio station goals and targets using information from stakeholders and a wide variety of data sources. WGLT-FM, with call letters reflecting the University motto "We Gladly Learn and Teach," has operated as a radio station and public service of Illinois State University since

1966. WGLT has been a National Public Radio (NPR) member since 1979 and offered a distinctive combination of local and national news with classical, jazz and blues as its primary music formats until it transitioned to primarily news and information in 2013. Since 1997, the radio station has been affiliated with the School of Communication housed within the College of Arts and Sciences. WGLT has a widespread community impact, currently reaching nearly 18,000 listeners weekly and 100,000 website users monthly. The committee commends WGLT's consistent garnering of peer approval through awards for its content from organizations such as the Associated Press and Radio Television Digital News Directors Association. WGLT continues to be more consistently recognized than its closest competitors (i.e., WILL at the University of Illinois, Urbana-Champaign, and WUIS at the University of Illinois, Springfield) by more than a 2-to-1 margin. The committee recognizes and thanks WGLT for the proactive and measured manner in which it has responded to recommendations resulting from the prior center review in 2015.

The committee commends WGLT staff on their efforts to strengthen their connections to Illinois State and the wider community. We note that the radio station's strategic planning is guided by *Educate Connect Elevate: Illinois State – The Strategic Plan for Illinois' First Public University 2018-2023*. The committee commends WGLT staff on their actions that have increased the number of student employment opportunities (e.g., announcers, news reporters/producers, marketing/development assistants) as well as internships which help to prepare the next generation of journalists and communication specialists. We also recognize that some of the radio station's staff serve as lecturers in the School of Communication and have been involved in other Illinois State campus committees and task forces. The committee commends WGLT staff for broadening their scope beyond radio and adopting a "web first" policy, with stories and features being written first for a reading audience before being adapted for a listening audience. The committee acknowledges the challenges that WGLT leadership has undertaken to broaden the scope of community engagement through the merger with WCBU, an NPR member radio station at Bradley University in Peoria.

The committee commends WGLT staff for the actions that they have undertaken to become fiscally sustainable. Revenue components for the radio station include general appropriations from Illinois State University, business support/underwriting, listener contributions, events, federal and state grants, and donated materials and services both from Illinois State and from other sources. The committee recognizes that WGLT has finished each of the last three fiscal years with a modest operational surplus and notes the hiring of a new Development Director to assist the School of Communication with its fundraising efforts. The committee commends WGLT's investment in social media marketing which has resulted in a dramatic increase in its internet traffic and in the reach of fundraising efforts. We note the radio station has experienced some success with its "non-interruptive" fund drive model and that corporate support has increased dramatically. The reputation of WGLT for the quality and impact of its initiatives contributes to this fundraising success.

The committee recognizes that WGLT staff have made strides towards reflecting the diversity of the audiences that they serve. We commend the development of the radio station's *Diverse Voice Statement* which outlines WGLT's commitment to including diverse voices in every aspect of newsgathering, production, and development. These efforts encompass local activities (e.g., having a more diverse spectrum of news sources and on-air talent) as well as programming decisions about national and syndicated offerings. Because of the radio station's increases in student employment and internship opportunities several women and persons of color have been able to contribute to WGLT's *Sound Ideas* news magazine and written features on the digital platform.

<u>**Recommendations.**</u>

The Academic Planning Committee thanks the staff of Radio Station WGLT for the opportunity to provide input regarding the radio station's objectives and outcomes, contributions to student learning, and fiscal sustainability at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Radio Station staff. In the next center review self-study report, tentatively due October 1, 2023, the committee asks WGLT to describe actions taken and results achieved for each recommendation.

Continue to contribute to the academic mission of the University. The committee encourages WGLT staff to continue to pursue new, innovative programming to foster connections with Illinois State University through effective use of staff experience and the involvement of students. We also recommend that the radio station work

with the Graduate School to identify ways to increase opportunities for graduate student involvement in the radio station. Finally, the committee recommends that WGLT staff continue to explore opportunities to identify and partner with other campus units on civic engagement, sustainability programming, and outreach activities.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages WGLT to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students and staff from diverse backgrounds.

