

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN 2022-2027

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



Draft submitted to the Academic Senate of Illinois State University
May 4, 2022

Submitted to the Board of Trustees of Illinois State University
July 22, 2022

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

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PREFACE

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

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

The Division of Academic Affairs approaches strategic planning as an iterative process that involves setting forth initiatives to be addressed over a five-year period and then annually reviewing those initiatives for changes that may be necessitated by factors internal or external to the University. This practice was first adopted with compilation of *Academic Plan 1973-1978*. In planning documents from that period, the Academic Planning Committee wrote that it “anticipates making an annual revision of the Academic Plan in order that the University may keep clearly in view the direction in which it is headed and the process by which it achieves its goal.” Thus, since adoption of the 1973-1978 plan, academic strategic planning at the University has involved annual compilation of a rolling five-year plan. *Academic Plan 2022-2027* is the 49th 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 2022, and summaries of program reviews conducted during the last year.

A NOTE REGARDING COVERAGE YEARS OF MULTI-YEAR STRATEGIC PLANS

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

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ACKNOWLEDGEMENTS

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ILLINOIS STATE UNIVERSITY

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SECTION I

UNIVERSITY PROFILE AND STRATEGIC PLAN

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UNIVERSITY PROFILE

Illinois State University was founded in 1857 as the first public institution of higher education in the state. Documents establishing the University were drafted by Abraham Lincoln. For its first 106 years the University was 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 2020-2021 university catalog describes 78 undergraduate degree programs, 45 master's degree programs, 10 doctoral programs, and 42 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 44 specialized accreditation associations that accredit or otherwise recognize the quality of academic units or plans of study. Approximately half of the 298 sequences of study offered by Illinois State are recognized by one or more of those professional associations (as of July 1, 2021). 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 2021 the institution enrolled 20,233 students, 87 percent (17,674) of whom were undergraduate students and 13 percent (2,559) of whom were graduate students.

Just over 83 percent of first-time-in-college students entering the University in fall 2020 returned for the fall 2021 semester. Sixty-seven percent of students who enrolled in the University as first-time-in college students in fall 2015 graduated within six years. In Fiscal 2021 the University conferred 5,293 degrees.

In fall 2021 Illinois State University employed 1,377 departmental faculty members (tenure track and non-tenure track), an increase of 22 faculty members from fall 2020. 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.

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

UNIVERSITY STRATEGIC PLAN

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

A MESSAGE FROM PRESIDENT KINZY

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*. It is a practical guide for all units within the University for planning and resource allocation decisions and serves as the guiding document for Illinois State as it charts its future.

This strategic plan also embodies Illinois State’s culture of shared governance. Faculty, staff, students, and other campus stakeholders played an active role in developing this document, the title of which emphasizes the University’s broad educational reach.

Educate • Connect • Elevate was approved by the Board of Trustees in May 2018 and builds upon the strong foundation that the four iterations of Illinois State’s previous strategic plan, *Educating Illinois*, created from 2000 through 2018.

The plan’s strategic directions, and the core values they express, are central to the success of the University and its students.

Sincerely,

Terri Goss Kinzy
President, Illinois State University

INTRODUCTION

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

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

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

This strategic plan is written broadly, to provide guidance, not constraint. The Strategic Directions, and the Core Values they express, are central to the success of the University and its students. Our intention is to provide a framework for all university divisions, colleges, and units to unleash their creativity and identify the ways they will help move the University toward our collective Vision. Each unit—depending on its specific purposes, strengths, and contexts—may at different times undertake initiatives that emphasize some Core Values and Strategic Directions more than others, while exemplifying all of them. Each division, college, and unit is charged to align its plan with *Educate • Connect • Elevate: Illinois State* to maximize the effectiveness and efficiency of its contributions to student success.

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

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

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

VISION

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

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

MISSION

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

CORE VALUES

Learning and Scholarship

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

Individualized Attention

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

Diversity and Inclusion

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

Civic Engagement

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

Integrity

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

Collaboration

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

Respect

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

STRATEGIC DIRECTIONS, OBJECTIVES, AND ACTIONS

I. Enhance Strength and Stability

A) Ensure strong enrollment and student success

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

B) Attract and retain exceptional faculty and staff

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

C) Strengthen financial position

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

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

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

II. Foster Innovation

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

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

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

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

C) Enhance organizational infrastructure to support innovation and collaboration

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

III. Nurture Diversity and Inclusion

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

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

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

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

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

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

IV. Enrich Engagement

A) Foster partnerships offering collaborative and mutually beneficial opportunities

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

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

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

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

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

PLANNING AND CONSULTATION PROCESSES

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

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

Academic Advising Council

Academic Senate – Faculty Caucus

Administrative/Professional Council

Admissions Tour Team

Alumni Association

Civil Service Council

College of Applied Science and Technology Council

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

TASK FORCE MEMBERS

Brian Beam, Executive Director; University Marketing and Communications (co-chair)
Hulda Black, Associate Professor; Marketing (beginning 8/1/17)
Rachel Calhoun, Director; Research, Advancement and Foundation Operations
Sam Catanzaro, Associate Vice President; Academic Administration, Policy, and Faculty Affairs (co-chair)
Febin Chirayath; Student Government Association
Jeff Clark; Chairs and Directors Council
Angela Engel, Director; Planning, Research, and Policy Analysis (co-chair beginning 8/1/17)
Laura Fox, Business Administrative Associate; University Police Department
Paul Garriss, 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, 2021 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 2020-2021 Program Reviews in this document.

Changes made to this program inventory during the year ending June 30, 2022 are listed in the Academic Program and Center Changes 2021-2022 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

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

CIP Code: 52.0301A
Accountancy and Information Systems
Professional Accountancy

Agriculture, B.S.

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

Anthropology, B.A., B.S.

CIP Code: 45.0201
Anthropology
Anthropology Accelerated

Art, B.A., B.S.

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

Art, B.F.A.

CIP Code: 50.0702
Graphic Design
Studio Arts

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)

Computer Systems Technology, B.S.

CIP Code: 11.1099

Computer Systems Technology

Creative Technologies, B.A., B.S.

CIP Code: 50.9999

Interdisciplinary Technologies

Game Design

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

CIP Code: 43.0104

Criminal Justice Sciences

Criminal Justice Sciences Accelerated

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., B.S.

CIP Code: 23.0101

English (major plan of study) (B.A., only)

Creative Writing (B.A., only)

English Teacher Education (B.A., only)

Publishing Studies (B.A., only)

Technical Writing and Rhetorics

Environmental Health and Sustainability, B.S.

CIP Code: 51.2202

Environmental Health (major plan of study)

European Studies, B.A.

CIP Code: 05.0106

European Studies (major plan of study)

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

CIP Code: 9.0101

Family and Consumer Sciences Teacher Education
General**Finance, B.S.**

CIP Code: 52.0801

General Finance

French and Francophone Studies, B.A.

CIP Code: 16.0901

French and Francophone Studies (major plan of study)
French Teacher Education**Geology, B.S.**

CIP Code: 40.0601

Geology (major plan of study)
Earth and Space Science Teacher Education**Graphic Communications, B.S.**

CIP Code: 10.0301

Graphic Communications (major plan of study)

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

CIP Code: 13.1307

Public Health
School Health Education**Human Development and Family Science, B.A., B.S.**

CIP Code: 19.0701

Human Development and Family Science
Human Development and Family Science accelerated**Interdisciplinary Studies, B.A., B.S.**

CIP Code: 24.0101

Human and Educational Service
Individualized Studies
Multidisciplinary Studies**International Business, B.A., B.S.**

CIP Code: 52.1101

International Business (major plan of study)

Environmental Systems Science and Sustainability, B.S.

CIP Code: 03.0104

Environmental Systems Science and Sustainability (major plan of study)

Exercise Science, B.S.

CIP Code: 31.0505

Allied Health Professions
Health and Human Performance**Fashion Design and Merchandising, B.A., B.S.**

CIP Code: 19.0901

Fashion Design and Merchandising
Fashion Design and Merchandising Accelerated**Food, Nutrition, and Dietetics, B.A., B.S.**

CIP Code: 51.3101

Dietetics
Dietetics Accelerated
Food and Nutrition Management
Food and Nutrition Management Accelerated**Geography, B.A., B.S.**

CIP Code: 45.0701

Geography (major plan of study)
Geography Teacher Education**German, B.A.**

CIP Code: 16.0501

German (major plan of study)
German Teacher Education**Health Informatics and Management, B.S.**

CIP Code: 51.0706

Health Informatics and Management (HIM) On-Campus
Registered Health Information Technician to Health
Informatics and Management (RHIT-HIM) Online**History, B.A., B.S.**

CIP Code: 54.0101

History – general
History – general accelerated
History-Social Sciences Teacher Education
History-Social Sciences Teacher Education accelerated**Information Systems, B.S.**

CIP Code: 11.0103

Integration of Enterprise Systems
Systems Development/Analyst
Web Application Development**Interior Design, B.A., B.S.**

CIP Code: 50.0408

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

CIP Code: 09.0401

Journalism (major plan of study)

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

Actuarial Science

Mathematics (major plan of study)

Mathematics Accelerated

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)

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

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

Media Arts

Media Management, Promotion, and Sales

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)

Occupational Safety and Health, B.S.

CIP Code: 51.2206

Occupational Safety and Health (major plan of study)

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)

Recreation and Park Administration, B.S.

CIP Code: 31.0301

Recreation Management

Therapeutic Recreation

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

CIP Code: 44.0701

Social Work (major plan of study)

Spanish, B.A.

CIP Code: 16.0905

Spanish (major plan of study)

Spanish Teacher Education

Sustainable and Renewable Energy, B.S.

CIP Code: 15.0503

Sustainable and Renewable Energy (major plan of study)

Theatre, B.A., B.S.

CIP Code: 50.0501

Acting

Dance

Dance Teacher Education

Production Design Technology

Film and Digital Media

Theatre and Film Studies

Theatre Teacher Education

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

CIP Code: 09.0902

Public Relations (major plan of study)

Risk Management and Insurance, B.S.

CIP Code: 52.1701

Business Information Systems

Risk Management and Insurance

Sociology, B.A., B.S.

CIP Code: 5.1101

Sociology (major plan of study)

Special Education, B.S.Ed.

CIP Code: 13.1001

Specialist in Deaf and Hard of Hearing

Specialist in Learning and Behavior

Specialist in Low Vision and Blindness

Technology and Engineering Education, B.S.

CIP Code: 13.1309

Technology and Engineering Education (major plan of study)

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

CIP Code: 24.0102

University Studies (major plan of study)

UNDERGRADUATE MINOR PROGRAMS

Accounting	German
African-American Studies	Gerontology
African Studies	Health and Wellness Coaching
Agriculture	History
Anthropology	Information Systems
Art History	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	Occupational Safety and Health
Criminal Justice Sciences	Organizational Leadership
Dance	Peace and Conflict Resolution Studies
East Asian Studies	Philosophy
Economics	Physics
English	Political Science
Entrepreneurship	Psychology
Environmental Health and Sustainability	Public Health
Environmental Studies	Recreation and Park Administration
Ethnic Studies	Religious Studies
European Studies	Sociology
Exercise Science	Spanish
Family and Consumer Sciences	Teaching English to Speakers of Other Languages
Film Studies	Technology
Financial Planning	Theatre
Food Studies	Urban Studies
French and Francophone Studies	Water Sustainability Studies
Geography	Women's, Gender, and Sexuality Studies
Geology	Writing

MASTER'S DEGREE PROGRAMS

Accountancy, M.S.

CIP Code: 52.0301

Accountancy (major plan of study)

Agriculture, M.S.

CIP Code: 01.0000

Agribusiness

Agricultural Education and Leadership

Agri-science

Applied Economics, M.A., M.S.

CIP Code: 45.0603

Applied Economics (major plan of study)

Applied Community and Economic Development

Electricity, Natural Gas, and Telecommunications Economics

Financial Economics

Quantitative Economics

Art, M.F.A.

CIP Code: 50.0702

Art (major plan of study)

Biological Sciences, M.S.

CIP Code: 26.0101

Biological Sciences (major plan of study)

Behavior, Ecology, Evolution, and Systematics

Bioenergy Sciences

Biomathematics

Biotechnology

Conservation Biology

Neuroscience and Physiology

Business Education, Master of Science (M.S.B.E.)

CIP Code: 13.1303

Business Education (major plan of study)

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

CIP Code: 13.1323

Chemistry Education (major plan of study)

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

CIP Code: 42.2803

Clinical-Counseling Psychology (major plan of study)

Communication, M.A., M.S.

CIP Code: 09.0101

Communication (major plan of study)

Creative Technologies, M.S.

CIP Code: 50.9999

Arts Technology (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)

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

CIP Code: 52.0301A

Accounting and Information Systems

Professional Accountancy

Anthropology, M.A., M.S.

CIP Code: 45.0201

Anthropology (major plan of study)

Applied Community and Economic Development

Art, M.A., M.S.

CIP Code: 50.0701

Art Education (M.S. only)

Visual Culture (M.A. only)

Athletic Training, Master of (M.A.T.)

CIP Code: 51.0913

Athletic Training (major plan of study)

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 Science in (M.S.C.E.)

CIP Code: 13.1323

Chemistry Education (major plan of study)

College Student Personnel Administration, M.S.

CIP Code: 13.1102

College Student Personnel Administration (major plan of study)

Computer Science, M.S.

CIP Code: 11.0701

Computer Science (major plan of study)

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

CIP Code: 43.0104

Criminal Justice Sciences (major plan of study)

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

Childlife

Fashion Design and Merchandising

Human Development and Family Science

Interior Design

Hydrogeology, M.S.

CIP Code: 40.0699

Hydrogeology (major plan of study)

Kinesiology and Recreation, M.S.

CIP Code: 31.0501

Applied Community and Economic Development

Athletic Training

Biomechanics

Exercise Physiology

Physical Education Pedagogy

Psychology of Sport and Physical Activity

Recreation Administration

Sport Management

Low Vision and Blindness, M.S.Ed.

CIP Code: 13.1009

Low Vision and Blindness (major plan of study)

Music, Master of (M.M.)

CIP Code: 50.0901

Collaborative Piano

Composition

Conducting

Jazz Performance

Music Therapy

Performance

String Pedagogy

Nursing, Master of Science in

CIP Code: 51.3801

Family Nurse Practitioner

Nursing Systems Administration

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

CIP Code: 45.1001

Political Science (major plan of study)

Applied Community and Economic Development

Global Politics and Culture

Public Service

Reading, M.S.Ed.

CIP Code: 13.1315

Reading (major plan of study)

Sociology, M.A., M.S.

CIP Code: 45.1101

Sociology (major plan of study)

Applied Community and Economic Development

History, M.A., M.S.

CIP Code: 54.0101

History (major plan of study)

Information Systems, M.S.

CIP Code: 11.0103

Information Systems (major plan of study)

Geographic Information Systems

Internet Application Development

Network and Security Management

Systems Development

Languages, Literatures, and Cultures, M.A.

CIP Code: 16.0101

Languages, Literatures, and Cultures (major plan of study)

Mathematics, M.S.

CIP Code: 27.0101

Mathematics (major plan of study/no sequence)

Actuarial Science

Applied Statistics

Biomathematics

Elementary and Middle School Mathematics Education

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

CIP Code: 13.1312

Music Education (major plan of study)

Nutrition, M.S.

CIP Code: 51.3101

Nutrition

Dietetic Internship

Psychology, M.A., M.S.

CIP Code: 42.0101

Cognitive and Behavioral Sciences

Developmental

Industrial-Organizational-Social

Quantitative

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

CIP Code: 44.0701

Child and Family Practice

Gerontology Practice

School Social Work

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

CIP Code: 13.1001

Special Education

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
Bilingual/ESL**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)
Higher Educational Administration
Leadership, Equity, and Inquiry**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)
Post Master's
Leadership
Family Nurse Practitioner**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 2021-2022 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 Science: Computer Science Graduate Certificate (11.0899)

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)
 Psychiatric Mental Health Nurse Practitioner Graduate Certificate (51.3810)
 Quality Management and Analytics Graduate Certificate (15.0702)
 School Nurse Graduate Certificate (51.3899)
 School Psychology, Specialist in (S.S.P.) (42.2805)
 School Social Work Graduate Certificate (44.0701)
 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, Gender, and Sexuality Studies Graduate Certificate (05.0207)

RESEARCH AND SERVICE CENTERS

As of July 1, 2021, 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, 2021.

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

Adlai Stevenson II Center for Community and Economic Development

Approved by IBHE: October 2, 2001

Location: Stevenson Hall 435

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

Website: <https://stevensoncenter.org/>

Center for Child Welfare and Adoption Studies

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

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

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

Center for Insurance and Risk Management (Katie School)

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

Center for Mathematics, Science, and Technology (CeMaST)

Approved by IBHE: July 1, 1997
Reports to: Office of the Vice President for Academic Affairs and Provost
Website: <https://cemast.illinoisstate.edu/>

Center for Teaching, Learning, and Technology (CTLT)

Approved by IBHE: January 7, 1997
Reports to: Office of the Vice President for Academic Affairs and Provost
Website: <https://ctlt.illinoisstate.edu/>

Center for the Study of Education Policy (CSEP)

Approved by IBHE: February 8, 1995
Reports to: Department of Educational Administration and Foundations
Website: <https://education.illinoisstate.edu/csep/>

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

Approved by IBHE: October 2, 2001
Reports to: School of Teaching and Learning
Website: <https://education.illinoisstate.edu/borg/>

National Center for Urban Education

Approved by IBHE: August 31, 2016 (temporary status through September 30, 2021)
Reports to: College of Education
Website: <https://ncue.illinoisstate.edu/>

Radio Station WGLT

Reports to: School of Communication
Website: <http://wgl.org/>

ACADEMIC PROGRAM AND CENTER CHANGES 2021-2022

The following changes to plans of study and research and service centers at Illinois State University were approved during the period beginning July 1, 2021 and ending June 30, 2022. The responsible unit and effective date are indicated for each change.