Continue implementing assessment activities and develop a formal comprehensive assessment plan. One of the recommendations of the prior center review was to formalize WGLT's approach to assessment in a written center assessment plan. While it is evident from the self-study report that ongoing internal processes are in place to assess progress toward meeting radio station goals concerning key metrics (i.e., budgeting, fundraising, and audience measurement) set forth in the strategic plan and in annual budgeting documents, the committee encourages WGLT staff to work with University Assessment Services to formalize the processes of assessing the radio station's historic objectives as provided in the self-study report (provision/distribution of programming to listeners, enhancement of Illinois State's community identity, fostering of community engagement, and expansion of development/funding) into a comprehensive plan for evaluating the quality, impact, and effectiveness of programs and services provided by WGLT and to ensure their alignment with both university and community needs.

Continue the fiscally responsible and entrepreneurial approach to station planning, budgeting, and fundraising. The committee was impressed with strides that WGLT staff have made towards establishing long-term financial sustainability of the radio station. The self-study report stated that, "Listenership is steady, fundraising is up, digital use is way up, and community engagement – virtual and in real life – and the station's reputation in the community appear to be stronger than ever." The committee encourages WGLT staff to keep being adaptive and innovative in developing and implementing initiatives, while at the same time actively assessing the effectiveness of these actions.

REVIEW OF THE MARY AND JEAN BORG CENTER FOR READING AND LITERACY

Classification of Instruction Programs (CIP) Code: 90.1313
Research and Service Center: Teacher Education and Professional Development, Specific Subject Areas

OVERVIEW

The Center for Reading and Literacy at Illinois State University was approved by the Illinois Board of Higher Education as a state-recognized research and service center on October 2, 2001. In 2008 Jean Borg endowed the center, which was subsequently renamed the Mary and Jean Borg Center for Reading and Literacy in honor of Jean Borg's mother and Jean Borg's gifts to the Illinois State University Foundation. Jean Borg graduated from Illinois State Normal University in 1950 and subsequently taught junior high school science, served as a school counselor, and served as a faculty member in curriculum and instruction at the University of South Florida. The Borg Center is housed in the School of Teaching and Learning within the College of Education. This is the third review of the center.

The Mary and Jean Borg Center for Reading and Literacy (hereinafter "the "Borg Center") has four primary objectives or goals: to provide services to policymakers in the areas of reading and literacy, to provide services to the state of Illinois in the areas of reading and literacy, to provide services to professional educators in the areas of reading and literacy, and to support research among university faculty, university students, and members of the wider research community to broaden the understanding of reading, literacy, and literacy education. These objectives align with the mission of Illinois State in that they provide opportunities to serve university students, children in central Illinois who struggle with reading, and educators who desire to improve their instruction in reading and literacy.

There are two other IBHE recognized research and service centers concerned with literacy and/or reading in the state of Illinois; the Center for Literacy at the University of Illinois at Chicago and the Center for the Study of Reading at the University of Illinois at Urbana-Champaign. While the Borg Center is not identical to the Center for Literacy or the Center for the Study of Reading in its mission, goals, and objectives, a review of each of these enduring centers revealed projects and processes to which the Borg Center can aspire. For example, the Center for Literacy at UIC thrives through its community, state, and national partnerships and the Center for the Study of Reading demonstrates success through external funding for research. These are two major long-term goals for the Borg Center moving forward.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Introduction and overview

The self-study process for the Borg Center was comprised of five components: review of center documents and processes, a review of the communication structures between the center, the School, the College, and Illinois State University, a review of research lab activities, and analysis of data for new and ongoing projects, and an analysis of progress made towards the recommendations from the last review and strategic planning goals.

The Director of the Borg Center, Dr. Deborah MacPhee, is an associate professor in the School of Teaching and Learning with expertise in research and teaching in the fields of reading and literacy education. She served as interim director for two years before being named permanent director in May 2019. Faculty colleagues are School of Teaching and Learning faculty who engage in the work of the Borg Center. Faculty contribute to the center in various ways: providing professional learning opportunities, working on grant projects, and conducting research that reflects the goals and objectives of the center. The Borg Center supports the work of faculty colleagues with additional compensation, reassigned time, resources and materials, and research and writing groups. Major initiatives, past and present, undertaken by center faculty and faculty associates are briefly described below.

Accomplishments since the prior program review

A focus of the new leadership has been to establish/re-establish programs/initiatives in the Borg Center that reflect the four primary goals of the research and service unit. Following is a list of Borg Center Accomplishments since summer 2017.

Eye Movement and Miscue Analysis Lab (EMMA). In the summer and fall of 2017, the Borg director in collaboration with Linda Haling, the director of Teaching and Learning at the time, and with funding from the School of Teaching and Learning acquired eye-tracking equipment and established an EMMA lab. The lab is the tenth of its kind in the world where researchers bring two research traditions together to study how perception relates to comprehension in reading. The Borg director spent a sabbatical in spring 2018 studying with EMMA researchers at Towson University and launched an independent research agenda in the Borg Center lab in summer 2018. Additionally, the director developed a clinical course for graduate students interested in studying the reading process.

Community Services. The Borg Center offers low-cost tutoring and literacy assessment services to community members. These services are offered in conjunction with the EMMA research lab. Families who register for the services are invited to participate in research and to authorize the use student data for teaching purposes. Participation in research or consent to use data for teaching purposes is not required to access these services. Data that is authorized for use will be organized in a database that faculty can access for their undergraduate and graduate teaching. The Borg director manages the services and supervises graduate students who work in the lab or enroll in the clinical course associated with the lab. Revenue from these services is used to purchase assessment and tutoring materials which become part of the Borg resource library.

Borg Physical Space. The Borg Center's physical space on the third floor of DeGarmo houses resources for ISU students and faculty. The space has been reorganized to be more inviting to students, faculty, and community members. A reception desk, a small workspace for students and/or faculty, and a display of faculty research have been added to the space. All resources have been barcoded and added to Libib, an application for cataloging materials for easy checkout. Course instructors are informed about the space as a resource for them and their students. During the fall and spring semesters, a graduate assistant manages the resources and supports patrons. Traffic in the center and circulation of materials has increased as a result of these changes.

Professional Learning.

Workshops for teachers. On campus, in fall 2017, the director offered a workshop for teachers titled *The Eyes, the Brain, and the Reading Process*. The workshop was designed to support teachers' understanding of reading as a complex process, to offer instructional strategies to support readers' developing processes and to introduce the EMMA lab to local teachers. The workshop was offered twice during the semester. Teachers earned two professional learning hours through the Cecilia J. Lauby Teacher Education Center. Revenue from the workshops paid the processing fee for professional learning hours and supported Borg Center operations.

School-based professional learning. The Borg Center offers site-based professional learning to educational institutions in Illinois in areas for which our faculty colleagues have expertise. The Borg Center has provided professional learning to two Illinois School Districts: Morton School District and Urbana School District 116. Two faculty colleagues provided monthly support during the 2018-2019 school year for instructional coaches and administrators in Morton, as they began an instructional coaching initiative. The Center also conducted an outside evaluation of the initiative at the end of year one. The evaluation included a professional learning culture survey for teachers and follow-up focus group interviews. In Urbana School District, one faculty colleague provided two half-day workshops on African American Language in the Classroom.

America Reads partnership. The Borg Center continues to partner with Lyn Morris, Director of America Reads to provide professional learning in literacy education to Illinois State students who serve as America Reads tutors in local schools and community organizations. Each fall and spring semester, tutors attend mandatory literacy professional learning sessions. The tutors are divided into three small groups and a faculty colleague from the Center conducts three one-hour workshops on a topic in literacy education. The Center offers new content each semester based on feedback from the America Reads director. America Reads tutors work with children in grade K-12.

Non-tenure track faculty. In summer 2019, the center began a partnership with the School of Teaching and Learning to provide professional learning sequences for non-tenure track faculty in the school. A needs assessment was conducted to identify the professional learning needs of non-tenure track faculty. The structure for professional learning sequences included one three-hour workshop before each semester begins and three follow-up conversations during the semester for ongoing support. Borg faculty colleagues were surveyed to establish their expertise and desire to prepare and facilitate professional learning sequences for NTT faculty.

Workshops for ISU students. In fall 2017, the Borg Center in collaboration with the Visor Center offered a series of workshops to support academic literacy among ISU students. The series of four workshops was grounded in an apprenticeship frame and drew upon four dimensions to guide metacognitive conversations: social, personal, cognitive, and knowledge-building. The purpose of the workshops was to help students become more active, strategic and independent readers by supporting students' discovery of their own reasons to read and ways of reading, modeling disciplinary ways of reading in different subject areas and genres, an guiding students to explore, strengthen, and assess their own reading.