NEWLY-ESTABLISHED PLANS OF STUDY OR CENTERS

Degree Programs

English Education M.A., M.S.
Department of English, College of Arts and Sciences
Effective May 16, 2022

Sequences

Audio and Music Production sequence, B.A., B.S. in Creative Technologies
Wonsook Kim College of Fine Arts
Effective May 16, 2022

Biophysics, B.S. in Physics
Department of Physics, College of Arts and Sciences
Effective May 16, 2022

BSN to PhD sequence, Ph.D. in Nursing
Mennonite College of Nursing
Effective May 16, 2022

Corporate MBA sequence, M.B.A.
College of Business
Effective May 16, 2022

Creative Technologies Accelerated sequence, B.A., B.S. in Creative Technologies
Wonsook Kim College of Fine Arts
Effective May 16, 2022

Data Science and Computational Mathematics sequence, B.A., B.S. in Mathematics
Department of Mathematics, College of Arts and Sciences
Effective May 16, 2022

English Teacher Education Accelerated sequence, B.A. in English
Department of English, College of Arts and Sciences
Effective May 16, 2022

Integrative Health and Wellness sequence, B.S., B.S.Ed. in Health Promotion and Education
Department of Health Sciences, College of Applied Science and Technology
Effective May 16, 2022

Liberal Studies, B.A., B.S. in Interdisciplinary Studies
University College
Effective May 16, 2022

Musical Theatre sequence, B.A., B.S. in Theatre
Wonsook Kim College of Fine Arts
Effective May 16, 2022

Panama MBA sequence, M.B.A.
College of Business
Effective May 16, 2022

Post Master's sequence, Ph.D. in Nursing
Mennonite College of Nursing
Effective May 16, 2022

Traditional MBA sequence, M.B.A.
College of Business
Effective May 16, 2022

Minors

Global Studies, Minor in
University Studies
Effective May 16, 2022

Stage Combat, Minor in
Theatre
Effective May 16, 2022

DISESTABLISHED PLANS OF STUDY OR CENTERS

Degree Programs

University Studies, B.A., B.S.
University College
Effective May 16, 2022

Sequences

Multidisciplinary Studies sequence, B.A., B.S. in Interdisciplinary Studies program
University College
Effective May 16, 2022

Minors

Interdisciplinary Studies, Minor in
University Studies
Effective May 16, 2022

Certificates

Enterprise Computing Systems Graduate Certificate
School of Information Technology, College of Applied Science and Technology
Effective May 16, 2022

Teaching of Writing in High School/Middle School Graduate Certificate
Department of English, College of Arts and Sciences
Effective May 22, 2023

NAME CHANGES

Degree Programs

From B.S. in Network and Telecommunications Management
To B.S. in Computer Networking
School of Information Technology, College of Applied Science and Technology
Effective May 16, 2022

From M.A. in Languages, Literatures and Cultures
To M.A. in Spanish
Department of Language, Literatures and Cultures, College of Arts and Sciences
Effective May 16, 2022

Sequences

Food, Nutrition, and Dietetics, B.A., B.S.
From Food and Nutrition Management sequence
To Food and Beverage Management sequence
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 16, 2022

Food, Nutrition, and Dietetics, B.A., B.S.
From Food and Nutrition Management Accelerated sequence
To Food and Beverage Management Accelerated sequence
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 16, 2022

Psychology M.A., M.S.
From Cognitive and Behavioral Sciences sequence
To Cognitive and Experimental Psychology sequence
Department of Psychology, College of Arts and Sciences
Effective May 16, 2022

Minors

From Insurance, Minor in
To Risk Management and Insurance, Minor in
Department of Finance, Insurance, and Law
Effective May 22, 2023

CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP) CODE CHANGES

M.S. in Hydrogeology
From 40.0699 to 40.0605
Department of Geology/Geography, College of Arts and Sciences
Effective May 16, 2022

B.A., B.S. in Creative Technologies
From 50.9999 to 11.0899
Wonsook Kim College of Fine Arts
Effective May 25, 2022

M.S. in Creative Technologies
From 50.9999 to 11.0899
Wonsook Kim College of Fine Arts
Effective May 25, 2022

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, 2021. 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, 2021. 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	Occupational Safety and Health, 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 Informatics and 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 and Sustainability, B.S.	Association of Environmental Health Academic Programs, National Environmental Health Science and Protection Accreditation Council (AEHAP/EHAC)
Information Technology, School of	Computer Science, B.S.	Accreditation Board for Engineering and Technology/Computing Accreditation Commission (ABET-CAC)
	Information Systems, B.S.	
Kinesiology and Recreation, School of	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.	Association of Technology Management and Applied Engineering (ATMAE)
	Computer Systems Technology, B.S.	
	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	American Council on the Teaching of Foreign Languages (ACTFL)
	German, B.A., German Teacher Education sequence	
	Spanish, B.A., Spanish Teacher Education sequence	
Mathematics, Department of	Mathematics, B.A., B.S., Mathematics Teacher Education sequence	Council for the Accreditation of Educator Preparation (CAEP)
	Mathematics, B.A., B.S., Actuarial Science sequence	Society of Actuaries (SOA)
	Mathematics, M.S., Actuarial Science sequence	
Physics, Department of	Physics, B.S., Physics Teacher Education sequence	Council for the Accreditation of Educator Preparation (CAEP)
Politics and Government, Department of	Legal Studies, B.S.	American Bar Association (Standing Committee on Paralegals Approval Commission) (ABA)
	Legal Studies, Minor in	
Psychology, Department of	School Psychology, Ph.D.	American Psychological Association (APA)
	Pre-doctoral internship in Professional Psychology at Illinois State University	
	Student Counseling Services	
	School Psychology, Specialist in (S.S.P.) School Psychology, Ph.D.	National Association of School Psychologists (NASP)
Social Work, School of	Social Work, Bachelor of (B.S.W.)	Council on Social Work Education, Commission on Accreditation (CSWE/COA)
	Social Work, Master of (M.S.W.)	

COLLEGE OF BUSINESS

UNIT	ACCREDITED PROGRAM(S)	ACCREDITOR
Business, College of	Business, College of	Association to Advance Collegiate Schools of Business International (AACSB)
Accounting, Department of	Accountancy, B.S. Integrated B.S./M.P.A. in Accountancy Accountancy, M.S.	Association to Advance Collegiate Schools of Business International (AACSB)
Marketing, Department of	Marketing, B.S., Professional Sales sequence 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. Management, B.S., Human Resource Management sequence	Consortium of Undergraduate International Business Education (CUIBE) 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. Middle Level Teacher Education, B.S., B.S.Ed.	National Association for the Education of Young Children (NAEYC) 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 Technologies program	Creative Technologies, B.A., Creative Technologies, 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

IMPLEMENTATION OF PRIORITIES FOR ACADEMIC AFFAIRS

As a result of a successful retreat in February 2021 for Chairs, Directors, Deans, members of the Academic Senate and faculty and staff who participated in ten working groups prior to the retreat, six broad themes were developed to guide future initiatives in the Division of Academic Affairs. Progress on these initiatives is available on the [Provost's Office website](#). The initiatives below provide more detail about some of the current goals and priorities in the Division.

DEVELOPING NEW ACADEMIC PROGRAMS

Approval of new College of Engineering and Departments of Electrical and Mechanical Engineering

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 developed initial curriculum proposals for three new majors: Electrical Engineering, Mechanical Engineering, and General Engineering. Presentations were made to the Academic Senate in spring 2021 and a resolution asking for approval to submit new unit proposals to the Illinois Board of Higher Education (IBHE) for the new College of Engineering and associated departments was approved by the Illinois State University Board of Trustees at their May 7, 2021 meeting. On March 15, 2022, the IBHE granted Illinois State University approval to establish a College of Engineering and Departments of Electrical and Mechanical Engineering. Following final authorizations to proceed by the Illinois State University Board of Trustees on May 6, 2022, the Division of Academic Affairs started the process of searching for a dean and other staff of the new college and developing new program and course proposals for the three degree programs.

Approval of the Master of Arts and Master of Science in English Education

A proposal for a new graduate degree program, the Master of Arts, Master of Science in English Education program, has been approved by the Academic Senate, the Board of Trustees, Illinois State Board of Education (ISBE), and by the IBHE. The program will be administered by the Department of English within the College of Arts and Sciences. The M.A., M.S. in English Education program will provide full-time practicing English Language Arts teachers access to a program at Illinois State with courses specific to the study of English Education. This innovative program is designed with non-traditional graduate students in mind and builds on the reputation of our undergraduate teacher preparation program as the premiere leader in Illinois English Language Arts (ELA) teacher preparation. The program faculty have also developed an accelerated English Teacher Education sequence in the undergraduate program as a pathway into this proposed Master's in English Education. Program students will be able to improve the effectiveness of their socially just ELA instruction and advocate for the needs of diverse learners. These skills will equip program graduates with critical tools to become reflective instructional leaders in their classrooms, departments, schools, and state. The program is designed to meet existing demand in the State and as a direct response to the challenges in retaining early career ELA teachers who are committed to redressing systemic inequities in schools.

Proposal of the Master of Public Health

A proposal for a new Master of Public Health (MPH) within the Department of Health Sciences has been approved by the Academic Senate, the Board of Trustees, and has been submitted to the Illinois Board of Higher Education (IBHE). The program will be administered by the Department of Health Sciences in the College of Applied Science and Technology. The proposed MPH is an online interdisciplinary degree program designed for students who aspire to work on vital health issues facing the citizens of our country and the world. The program is especially

relevant to students who have gained an appreciation for the complexity of health problems and recognize the need for developing solutions in thoughtful, systemic, and creative ways. Students with diverse academic (e.g., with undergraduate degrees in applied health disciplines, life sciences and social sciences) and cultural backgrounds will find the program well-suited to advance their careers. The trend toward using interdisciplinary approaches to address complex health problems is rapidly accelerating throughout research and practice in various public health settings and organizations. The community health problems of today and the future are less likely to be solved by professionals working within disciplinary borders and will be more effectively addressed by professionals with the ability to view and understand community health problems in a systemic way. Professionals will be equipped to implement innovative solutions and evaluate their effectiveness with a focus on continuous improvement of the system. Enrollment is projected at 50 part-time and full-time students once the program is fully implemented.

Proposal of the Master of Science in Marketing Analytics

A proposal for a new Master of Science program in Marketing Analytics within the Department of Marketing has been approved by the Academic Senate, the Board of Trustees, and has been submitted to the Illinois Board of Higher Education (IBHE). The proposed program is an interdisciplinary degree program designed to provide students with both broad and deep technical skills in Marketing Analytics as marketing positions continue to evolve into a technical role within an organization. The Marketing Analytics Master's degree emphasizes the quantitative and analytical side of marketing managerial decision-making and provides breadth of coverage to include advanced data management and other business analytics foundations. The degree will thoroughly train students in the use of business analytics to power data-driven, customer-centric decisions. The program will be administered by the Department of Marketing in the College of Business. Enrollment is projected at 40 full-time students once the program is fully implemented.

Proposal of the STEM Master of Business Administration

A proposal for a new Master of Business Administration program within the College of Business has been approved by the Academic Senate, the Board of Trustees, and has been submitted to the Illinois Board of Higher Education (IBHE). The proposed STEM Master of Business Administration (M.B.A.) program is a graduate interdisciplinary business degree program with significant STEM (Science, Technology, Engineering, and Mathematics) content. Typically, STEM courses involve business analytics, data analytics, data science, management science, technology and innovation management, statistical modelling, operations analysis, data mining, business forecasting, and quality management. These topics will be offered in the proposed program through accounting, finance, information technology, marketing, supply chain management, and operations management courses. All the above courses are currently offered as part of the existing M.B.A. programs. No new courses need be created, nor will there be any significant change in program structure. The program will be administered by the College of Business. Enrollment is projected at 30 part-time and full-time students once the program is fully implemented.

Expanding Simulation Capacity in the Mennonite College of Nursing

The undergraduate Nursing program at ISU has historically experienced high student demand. However, due to space limitations, specifically in the simulation laboratory, the Mennonite College of Nursing (MCN) typically has accepted around 10% of applicants thereby rejecting otherwise highly qualified students who then attend other institutions. As a result, discussions have been ongoing at Illinois State over many years about how to increase the simulation lab capacity. Working with the Vice President for Finance and Planning (VPFP), the Dean of MCN, and CannonDesign as consultants, the fiscal model for the nursing simulation laboratory was finalized and robustly vetted. Subsequently, the Provost, in partnership with the VPFP secured the approval of both the President and Cabinet to present a resolution to the Board of Trustees (BOT) seeking approval to proceed with funding the project. That resolution was approved by the Board of Trustees at their May 7, 2021, meeting. The project will fund construction for a new building, approximately 20,000 square feet, adjacent to the current simulation lab. It will cost approximately \$18 million financed by Illinois State University. When fully implemented, the new facility will allow MCN to enroll an additional 400 students. The increase in student enrollment will necessitate the addition of 20 new nursing faculty/instructors as well as 8 support staff also paid for with new tuition revenue. The fiscal plan, which includes a future request to the Board of Trustees for a 15% tuition differential, shows that the new revenue will be sufficient to pay for the cost of the building within a few years.

Accelerated Master's Degree Programs

In 2016 the Graduate School began investigating the feasibility of Illinois State University offering accelerated master's degree programs (aka 4+1 programs). Through such programs the time it takes a student to complete both an undergraduate degree and a master's degree in the student's chosen discipline is reduced from six years to five years. That reduction is possible by allowing undergraduate students to take a limited number of graduate courses and to count up to 12 credit hours of those courses toward both an undergraduate degree and a graduate degree from Illinois State. This practice is permitted by the Higher Learning Commission (the entity that accredits the University) if the practice is restricted to "well-prepared advanced students" (*Assumed Practices*, Higher Learning Commission, September 2017). Accelerated master's degree programs benefit students by reducing the time and expense involved in earning a master's degree. Such programs benefit the University by retaining its most talented undergraduate students for an additional year.

Since 2018-2019, seven departments have developed accelerated programs (e.g., Criminal Justice Sciences, Family and Consumer Sciences, History, Mathematics, English, Creative Technologies, and Sociology and Anthropology). Additionally, the Department of Marketing has a proposed program that is currently within the curricular approval process. In the coming years, the Graduate School will monitor effectiveness of these new opportunities.

SUPPORTING SUCCESS FOR FACULTY AND STAFF IN ACADEMIC AFFAIRS

The Collaborative on Academic Careers in Higher Education

Illinois State University joined over 300 institutions in higher education by entering a three-year partnership with the Collaborative on Academic Careers in Higher Education ([COACHE](#)). Through the Faculty Job Satisfaction Survey administration, COACHE helps institutions study the work lives of faculty, assess the academic workplace broadly, and provides data that can support decision making related to faculty members' professional lives and performance. The COACHE survey data can be disaggregated by tenure status, rank, gender, race, and discipline; comparisons are provided of the demographic groups. COACHE also provides robust comparative data in its reporting and analytics, including benchmarking the academic workplace internally and against self-selected peer comparison institutions. This partnership will help the Division of Academic Affairs advance our goal of further diversifying our faculty and is part of our broader faculty recruitment and retention initiatives. Academic Affairs wants to be intentional in learning what is working well and how we can improve our efforts to welcome, recruit, and retain faculty across the diversity spectrum.

From February to April 2022, COACHE administered the survey to all full-time tenure-track and non-tenure track faculty at Illinois State. Our institution's survey response rate was 54%. We are currently in the process of selecting our benchmarking peer institutions for comparisons. Summary data from COACHE will be available in summer 2022 and we will have data reported by discipline, rank, race/ethnicity, and other variables. We will use the information from the COACHE survey in different ways. We will share the results in summary form with the Board of Trustees, academic administrators, and other groups that need to understand what it is like to be a faculty member at our institution. We will also analyze information from the survey report and use it for long range institutional planning and to identify areas where we should focus attention and resources to make improvements in faculty job satisfaction.

Faculty Diversity Enhancement Program

As one means to promote Illinois State University's core values and attract faculty, the Office of the Provost is launching the Faculty Diversity Enhancement Program. This program is aimed at recruiting outstanding new faculty to help diversify disciplinary fields in which some demographics have been—and remain—underrepresented, and/or to recruit and retain faculty who promote equity, diversity, inclusion, and access (EDIA) through their research, teaching, service, and/or mentoring.

The program's goals are to enrich the student experience in the classroom and through mentoring with faculty members whose knowledge and understanding represent the diversity of our state and nation. It is expected that

faculty selected to be a part of this program will advance scholarly and/creative productivity in one or more of the following areas: driving social change; understanding and/or addressing the factors contributing to disparities in disciplines; diversifying disciplinary fields; identifying effective interventions to overcome inequities; and/or informing changes in programs, policies, practices to promote equity, diversity, inclusion and/or access in disciplinary fields.

The Provost's Office will fund five cohorts of faculty, beginning in FY23 and ending in FY27. The \$4.5 million collaborative effort will use university general revenue funds, funds from the Office of the Provost, and matching funds from departments, schools, and colleges to support selected faculty members for a total of three fiscal years.

Creation of an Integrated Professional Development Center

Under the direction of AVP for Faculty Development, Diversity, and Learning, Dr. Yojanna Cuenca-Carlino, the Center for Teaching, Learning, & Technology (CTLT) transitioned into a newly structured unit that supports the integrated professional development of faculty/staff and graduate students in the broad areas of teaching, learning, and career advancement at Illinois State University. As of June 1, 2022, CTLT became the Center for Integrated Professional Development (CIPD), with the goal of this newly named Center becoming an institutional hub for evidence-informed pedagogy, online education, career advancement, and the scholarship of teaching and learning.

This project emerged from the integration of data collected through faculty/staff surveys, focus groups, professional development retreats, workgroups, input from over 70 stakeholders, a review of the extant literature, and benchmarking other institutions' offerings for the past two years. The project's first phase is currently underway, with two searches recently completed for leaders of CIPD: a Director of Online Education and a Director of Scholarly Teaching, who will also serve as the Cross Endowed Chair in the Scholarship of Teaching and Learning.

The Scholarly Teaching Unit aims to promote, study, and advance evidence-based pedagogies for face-to-face, blended, and online course delivery modalities to foster student academic engagement, learning, and success. The Online Education Unit will be dedicated to partnering with instructors to create and deliver effective and engaging online, hybrid, and blended learning environments for students at Illinois State University. The unit will provide direction and criteria for quality online teaching at Illinois State, facilitate innovation in individual courses as well as in curricular development, and provide a process and support structure for launching new online or certificate programs at Illinois State University.

The second phase of the project will start in the Fall of 2022 to formalize the structure of the third leg of the Center, which involves coordinating professional development, mentoring, and support in the areas of scholarship, career advancement, and mentoring in a centralized manner. Data collected over the past two years have identified the need to develop formalized mentoring programs, expand new faculty onboarding opportunities, develop programming and support for mid-career and senior faculty, provide more support for the development of skills that will help faculty advance in their careers (e.g., time management techniques, strategic career planning, and prioritizing), promote wellbeing and balance, provide research methodology and data analysis consultations, and bolster the professional development and support for grant writing and grant management. The second phase will be accomplished in collaboration with the Office of Research and Graduate Studies, Human Resources, Milner Library, and the Office of Health Promotion and Wellness. The goal is to develop new programming and coordinate existing programming and communication of resources available to target these areas of need.

SUPPORTING SUCCESS FOR STUDENTS

Building on the groundwork established in FY21, the interim AVP for Student Success is developing multiple initiatives targeting student success issues through a variety of perspectives. First, with additional funding through the Governor's Emergency Education Relief II (GEER II), the AVP for Student Success is working closely with Student Counseling Services to expand mental health services for students including additional personnel, training, and augmented services. In addition, GEER II funding will be utilized to continue the funding for students participating in unpaid internships. This funding will also support a new initiative by the Student Government by funding hourly student workers to staff *The Share Shop*, a resource to which students donate/recycle gently used clothes which are provided to other students at no cost with the specific intent to bridge economic gaps between students. GEER II funding will also be used to support Milner Library's purchase of eTextbooks for some classes; these eTextbooks are available free of charge to the students enrolled in those classes. Finally, GEER II funds will continue to support the second cohort of SOAR (Supporting Opportunity, Actualization, and Realization) Scholars. This program focuses on a small cohort of first-generation students and students from under-resourced school districts and low-income households.