Policy Connections. The Borg Center is becoming more involved with policy as it relates to literacy teaching and learning in Illinois.

ISBE committee. During the summer and fall of 2017, the interim director of the Borg Center chaired an Illinois State Board of Education (ISBE) committee convened to discuss Reading Teacher and Reading Specialist endorsements in Illinois and provide recommendations to the state board. The committee was made up of a diverse group of individuals from school, university, and community organizations.

IL representative visits Borg. In December 2018, the Borg Center director hosted Illinois representative Keith Sommer in the center to discuss reading in general and to provide recommendations regarding teacher education.

Multi-tiered systems of support partnership. In a collaboration with faculty from special education and psychology, the Borg Center director, faculty colleague Kyle Miller, and Jill Donnel, the assistant director of undergraduate programs in the School of Teaching and Learning, represent Illinois State University through an Illinois Institutes of Higher Education (IHE) partnership with the Illinois RtI Network, a State Personnel Development Grant (SPDG) project of the Illinois State Board of Education (ISBE). contribute to the work. The overarching goal of Illinois' SPDG project is to:

Scale up implementation of a coordinated, statewide system of personnel development that will increase the capacity of school systems to establish and use a multi-tiered model of scientific, research-based instruction, intervention, and assessment to improve the progress and performance of all students, including those with disabilities.

As representatives of Illinois State University, our work in this project involves working with local schools to develop and assess multi-tiered systems of support and to review our undergraduate teacher education programs to assess how teacher candidates are being prepared to enter schools with such systems in place.

Grant Writing Activities. One priority of the Borg Center is to seek external funding to support its projects and practices. With goals of supporting existing projects and initiating new projects, the director of the Center has focused on research grant opportunities and partnering with faculty colleagues and other research institutions to develop proposals that reflect the mission and goals of the Center.

Cross Disciplinary Work. The director of the Borg Center serves as a literacy expert on a committee of the Multidisciplinary Psychoeducational Assessment Service (MPAS). The MPAS is a service offered at the Psychological Services Center (PSC) through the Department of Psychology that provides diagnostic psychoeducational assessments for children and adolescents who are exhibiting more than one functional area of concern. The Multidisciplinary Committee (MDC) includes experts from school psychology, social work, special education, curriculum and instruction, speech and language, and audiology who collaborate to support school psychology doctoral students who are case managers for families that access the service. The committee discusses results from assessments that are administered across disciplines and collaboratively develops recommendations for clients.

<u>Faculty Writing and Research Groups</u>. The Borg Center supports faculty research by organizing writing and research groups that bring interested faculty together to share and receive feedback on academic writing and discuss research methods and processes. In fall 2018, the Center hosted a writing group of seven faculty members from the School of Teaching and Learning. The group met in the Center one-two times per month. Each member of the group maintained a written record of writing goals and time spent writing each week. During each meeting, members shared a portion of a manuscript and received feedback from other members. In summer 2019, the Borg Center purchased books for faculty interested in discussing mixed-methods research. Eight faculty members met two times over the summer to engage in research group discussions. This group continued meeting in fall 2019 semester.

Assessment

Assessment Strategies and Methods
A systematic process to annually assess the work of the Borg Center has been developed. The process involves accessing data from programs and initiatives and feedback from stakeholders to identify specific yearly assessment targets that move the Center toward achieving the long-term goals and objectives set forth in its strategic plan (see Appendix B).

Assessment Targets
Targets set to assess the Borg Center's success include the following:
- Increase student involvement in research and service in the Center by developing a clinical experience for reading master's students.
- Continue to expand the work of the Borg Center as a professional learning resource for schools and districts throughout Illinois.
- Engage literacy faculty from across the state in collaboratively producing research-based documents that address issues of literacy teaching and learning in Illinois.
- Develop research projects/partnerships that result in peer-reviewed publications that have a national impact on the field of literacy education.
- Continue to pursue external funding to support research and service projects in the Borg Center with the goal of becoming a self-sustaining unit.