Work is also continuing on the development of a Framework for Student Success and Equity as part of our Quality Initiative for reaccreditation through the Higher Learning Commission. The various components of this initiative include gathering significant student success data, convening meetings at the department/school, college, and university levels, and identifying barriers 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 measures that include, but also go beyond, retention and graduation rates. As it develops, the Framework for Student Success and Equity will align 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, coordination with Career Services, and collaboration with the academic Colleges and Milner library as they develop their college-level student success initiatives.

As a benefit of participation in the Association of Public and Land Grant Universities' (APLU) Powered by Publics Initiative, Illinois State applied for and was awarded a grant to participate in the Intermediaries for Scale/Institutional Transformation for Student Success and Equity program. The first phase of this initiative has provided data from a survey as well as focus groups to support the work being done to develop the Framework for Student Success and Equity. The second phase of the initiative, which is just beginning, is designed to deliver equity-focused professional development to academic advisors. Approximately 25 advisors will participate in this project and the AVP for Student Success will work with the Academic Advising Council to make the knowledge gained from this project a part of campus wide advisor professional development.

As part of the larger university-wide and Division-wide initiatives to make data more easily accessible to stakeholders, several projects have been underway to deliver data that are particularly relevant to student success. In the Spring of 2022, the AVP for Student Success provided all College Deans, School Directors and Department Chairs with data on student success for their academic areas. These data included National Survey of Student Engagement (NSSE) data, Career Services usage, Student Counseling Services usage, labor market data, as well as a summary document with information on enrollment and retention. This was the first iteration of this initiative which will be expanded and refined as more data are made available to additional stakeholders.

Starting in Fall 2020, multiple partners from across campus began developing two Student Success Dashboards. The Undergraduate Student Success dashboard pulls data from disparate sources in both Academic Affairs and Student Affairs to give front-line staff in each Division the ability to see an entire picture of a student including grades, advising appointments, career services usage, and more. Shortly after the Undergraduate Student Success Dashboard was launched, work began on the Graduate Student Success Dashboard which adapted the information presented to items that are most relevant to graduate students, their advisors, and Graduate Coordinators. This included GPA, DFI courses, and length of time in the program. The Graduate Student Success Dashboard dovetails with another new project for graduate student success, the Graduate Education Manager.

Graduate Education Manager is a technology platform currently in the implementation phase as of Spring 2022. This platform will allow better tracking of graduate students during the life cycle of their studies, support electronic submission of forms, thesis and dissertation committee centralization, and track faculty mentoring and advising loads. The data collected will assess student progress toward degree completion, skills students are obtaining during their plan of study, individualized professional development, and serve as a basis for communication among faculty advisors, committee members, and the Graduate School. Graduate Education Manager supports student success by creating individualized development plans, implementing milestones as checkpoints to connect with students, and identifying areas for improvement in the thesis/dissertation process.

Next Learning Management System (LMS)

Our current LMS, ReggieNet, which is based on an open-source platform called Sakai, has been the officially supported virtual learning environment for Illinois State's instructors and students for a decade. While Sakai has improved over the years, its open-source nature means it is supported primarily by a group of developers and users at colleges and universities. To support ReggieNet, Illinois State partners with Longsight, which is Sakai's leading commercial affiliate. In its heyday, that structure worked relatively well. However, as more and more institutions move away from Sakai, this support group has dwindled. Innovation, such as bug fixes, the addition of new tools, and the modernization of the user interface, has been slow to develop. In addition, as Sakai's market share shrinks, it receives less attention from third parties which provide educational and productivity software. This results in fewer or poorly optimized integrations between ReggieNet and resources like online textbooks or tools like Microsoft Office. For these reasons, The Next LMS initiative was conceived by partners in the Division of Academic Affairs and the Office of Technology Solutions to determine the needs of the campus community and how Illinois State will manage the transition from ReggieNet to the Next LMS.

Dr. Yojanna Cuenca-Carlino from the Office of the Provost and Dr. Rosie Hauck from the Office of Technology Solutions are co-leading this project along with three teams: a) an Executive Committee which assists the co-chairs, including representatives of technology, instructional support, and business units on campus; b) an Advisory Group composed of tenure-track faculty, non-tenure track faculty, advisors, staff, and students – this advisory group also includes instructional support personnel from the Center for Integrated Professional Development, plus project management and accessibility experts from the Office of Technology Solutions; c) a Technology Solutions group formed to develop the behind-the-scenes processes needed to integrate any new LMS with the University's larger digital ecosystem, including key services which manage user identity, class rosters, and information security.

The two platforms currently being evaluated are Canvas, which is made by Instructure, and Brightspace, the latest product from Desire2Learn (D2L). Both companies have a relationship with the Illinois Public Higher Education Cooperative (IPHEC), so they already meet many of Illinois' stringent purchasing requirements. Also, these products represent a growing share of the learning management systems used nation-wide and have been adopted in recent years by many of our peer institutions. To date, preliminary analyses by both the advisory and technical groups suggest these two LMS options meet the established criteria. In May 2022, the advisory group identified Canvas as their choice and has made a recommendation to the University administration. The goal is to work over the summer to develop a small pilot program with both faculty and students in preparation for the Fall of 2022. This pilot will provide essential data to best prepare the campus community for the adoption of the next LMS with maximum ease for instructors. A request for Board of Trustee's authorization to enter into a five-year contract with Canvas is on the agenda for the July 2022 Board meeting. Pending approval by the Board, full adoption of the Next LMS and the decommissioning of the old ReggieNet system is not expected until the Fall of 2023, at the earliest.

UNIVERSITY-WIDE CURRICULAR REVISIONS

Graduation Requirement for a Course in U.S. Diversity

The Academic Senate approved the proposal for a new graduation requirement concentrating on diversity in the United States. 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 can be fulfilled either as part of General Education, the student's major, or as an elective. An initial panel of experts was established and began

reviewing course proposals in Spring 2022. The requirement will be implemented in the *2023-2024 Undergraduate Catalog*.

General Education Revision

The Council on General Education, an external committee of the Academic Senate, requested a review of the general education program beginning in Fall 2019. An executive committee and several workgroups have focused on gathering data, reviewing benchmark institutions, developing learning outcomes, and proposing a revised structure. To date 40 faculty and staff have served on the executive committee and another 15 have joined different workgroups. From 2019 to Spring 2022, the groups were led by co-chairs Jennifer Friberg (CSD faculty, Director of Scholarly Teaching CIPD and Cross Endowed Chair for the Scholarship of Teaching & Learning) and Erin Mikulec (TCH faculty and associate chair). Once a draft structure was developed, new co-chairs were elected to move the work forward. Chris Horvath (Philosophy) and Cheri Simonds (Communication) are leading the executive committee through this second phase. The Committee plans to conduct focus groups/open forums to solicit feedback from faculty and staff during Fall 2022. The proposal should be submitted to the Provost in late Fall 2022.

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 2023 objectives (i.e., for the year ending June 30, 2023) and the multi-year strategic plan for each college and for the Graduate School. All Fiscal 2023 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
Wonsook Kim 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 2023 OBJECTIVES

FISCAL 2023 OBJECTIVES

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

The College of Applied Sciences and Technology has established 13 objectives for FY23 related to Academic Program Development, Equity, Diversity and Inclusion, Faculty Success, and Student Success that support the CAST Strategic Plan and strategic directions of *Educate • Connect • Elevate*.

Academic Program Development & Enrollment Growth

Supports Goal I of the CAST Strategic Plan and Educate • Connect • Elevate Goals 1, and 2.

1. Provide quality existing programs to students while exploring and developing new programs and courses that provide opportunities for growth of the College.
 - a. Program development opportunities include sequences in Precision Agriculture, Sustainable Food and Bioenergy Production, and Regenerative Agriculture, accelerated master's degree programs in Agriculture and Computer Sciences, a Master of Public Health, and a Bachelor of Science in Applied Health Sciences.
2. Grow CAST enrollment by 155 undergraduate students and 35 graduate students by Fall 2022.
 - a. Undergraduate student growth is targeted in:
 - i. AGR: 25 students; targeted recruitment in the Agribusiness, Horticulture, Pre-Veterinarian, and Animal Science programs.
 - ii. CJS: 20 students; sustained growth in Criminal Justice Sciences.
 - iii. FCS: 15 students; sustained growth in Interior Design; targeted recruitment in Food and Beverage Management, Fashion Design and Merchandising, and Human Development and Family Science.
 - iv. HSC: 25 students; targeted recruitment in Occupational Safety and Health, Environmental Health and Sustainability, Health Promotion and Education, and Health Informatics and Management.
 - v. IT: 20 students; sustained growth in Computer Science and Cybersecurity; targeted growth in Computer Networking and Information Systems.
 - vi. MSC: Sustained enrollment in CAST majors, Criminal Justice Science, Exercise Science, Engineering Technology, and Construction Management; targeted recruitment in Computer Science and Cybersecurity.
 - vii. KNR: 20 students; sustained growth in Exercise Science and Physical Education Teacher Education, targeted growth in Recreation and Park Administration.
 - viii. TEC: 30 students; sustained growth in Engineering Technology, Construction Management, and Graphics Communication; targeted growth in Sustainable and Renewable Energy and Computer Systems Technology.
 - b. Graduate student growth is targeted in the Master of Athletic Training, Master of Sport Management, Master of Computer Science, and Master of Agriculture, as well as accelerated master's degree programs.
3. Enhance facilities to provide access to outstanding technology and learning and research experiences to accommodate growth, including renovated labs and classroom spaces in Interior Design, Graphics Communications, ISU Farm, and Biomechanics, as well as exploring new laboratory and classroom spaces for CJS Forensics and Public Health, through Academic Enhancement Fund requests, RERIP funds, and College and Department/School funds.

Diversity, Equity, Belongingness, and Inclusivity

Supports Goal II of the CAST Strategic Plan and Educate • Connect • Elevate Goals 1 and 3.

4. Recruit and retain a diverse faculty and staff through targeted recruitment and available support programs such as the Faculty Diversity Enhancement and Search Advocacy Programs.
5. Continue to actively recruit and retain diverse, motivated, and academically talented students and support CAST School and Department innovations in recruitment and retention through Provost Innovation and Enhancement Grant submission (PIE) and CAST and Department and School scholarships.
6. Host three DEBI events per semester focused on becoming a more welcoming space; one that promotes equity, enhances a sense of belonging, increases diversity, and supports inclusivity with the guidance of the CAST Diversity, Equity, Belongingness and Inclusion committee, GROWTH leadership, and EDI Leadership Circle.

7. Enhance the sense of belonging for CAST faculty, students, and staff through the CAST mentoring program, personal development opportunities through the faculty/staff professional development fund, and college-wide communications and meetings.

Faculty & Staff Success

Supports Goal II and III of the CAST Strategic Plan and Educate • Connect • Elevate Goals 1 2, 3, and 4.

8. Ensure a successful transition to the College and University by effectively mentoring new faculty, administrative professionals, and civil service staff through participation in the CAST Mentoring program and Midcareer visioning, as well as University's Early Career Professional Development Circle and Faculty Mentoring Network events.
9. Provide support for faculty and staff career advancement, mentorship, recognition, and representation in shared governance through participation in through nominations for faculty and staff recognition and shared governance, increased visibility of faculty and staff contributions through submissions to *Redbird Scholar*, *ForeCAST*, and *Redbird Impact* and through college and university programs such as the CAST professional development and NCFDD-Faculty Success programs.
10. Carefully review COACHE data to identify and initiate change processes to improve employee job satisfaction and retention.

Student Success

Supports Goal I and II of the CAST Strategic Plan and Educate • Connect • Elevate Goals 1, 3, and 4.

11. Enhance the individualized attention for CAST students through increased opportunities for micro-internships, collaborative undergraduate research between faculty and students, and professional conference participation, as well as peer mentoring services, coordinated by the CAST Student Success Center and supported by the Office of Student Research and CAST Student Travel program.
12. Increase retention of FTIC CAST students to 82% through targeted CAST student success initiatives. This represents a two percent increase over the fall 2020 rate of 80%.
13. Increase the 6-year graduation rate of CAST FTIC students to 67% through targeted CAST student success initiatives. This represents a two percent increase over the fall 2015 cohort rate of 65%.

FISCAL 2023 OBJECTIVES
COLLEGE OF ARTS AND SCIENCES

- Transition to and Support New CAS Leadership
- Develop New CAS Strategic Plan
- Continue to Support and Promote EDI Efforts at the College Level and in Academic Units
- Continue to Work with Academic Units to Promote Student Success
- Foster Faculty Success by Providing Adequate Startup Packages and Significant Support for Travel

FISCAL 2023 OBJECTIVES

COLLEGE OF BUSINESS

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 Department

The department plans to focus on recruiting new students and providing support to retain students. We plan to continue investing in our student groups in the department to build leadership skills and promote diversity.

The department will finalize the assurance of learning plan by incorporating the college-level goals and objectives into the process.

Carson and Iris Varner Institute for International Business

The major goal of the institute is to increase the exchange opportunities for COB students, add additional short-term study abroad programs, and increase affiliate study and intern programs to provide transformational learning experiences for students at ISU and our partner institutions.

The institute also wants to continue to develop mentoring and connection opportunities for IB majors/minors. Additionally, the institute works to develop and implement programming through the Illinois Global Scholar Program and with area high school teachers about the importance of IB training in business programs.

The institute wants to broaden IB awareness within the college through Global Awareness programming open to all COB and ISU students.

Finance, Insurance, and Law Department

During the next fiscal year, the FIL Department will continue to investigate the possibility of adding sequences to the finance curriculum. In addition, the department will review current curriculum in the following ways:

- As the College continues to revamp the Assessment of Learning process for continuous improvement, FIL will review course objectives for all required courses in the finance curriculum that have multiple instructors. With consistent objectives, FIL can confirm consistency for students in the major and ensure prerequisite knowledge for upper-level coursework.
- Review the offerings of elective courses and develop new courses in international finance (MBA), financial data analysis (undergraduate), and commercial insurance coverages (RMI).
- Review course sequencing to confirm course prerequisites.
- Continue to build on the foundation of technical skills provided by the introductory course in the finance major (FIL 190)

The department will continue to highlight the benefits of co-curricular engagement including:

- Continue to highlight the benefits of internships for FIL students to increase the number of students participating for academic credit.
- Highlight the opportunities and benefits for students to become more engaged with the registered student organization Illinois State Students in Finance (ISSF). Increase the number of students who are members of ISSF and the attendance at their events, especially by students of underrepresented groups.

- Identify additional opportunities for students to participate in both internal and external competitions.
- Through the Institute for Financial Planning and Analysis, continue to provide support for financial planning students to attend professional conferences.
- Develop financial literacy workshops for delivery through Redbird Career Portfolio and identify potential touchpoints for similar content across the University.

The George R. and Martha Means Center for Entrepreneurial Studies

The major goal for the Means Center is to increase funding through the Start-up Showcase, providing more opportunities for students to create successful businesses. It is also a goal for the center to host a nationwide entrepreneurship conference. The conference would be a research-based conference with monetary awards for best papers.

Institute for Financial Planning and Analysis

In the next fiscal year, the IFPA plans to update the curriculum for the financial planning minor to ensure that required content is covered, allowing graduates to sit for the Certified Financial Planner exam. The institute also plans to develop additional support for students including scholarships and stipends for to attend conferences, case competitions, and industry meetings. The institute would like to develop funding for under-represented groups in an effort to build diversity within the field.

The institute is also working with alumni who can help develop additional personal financial literacy content for student in the major, the college, and across the university. It is the goal to develop a module to be included in the Redbird Career Portfolio.

Organizational Leadership Institute

In Fiscal Year 2023, OLI plans to continue to offer a variety of student leadership programs including the Leadership Lunches, Professional Development Series, and the Reading Program in Leadership. A primary goal is to increase student participation in each program by focusing on strengthening communication about the various programs in order to reach more students. The Institute will also work with alumni and local organization partners in the development, design, and delivery of student leadership programming.

Management and Quantitative Methods

The MQM department plans to develop more courses for General Education. Our goal is to get students into the building during their first two years at ISU. We will also investigate ways to broaden the Study Abroad options in the COB to offer more affordable options and access for students.

Marketing

The department will continue pursuing approval of a Master of Marketing Analytics degree and a 4 + 1 accelerated master's degree program. The demand for such focused programs is high and would increase graduate enrollment. Implementing such programs will require new faculty which would also expose students to other points of view. The department will work to expand enrollment in both the Business Analytics Graduate Certificate program and the Master of Science in Business Education program. We will promote both programs but also focus on taking the Business Analytics Graduate Certificate fully online to expand beyond our geographical boundaries. The Master of Science in Business Education program pedagogy track is already fully online and one class in the Business Analytics sequence is fully online.

We will expand the Meet the Firms career fair to go beyond sales and include other areas of interest to marketing students. Additionally, the Professional Sales and Analytics faculty will work together to prepare a team to compete in the Indiana University Sales and Analytics Team Selling Case Competition. We will continue to offer extra-curricular skill building workshops on video production, copy writing, story-telling and other marketing

topics. These will be particularly relevant in the age of digital marketing and brand influencers. We will do more to promote the workshops across different social media platforms including Handshake, LinkedIn, and possibly COB social media pages. The department will continue to expand the use of Adobe applications across classes to improve the quality of content created for clients and courses. By doing so, students will be able to familiarize with these popular and powerful tools. Strategic marketing sequence faculty will work to initiate extra-curricular activities to engage strategic marketing students. Doing so will provide potentially transformative experiences to the largest group of marketing majors. The marketing department also intends to host the 2023 Redbird National Sales Competition as this exposes our students to a broader range of sales students.

Master of Business Administration

We intend to explore incorporating the HyFlex modality into all our MBA programs. HyFlex will enable us to reach more students while still retaining our identity as an MBA program that provide ongoing personal contact with professors.

We will continue to initiate global academic partnerships in Morocco, Chile, and Vietnam. Partnering with schools in places like this will build our international presence and offer students a richer opportunity to experience working with and in other cultures.

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 Department

The department will continue to supplement the college and university funds to provide support for faculty in terms of research and service.

Finance, Insurance, and Law

- Continue to support and recognize faculty excellence in teaching, research and service.
- Through the FIL Research Team, continue to host research seminars.
- Encourage and support FIL faculty to apply for both internal and external awards/grants.
- Encourage FIL faculty to continue participation in professional development workshops through CTLT, ISU's Human Resources, as well as LinkedIn Learning.

Management and Quantitative Methods

The department will revise our strategic plan and bylaws in the upcoming year. The strategic plan will align with the updated COB strategic plan and the University strategic plan.

Marketing Department

The department of marketing will strive to make resources more available to faculty and to make faculty aware of the available resources. Training sessions will be offered for the biometrics lab and the student subject pool to support faculty use of both. The subject pool has grown but greater use by more faculty would make it more rewarding for faculty and student participants. The same is true for the biometrics lab. The department will work to increase funding for department sponsored research grants, perhaps instituting a seed money grant to help faculty get new projects off the ground. We will work to hire new faculty in the analytics and strategic marketing sequences to replace faculty who have retired or relocated.

Master of Business Administration

We will work with the Growth Change Team to deliver more varied and effective professional development resources designed specifically for the COB.

Professional development opportunities for MBA Office support staff will be expanded, including the COB Advising Office.

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 Department

The department will continue to recruit a diverse faculty to provide a global experience for students. In addition, we plan to continue fundraising for scholarships and student support to help retain students and help students from underserved populations.