Resources

The School of Teaching and Learning supports the Borg Center by providing the director a two-course reduced teaching load in the fall and spring semesters and six weeks of additional salary in the summer, as well as a full-time graduate assistant who works twenty hours per week during the academic year managing resources in the Borg Center and supporting research in the EMMA lab. The director oversees an operational budget that is housed in the School of Teaching and Learning and managed by the School's accountant. With revenue from the reading assessment, tutoring, and professional learning services, this budget supports the day-to-day operations of the Center. Expenses include additional salary for faculty who provide professional learning services, resources for the Borg library and tutoring program, promotional materials, parking for Borg Center patrons, and miscellaneous office supplies. Since summer 2019, four faculty colleagues have been hired to provide professional learning services and a non-tenure track instructor was hired as a tutor for the 2019 summer tutor program.

The Borg Center also has an endowment budget that is housed in the College of Education and managed by the COE accountant. In September 2018, expendable funds from this endowment account were released by the college to the director of the Center to support projects that will have a lasting impact on the Borg Center. To access this budget, the director makes a request to the School's director. To date, funds from this budget have been used to acquire training for the Borg Center director and a faculty colleague on an instructional program designed to support readers who have been diagnosed with dyslexia, and to extend the Borg Fellowship program started by the previous director. During the 2019-2020 academic year, the Borg Center will support a reduced teaching load for two faculty colleagues (one in the fall semester and one in the spring semester) who will each launch a new project/ initiative that reflects the Center's strategic plan.

Response to previous program review recommendations

The 2012-2013 program review resulted in four recommendations.

(1) Develop and implement an assessment plan.
An assessment plan has been developed which includes the development of an advisory board and an annual review of goals and actions taken to support the sustainability of the Center.

(2) Continue to support student learning at the university through professional practice opportunities.
A research lab has been established. The lab supports student learning in various ways and will inform the field of reading and literacy through the dissemination of findings at national and international conferences and through peer-reviewed publications.

(3) Seek external funding for ongoing and new initiatives.
Four external grant proposals have been submitted (IES, Spencer Foundation, Dollar General Literacy Foundation). Two proposals were rejected and two are currently under review.

(4) Support reading and literacy across a K-16 grade span.
A series of workshops for Illinois State students on academic reading was developed and implemented by a School of Teaching and Learning doctoral student. Despite collaborating with the Visor Center, the workshops were poorly attended and have not been offered again. The Center also provides professional learning in literacy education for Illinois State students who tutor in the community through the America Reads grant.

Major findings of this self-study

The major findings of the self-study are:
- The Borg Center established an EMMA lab through which it offers literacy tutoring and assessment services to the community. Families who access these services can elect to participate in research that will inform the field of reading education.
- The Borg Center has increased its support of ISU students with the reading research lab that provides undergraduate and graduate students opportunities to observe, work, and learn from research-based tutoring and assessment services and the reorganization of the Center's physical space that makes resources more accessible to students.
- Faculty involvement in the work of the Center has increased. Faculty colleagues have been hired by the Center to provide professional learning in K-12 schools and on campus to non-tenure faculty and America Reads tutors. Faculty have participated in research and writing groups hosted by the Center and beginning fall 2019, the Center is providing reassigned time to one faculty member per semester to work on a project that contributes to the mission of the Center.
- An assessment plan for the Center has been developed that includes an annual review of program data and feedback from stakeholders on short-term goals. This plan is intended to keep the Center moving forward toward accomplishing goals set forth in the strategic plan.

Initiatives for the next program review cycle

Based on the findings from this self-study, the Borg Center will focus on the following initiatives over the next four years:
- Continue to support ISU student learning in the EMMA lab and submit at least one manuscript per year to peer-reviewed journals.
- Submit at least two external funding proposals per year to support projects that reflect the mission and goals of the Borg Center.
- Launch a peer-reviewed multi-media publication that addresses relevant literacy topics for teacher educators.
- Continue to initiate and foster research and service partnerships with schools and community organizations.
  - Redesign the Center's website to increase the visibility of the Center on campus and in the community.
  - Organize and/or sponsor at least one public event per year to address literacy policy issues in the state of Illinois.

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 Mary and Jean Borg Center for Reading and Literacy to be in <u>Good Standing</u>.