Finance, Insurance, and Law Department

- Hire new faculty in finance, RMI, and Law to replace lost instructional capacity and to help meet program needs (especially at the graduate level) while maintaining emphasis on diversity.
- Encourage faculty to continue to develop cultural and global awareness through international experiences such as teaching in programs at Quality Leadership University.
- Identify opportunities to recruit students in FIL to increase the number of women and students from underrepresented groups.

Management and Quantitative Methods Department

The department has plans to increase recruiting efforts of students from all demographics, especially those from historically-underrepresented groups. We plan to target prospective high school students as well as current ISU students who have undeclared majors.

Marketing Department

The department will strive to create an engaging and committed culture of diversity and inclusion by several means. The department will encourage faculty to participate in diversity and inclusion training sessions and events. Faculty will also encourage and help in planning student events that encourage diversity and inclusion. The department will encourage greater engagement by students of underrepresented minorities in RSOs affiliated or sponsored by the marketing department. The department will seek to rotate the faculty teaching in Panama or other overseas opportunities to encourage greater knowledge and appreciation of cultural diversity. Likewise, faculty will be encouraged to take advantage of existing overseas opportunities and potential grants for overseas travel.

Master of Business Administration

Targeted advertising to reach underrepresented groups in Central Illinois for MBA education is a mainstay of our digital marketing efforts. We will be working to reach underrepresented groups in all markets.

We intend to obtain 100% participation by the MBA and advising staff in university-sponsored DEI workshops.

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

Accounting Department

The department faculty are active with alumni using multiple means to communicate with them, and we will continue to do so. During the next year, faculty will reach out to alumni and professionals to provide in-class presentations along with virtual presentations. The department will continue to recruit students from the area high schools by partnering with the high school accounting teachers and leveraging existing relationships that have been built by faculty in the business education major. This outreach helps build the brand of ISU for both future and past stakeholders, allowing us to continue to see an increase in our national stature as an AACSB Accredited Accounting program.

Finance, Insurance, and Law Department

- Initiate discussions with various stakeholders to create a strategic plan in FIL.
- Support publication in high-quality journals and increase the proportion of faculty classified as “Scholarly Academic”.
- Provide financial support for faculty to participate at leading academic conferences in finance and insurance.

Organizational Leadership Institute

In Fiscal Year 2023, OLI plans to focus on strengthening communication about the various programs in order to reach more students to participate in the various programming which will allow the Institute to promote and communicate our successes and vision at a local, regional, and national level.

Marketing Department

To promote and communicate our brand, we will work with social media and our advisory board. We will use the advisory board to communicate the accomplishments of students, faculty, and the department to marketing alumni. We hope these alumni will donate funds to build upon those accomplishments. We will use our available social media, the Department of Marketing LinkedIn group, to communicate our accomplishments and to maintain alumni engagement. We will make updating the LinkedIn page a priority to keep it fresh. Additionally, we will work with the social media team at the college level to help promote department of marketing events.

Master of Business Administration

Launch a year-round integrated marketing strategy targeting potential MBA applicants within a 90-minute drive of ISU. This year’s 4-month campaign will allow us to tailor our message and find ways to leverage our advertising resources effectively. Starting in FAL22, we will convert to a 12-month advertising cycle.

We will develop an online graduate certificate option in Organizational Leadership. This will be an important first step in exploring fully online graduate business education. The certificate will eventually be the foundation for stackable credentials leading to an MBA.

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 Department

The department has a strong alumni base which grows each year. We will continue to use that foundation to reach out to recent alumni and maintain our existing relationships with past alumni who generously support our programs.

Carson and Iris Varner international Business Institute

The institute wants to continue to increase involvement of IB alumni within the program and increase awareness of the various ways to support IB and study abroad programs through speaking and gifts.

Finance, Insurance, and Law Department

- Gather and communicate information about advisory board members and their organizations on the FIL web site.

- Update the department web site to include information on various careers in financial services, help employers post positions, and assist students in connecting with additional campus resources that assist in job searches.
- Continue professional panels of experts providing interactive sessions with students on careers in finance.
- Encourage alumni/professional presentations in finance and insurance classes, as well as through student organization meetings.
- Increase the number of firms and students participating in the fall “Meet the Firms” event.
- Continue to seek funding opportunities for student engagement including scholarships, attendance at professional conferences, and student competitions.
- Enhance advisory board engagement with both students and faculty.

Organizational Leadership Institute

In Fiscal Year 2023, OLI plans to continue to work with alumni and local organization partners in the development, design, and delivery of student leadership programming. By including our alumni and organizational partners, we not only strengthen the bond between them and the Institute, we also build our reputation for excellence which can lead to additional partnerships.

Marketing

The marketing department will continue to create and strengthen partnerships with alumni and business organizations through two methods. We will expand the involvement of the Marketing Advisory Board in mentoring and fund raising. In addition, we will continue our community engagement through class projects supporting local non-profit businesses, for-profit businesses, and community agencies.

Master of Business Administration

Continue a disciplined and consistent alumni contact program with regular email communication, creation of opportunities for alums to visit campus, and social media marketing designed specifically to reach alumni.

FISCAL 2023 OBJECTIVES COLLEGE OF EDUCATION

Academic Program Development

- We will continue to focus on developing strong graduate and undergraduate programs as well as partnerships. With these efforts, we can attract and retain both faculty and students while focusing on diversity. Also, offering endorsement tracks in Early Childhood Education, Elementary Education, and Middle Level and the Special Education Master's endorsement certificate will increase credit hour production from our current students and attract new students.
- The Early Childhood Education Online Workforce Program is developed and will start in Fall 2022. The online program was built for professionals working in settings with children ages birth through five to obtain a bachelor's degree and a Professional Educator License. Many of the students entering the program in the Fall will be funded through the State of Illinois' Early Childhood Access Consortium for Equity. The College received \$1.8 million from the State to support this initiative.
- Investment in additional curricular workgroups during Summer 2022 for Special Education faculty will kickstart curricular work in D/deaf and Hard of Hearing, doctoral, and master's programs, as well as the ReInvent Your Readiness modules and clinical course assignment alignment.
- Curriculum work in Education Administration and Foundations will focus on developing new certificate programs focused on Enrollment Management, Community College Leadership, Graduate Research, and a Higher Education Teaching Certificate. These offerings will increase enrollment and address critical areas of need in the field.
- Education Administration and Foundations will rebrand and establish a new focus for the Center for the Study of Education Policy. This will allow the Director of the Center to apply for new grants to support the faculty's work and increase the visibility of the Center.

Equity, Diversity, and Inclusion

- Our new programs will attract students and assist in providing teachers during a time when there is a teacher shortage. These programs such as the CommuniTeach partnerships in Chicago, the Early Childhood Education Consortium, as well as the MAT program will attract students we typically do not attract to our program. The Chicago cohort will also bring diversity to our student population.
- The College will focus on supporting students and faculty from diverse backgrounds. Faculty do an excellent job of addressing diversity in their courses, and many of the outreach initiatives and partnerships they established are aimed at EDI work; however, it is important to provide funds to move their work and the work of the College forward.
- Teacher education programs throughout the College will work to align courses in all programs to the ISBE Culturally Responsive Teaching and Learning Standards.
- Dr. Dakesa Piña was trained as a search advocate to assist with the hiring of diverse faculty and staff within the COE. Although it is not recommended that search advocates serve on internal search committees, Dr. Piña is able to do so when appropriate.
- Dr. Dakesa Piña presented training on the Multicultural Organization Development (MCO) model to the College Leadership Team during Summer 2021. She worked to build a cohort of Change team members within each unit/department to roll out the Multicultural Organization Development model, and created a "How To" Manual to assist in a step-by-step process for unit's departments.
- Dr. Dakesa Piña began producing a monthly EDI video for distribution to faculty, staff, and students. This initiative was developed to provide a comprehensive understanding of EDI. It is intended to provide staff and faculty with an overarching sense of EDI, guide and reshape our thought, and provide effective methods to help rule out our misconceptions and barriers.
- Dr. Piña joined the Inclusive Community Response Team (ICRT), which serves students by fostering an open and inclusive campus and responding to instances of hate and bias. The ICRT is a cross-institutional group dedicated to advancing the values of diversity and inclusion as described in the University's strategic plan, Educate Connect Elevate: Illinois State. To provide a safe space for COE students to discuss incidents of hate and bias and decide the next steps. COE students who report hate or bias incidents are reached out to personally by the EDI Officer in the College.
- To assist in aligning the College's EDI initiatives with those of the University, Dr. Piña was appointed to the President's Diversity and Inclusion Advisory Council.

Faculty Success

- The College will focus on offering additional professional development opportunities with the Faculty Success Program or the Post-Tenure Pathfinders, offered by National Center for Faculty Development and Diversity (NCFDD).
- The Department of Education Administration and Foundations will focus on research-publishing partnerships with faculty. This will ensure that faculty, especially pre-tenured faculty, have the opportunity and time to work collaboratively with colleagues from across the College.
- The Cecilia J. Lauby Teacher Education Center will work to engage faculty in legislative advocacy.

Student Success

- The Barbara and Larry Efaw Center for Educator Excellence will open its doors in Fall 2022 and begin offering services aimed at student success for undergraduate and graduate students.
- The Department of Special Education will focus financial resources on renovations to Fairchild Hall 323 to make it a more welcoming and effective space to teach Low Vision and Blindness classes.
- The Department of Education Administration and Foundations will work on redesigning the cognates for Leadership, Equity, & Inquiry sequence.
- The Cecilia J. Lauby Teacher Education Center will focus its efforts on developing a systematic process mapping for student teaching placements and district contracts and reorganizing the system of applications and placements for clinical experiences across the teacher education programs.