The Academic Planning Committee thanks the Mary and Jean Borg Center for Reading and Literacy ('the Borg Center') faculty and staff for a thorough, well-organized, and critical self-study report that evidences careful consideration of and reflection on center goals and targets from stakeholders and a wide variety of data sources.

The Center for Reading and Literacy was established in 2001. In 2008, Ms. Jean Borg endowed the center, which then was renamed the Mary and Jean Borg Center for Reading and Literacy in honor of Jean Borg's gift and her wish to honor her mother, Mary. The Borg Center's mission is to promote the effective use of language in the community broadly defined as Illinois State University, Bloomington/Normal, regional communities, and the state of Illinois. Two important components of the center are its literacy assessment and tutoring programs for students who struggle with reading and its professional development for educators who desire to improve their instruction. This centrality is also demonstrated by support of the center for service and research through grant submissions, policy connections, and faculty writing and research groups. The Borg Center is administratively affiliated with the College of Education and is housed within the School of Teaching and Learning within the college.

The committee commends the center on its efforts to strengthen connections to Illinois State and the wider community. We applaud the development of the Eye Movement and Miscue Analysis Lab (EMMA) and its use to support the broad range of the Borg Center's activities, including service, scholarship, and teaching opportunities. The committee recognizes the center leadership, faculty, and staff for reorganizational efforts that have resulted in recent increases in community services, use of resources, and participation in student and faculty workshops. These efforts also have helped the Borg Center to continue its strong partnership with *America Reads*, a program that provides professional learning in literacy education to Illinois State students who serve as tutors in local schools and community organizations. The committee commends the center for continuing to provide professional practice opportunities in reading and literacy for pre-service teachers at the University and opportunities for undergraduate and graduate students to collaborate with faculty on reading and literacy research. The committee also commends Borg Center faculty and staff not only for their local community engagement, but also for their efforts to impact the broader community through their activities to inform state policy. We note their participation with Illinois State Board of Education (ISBE) projects, committees, and the relationships that center faculty and staff affiliated with the center have developed with state policy makers.

The committee commends the center's faculty and staff for the actions that they have undertaken to move towards becoming fiscally sustainable. We note that the Borg Center continues to seek external funds for its ongoing reading and literacy initiatives such as tutoring, consultations with school districts, and research. The committee notes that since 2017, the center faculty and staff have submitted one internal grant proposal and four external grant proposals [Institute of Education Sciences (IES), Spencer Foundation, and Dollar General Literacy Foundation]. In addition to these external funding sources, the Borg Center also has an endowment budget that is housed in the College of Education and receives further support from the School of Teaching and Learning (in the form of summer salary, reduced teaching load, and a full-time graduate assistant). The committee commends the Borg Center's support (through reduced teaching loads) of two faculty members to launch a new project that supports the center's strategic plan.

The committee recognizes that the center faculty and staff have made strides towards reflecting the diversity of the audiences that it serves. The committee commends the Borg Center's actions to support faculty and students of color through providing diverse content in the center, reorganizing the center's physical space to be welcoming to all students and faculty, and developing projects that both support underserved K-12 student populations and provide opportunities for Illinois State students to work with these students. We also note that this inclusivity and accessibility extends to the Borg Center's community engagement activities, such as the professional learning that addresses issues of diversity and equity in school districts (e.g., African American Language in the Classroom).

The committee commends the center's faculty and staff for the development and use of a center assessment plan. The plan includes feedback from a broad spectrum of stakeholders (including an advisory board) regarding specific

assessment targets and clear mechanisms for the use of that feedback. The committee also recognizes that center faculty and staff have conducted analyses of other Illinois centers with similar missions (i.e., Center for the Study of Reading at the University of Illinois, Urbana-Champaign, and Center for Literacy at the University of Illinois, Chicago) to guide the development of strategic directions for the Borg Center.

Recommendations.

The Academic Planning Committee thanks the faculty and staff of the Mary and Jean Borg Center for Reading and Literacy for the opportunity to provide input regarding the center's objectives and outcomes, contributions to student learning, and fiscal sustainability at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with Borg Center faculty and staff. In the next center review self-study report, tentatively due October 1, 2023, the committee asks the center to describe actions taken and results achieved for each recommendation.

Continue to contribute to the academic mission of the University. The committee encourages the center faculty and staff to continue to pursue new, innovative research and services to foster connections with Illinois State University through effective use of Borg Center faculty and staff experience and the involvement of students. We also recommend that the center work with the Graduate School to identify ways to increase opportunities for graduate student involvement in the center. Finally, the committee recommends that Borg Center faculty and staff continue to explore opportunities to identify and partner with other campus units on civic engagement (e.g., the Center for Community Engagement and Service Learning), sustainability programming, and outreach activities.

Continue to develop and offer workshops for Illinois State faculty and students. The committee recommends that the center revisit their professional development opportunities with students, particularly graduate students, and develop additional ways to connect with students through targeted partnerships with other units on campus, including the Graduate School, to advertise their programming. We also recommend that the Borg Center consider expanding their non-tenure track faculty workshops to include doctoral students. Finally, we recommend that the center continue to assess their offerings to ensure that they are reaching diverse populations and providing inclusive settings.

Expand beyond Illinois to national programs for aspiration and comparison. The committee recognized the Borg Center's analyses of similar centers within the state of Illinois and consideration of those centers' projects and processes to which the Borg Center can aspire, such as enhancing the center's community, state, and national partnerships. We recommend that the center also expand the scope of their aspirations through analyses of national comparator programs to assist in developing additional initiatives and considering new partnerships.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages the center to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds.

Continue implementing and refining the outcomes assessment plan. One of the recommendations of the prior center review was to develop and implement a center assessment plan, and the self-study report evidences success by the Borg Center in establishing such a plan. Center faculty and staff have formalized a systematic process that involves accessing data from center programs and initiatives, gathering feedback from stakeholders, and identifying annual assessment targets that assist in meeting the Borg Center's strategic goals. The committee encourages the center to use its new assessment plan to determine the progress made toward its goals during the next review cycle, to use assessment findings to modify Borg Center operations and initiatives as needed, and to identify any modifications to the plan that center faculty and staff may deem necessary .

Continue to achieve center financial self-sustainability. The committee supports renewed efforts by the Borg Center to obtain external funding for center initiatives. External grant funds will likely contribute to the development of new programs or research initiatives that add to the understanding of teaching and learning and/or have the potential to impact institutional or public policy. The committee recommends that the center continue to explore collaborations with other initiatives in the College of Education that might involve the Borg Center serving as a sub-grantee on grant-funded projects.

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 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 2020 through fall 2027. 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 2020, Reviewed 2020-2021
Summaries Published in *Academic Plan 2021-2026*

Eight-year review (programs)
College of Applied Science and Technology
Agriculture, B.S. [01.0000]
Agriculture, M.S. [01.0000]
Construction Management, B.S. [52.2001]
Engineering Technology, B.S. [15.0000]
Graphic Communications Technology, B.S. [10.0301]
Industrial Technology, B.S. [15.0612]
Technology and Engineering Education, B.S. [13.1309]
Technology, M.S. [15.0612]
College of Arts and Sciences
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]
College of Business
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]
Four-year review (centers)
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*

Eight-year review (programs)
College of Applied Science and Technology
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]
College of Arts and Sciences
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]
Mennonite College of Nursing
Nursing Practice, Doctor of (D.N.P.) [51.3818]
Four-year review (centers)
Adlai Stevenson II Center for Community and Economic Development
Center for Teaching, Learning, and Technology

Three-year review (progress)
European Studies, B.A. [05.0106]

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

Eight-year review (programs)
College of Applied Science and Technology
Criminal Justice Sciences, B.A., B.S. [43.0104]
Criminal Justice Sciences, M.A., M.S. [43.0104]
College of Arts and Sciences
Economics, B.A., B.S. [45.0601]
Applied Economics, M.A., M.S. [45.0603]
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]
Four-year review (centers)
Center for Child Welfare and Adoption Studies
Center for Insurance and Risk Management (Katie School)

Three-year review (progress)
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*

Eight-year review (programs)
College of Applied Science and Technology
Recreation and Park Administration, B.S. [31.0301]
College of Arts and Sciences
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]
College of Education
College Student Personnel Administration, M.S. [13.1102]
College of Fine Arts
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]
Creative Technology, B.A., B.S. [50.9999]
Creative 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]
Four-year review (centers)
Mary and Jean Borg Center for Reading and Literacy
Radio Station WGLT
Three-year review (progress)
Computer Science, M.S. [11.0701]

Self-studies due October 2024, Reviewed 2024-2025
Summaries Published in *Academic Plan 2025-2030*

Eight-year review (programs)
College of Arts and Sciences
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]
Four-year review (centers)
Center for Mathematics, Science, and Technology
Center for the Study of Education Policy
Three-year review (progress)
Athletic Training, M.A.T [51.0913]

Self-studies due October 2025, Reviewed 2025-2026
Summaries Published in *Academic Plan 2026-2031*

Eight-year review (programs)
College of Applied Science and Technology
Environmental Health, B.S. [51.2202]
Health Information Management, B.S. [51.0706]
Cybersecurity, B.S. [11.1003]
College of Arts and Sciences
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]
Mennonite College of Nursing
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]
Four-year review (centers)
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*

Eight-year review (programs)
College of Arts and Sciences
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]
College of Applied Science and Technology
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]
University-wide Programs
Interdisciplinary Studies, B.A., B.S. [24.0101]
University Studies, B.A., B.S. [24.0102]
Four-year review (centers)
Center for Child Welfare and Adoption Studies
Center of Insurance and Risk Management (Katie School)

Self-studies due October 2027, Reviewed 2027-2028
Summaries Published in *Academic Plan 2028-2033*

Eight-year review (programs)
College of Arts and Sciences
Chemistry Education, M.C.E., M.S.C.E. [13.1323]
Environmental Systems Science and Sustainability, B.S. [03.0104]
College of Business
Business Education, B.A., B.S., B.S.Ed. [13.1303]
Business Education, Master of Science (M.S.B.E.) [13.1303]
College of Education
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]
College of Fine Arts
Music Education, Bachelor of (B.M.E.) [13.1312]
Music Education, Master of (M.M.Ed.) [13.1312]
Four-year review (centers)
Mary and Jean Borg Center for Reading and Literacy
Radio Station WGLT

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.: 2027
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.; 2027
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.: 2027
Economics, B.A., B.S.: 2022
Educational Administration, M.S., M.S.Ed.: 2027
Educational Administration, Ed.D., Ph.D.: 2027
Elementary Education, B.S., B.S.Ed.: 2027
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.: 2027, 2021 (new program progress report)
Finance, B.S.: 2020*
Food, Nutrition, and Dietetics, B.A., B.S.: 2027, 2021 (new program progress report)
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.: 2027, 2021 (new program progress report)
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.: 2027, 2021 (new program progress report)
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.: 2027
Molecular and Cellular Biology, B.S.: 2021
Music, M.M.: 2023
Music (Liberal Arts), B.A., B.S.: 2023
Music Education, B.M.E.: 2027
Music Education, M.M.Ed.: 2027
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.: 2027
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.: 2027
Special Education, M.S., M.S.Ed.: 2027
Special Education, Ed.D.: 2019
Speech-Language Pathology, M.A., M.S.: 2025
Teacher Leader, Post-Baccalaureate Certificate: 2027 (new program progress report)
Teaching and Learning, M.S.: 2027
Teaching and Learning, Ed.D.: 2027
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: 2027, 2023
National Center for Urban Education: TBD (temporary center report)
Radio Station WGLT: 2027, 2023

*due to COVID-19 pandemic, the due date was extended to October 15, 2020

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

Certificate Program	Submit program review documentation with the program review self-study report submitted for this degree program
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 Science: Computer Science Graduate Certificate	Information Systems, M.S.
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.

Certificate Program	Submit program review documentation with the program review self-study report submitted for this degree program
Multiple Disabilities Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
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, Gender, and Sexuality Studies Graduate Certificate	Sociology, M.A., M.S.

Degree Program – Certificate Program Associations

Degree Program	Include with the program review self-study report documentation regarding these certificate programs
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

Degree Program	Include with the program review self-study report documentation regarding these certificate programs
Family and Consumer Sciences, M.A., M.S.	Dietetic Internship Graduate Certificate
Hydrogeology, M.S.	Hydrogeology Geographic Information Systems (GIS) Graduate Certificate
Information Systems, M.S.	Data Science: Computer Science Graduate Certificate 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, Gender, and Sexuality 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