FISCAL 2023 OBJECTIVES
WONSOOK KIM COLLEGE OF FINE ARTS

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

Plans for FY23 include:

1. Grow enrollment in programs offering job and industry readiness (Graphic Design, Creative Technologies, Production Design and Technology, Art Teacher Education, Music Teacher Education, Dance Teacher Education, Theatre Teacher Education, Film and Media Studies, Photography). *Strategic Direction I. Enhance Strength and Stability*
2. Sustain enrollment in existing programs of excellence (Music Performance, Music Composition, Music Therapy, Music Business, Dance Performance, Theatre Acting, Theatre Studies. *Strategic Direction I. Enhance Strength and Stability*
3. Continue to build EDI awareness; faculty, staff, and student participation; and create educational initiatives. Assess progress. *Strategic Direction III. Nurture Diversity and Inclusion*
4. Prepare for the Fine Arts Rehabilitation Project: Move many of the College's faculty, staff, students, and classrooms and studios to temporary buildings—Julian Hall, Milner Library, Weavers, and Williams Hall. *Strategic Direction I. Enhance Strength and Stability; Strategic Direction II. Foster Innovation*
5. Continue to improve and renovate classrooms that are not a part of the Fine Arts Rehabilitation Project. *Strategic Direction I. Enhance Strength and Stability*
6. Collaborate with University Advancement to raise funds and secure naming opportunities for spaces in the Fine Arts Rehabilitation project (dance studios, new music addition to the CPA, new 3-D glass, sculpture, and ceramic addition, theatre classrooms, etc.) *Strategic Direction I. Enhance Strength and Stability; Strategic Direction IV. Enrich Engagement*
7. Work with Academic Affairs to create a proposal in support of the Creative Technologies Program becoming a School. *Strategic Direction I. Increase Strength and Stability; Strategic Direction II. Foster Innovation*
8. Develop an Integrated Design Initiative led by the Creative Technologies Program faculty and faculty in the College of Business. *Strategic Direction II. Foster Innovation*
9. Assess the College's existing strategic plan 2018-2023 and initiate planning for development of a new strategic plan. *Strategic Direction I. Enhance Strength and Stability*

FISCAL 2023 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 FY23 are listed as such. Goals to be addressed beyond FY23 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'23

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'23

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

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

FY'23

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'23

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

- (Ongoing) Goal 2: Explore strategic campus-wide partnerships – MBA Program; Public Health; (completed MBA analysis FY19) (future goal: Public Health) (responsible: GPCC)
- (Ongoing) Goal 3: Conduct Leadership Academy (responsible: Dean)

FY'23

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

FY'23

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)
- (Ongoing) Goal 3: Further expand simulation learning; explore online simulation (responsible: SC)
- (Completed) Goal 4: Develop digital testing- online testing platform

Strategic Goal 2: Strategically Grow Research and Scholarly Works

Objective 1: Reputation

- (Completed) 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)

- (Ongoing) Goal 2: Consider faculty member for NIH Reviewer Training (responsible:ADR)
- (Ongoing) Goal 3: Increase quantity and quality of externally funded research, projects

FY'23

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

Objective 2: Focus

- (Completed) 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 (responsible: ADR, CRC, TSC)
- (Completed) Goal 2: Support large dataset studies
- (Completed) Goal 3: Develop simple and transparent tracking system for timelines on grant submissions, IRB protocol submissions, all current research projects – especially ones that are happening with our students

Strategic Goal 3: Collaborate with Our Community

Objective 1: Strengthen & Develop Partnerships

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

Objective 3: Capture and Highlight Community Service of College

FY'23

Goal 1: Ensure nurse's role and responsibility in serving others is taught in curriculum (responsible: ADA, PCC)

- (Completed) Goal 2: Develop a mechanism to track faculty, staff, and student service work
- (Ongoing) Goal 3: Assess and track all service projects, work being done today, and maintain data (responsible: ADA)
- (Completed) Goal 4: Highlight health-related service work by college in branding stories about the college (responsible: DMR)

Objective 4: Strengthen Alumni Engagement

- (Completed) 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'23

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 (responsible: ADA, CAUSE)

- (Ongoing) Goal 2: Develop simulation situations in environments beyond acute care for both undergraduate and graduate students (responsible: CAUSE, ANEW)

Objective 2: Expand Clinical Partnerships

- (Ongoing) 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: CAUSE)
- (Ongoing) Goal 2: Expand faculty simulation expertise to promote quality student simulation-based learning opportunities (responsible: SC)

FY'23

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)
- (Ongoing) 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: DC)
- (Completed) Goal 4: Hire faculty and staff that align to culture and College's needs (responsible: DC)
- (Did Not Achieve) 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)
- (Ongoing) 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

- (Completed) Goal 1: Curate and leverage content that illustrates MCN's value and nurtures relationships with students, community, and industry (responsible: DMR)
 - Use research excellence as a tool for attracting students and faculty; especially focusing on programs where growth is needed and beneficial to the college (responsible: DMR)
 - (Completed FY19) Design, document, and implement a marketing and recruitment plan that

is SMART (Specific, Measurable, Achievable, Relevant, and Time-bound

- (Completed) Goal 2: Recruit high caliber diverse students, faculty, and staff (responsible: DC)
- (Completed) Goal 3: Increase brand awareness, perception, and affinity within Illinois; then expand beyond state (responsible: DMR)
- (Completed) Goal 4: Leverage technology and marketing automation (responsible: DMR)

Objective 3: Foundation Building

FY'23

Goal 1: New Facility (responsible: Dean)

- Create a vision for the building and begin planning
 - Communicate and inspire the community, alumni, and donors with the possibilities
 - Begin seeking commitments of financial support
- (Ongoing) Goal 2: Funding and Financial Security (responsible: Dean)
 - Grow scholarships for students, faculty, and staff
 - Seek novel and creative funding sources and solutions for the College
 - (Completed) Review funding allocations for IT and Marketing given strategic intentions (responsible: DC)
 - Track annual funding from research grants (responsible: CRC)

Objective 4: Faculty Outreach

- (Completed) 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: CAUSE, ADA)

Objective 5: Faculty and Staff Development and Funding

- (Completed) Goal 1: Assess needs and deliver development to faculty and staff (responsible: DC)
- (Completed) Goal 2: Develop succession plans (responsible: DC)
- (Ongoing) Goal 3: Redefine and implement a faculty mentoring program (responsible: ADA)

Objective 6: 100th Anniversary Celebration

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

Objective 7: Business Process Excellence

FY'23

Goal 1: Data

- o 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'23

Goal 2: Processes

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

FY'23

Goal 3: Reporting (responsible: AD-AS and BPE committee)

- o (No Longer a Goal) Identify MCN Scorecard with Key Performance Indicators
- o Assess reporting needs – seek automation, simplicity and transparency
- o 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 2023 OBJECTIVES MILNER LIBRARY

Academic Program Development

Assess current periodicals (print) and newspapers (print, microform, and electronic) collections and identify titles for enhancing collections, cancellation, and withdrawal. *[Library Strategic Plan II.E.1 – Maintain and enhance physical spaces for the wellbeing of collections and staff] [ECE II.C.1 – Create more spaces that encourage collaborative research, teaching, and other learning activities]*

Develop a Milner Library assessment plan using data sources from all library units and identify and develop appropriate assessment and outcome metrics. *[Library Strategic Plan I.A – Facilitate academic excellence by enriching campus learning and teaching] [ECE I.D.3 – Leverage data analytics to inform decision-making]*

Re-envision layout of reference desk area, including reference bookstacks. Create a plan to move, reduce, and/or shorten reference desk cabinets, book ranges, and microform cabinets. *[ECE I.D.4 – Optimize space utilization and development to advance the University’s mission]*

Work with stakeholders inside and outside Milner Library to identify space, technology, and related services to enhance support for defined digital scholarship needs on campus. *[Library Strategic Plan VI.C.—Formalize the library’s support for digital scholarship, including digital humanities.] [ECE II.C.1 – Create more spaces that encourage collaborative research, teaching, and other learning activities]*

Collaborate with external partners to plan programming and outreach related to the Circus Historical Society’s annual conference, which will be held in Bloomington-Normal in 2023 and will promote the special collections and rare book department’s nationally prominent circus and allied arts collection. *[Library Strategic Plan IV.A.3 – Collaborate with campus and community partners on exhibits and other programming] [ECE IV.A.2. – Facilitate new partnerships with individuals, businesses, governmental entities, and organizations.]*

Equity, Diversity and Inclusion

Integrate Inclusion, Diversity, Equity and Access principles into regular collection development policies, training, and activities *[Library Strategic Plan I.A.1 – Implement collection development strategies that value DEI.] [ECE III.B.1. – Provide additional professional development toward cultural competency and inclusion]*

Digitize, process, upload and promote the papers of 19th and 20th century women’s rights activists held by the Dr. Jo Ann Rayfield Archives *[Library Strategic Plan II.D.3 – Highlight and seek out underrepresented voices in cultural heritage and primary sources] [ECE III.C.3 – Infuse diverse perspectives into the curriculum, co-curriculum, and other programs and initiatives]*

Highlight, create metadata and improve discoverability for items in the collections by creators belonging to marginalized communities, which will facilitate the research and artistic works of the university community and our partners worldwide. *[Library Strategic Plan II.D.3 – Highlight and seek out underrepresented voices in cultural heritage and primary sources] [ECE III.C.3 – Infuse diverse perspectives into the curriculum, co-curriculum, and other programs and initiatives]*

Apply for funding to preserve at-risk collections in the Dr. Jo Ann Rayfield Archives and in special collections and rare books, especially those that highlight marginalized peoples. *[Library Strategic Plan II.D.3 – Highlight and seek out underrepresented voices in cultural heritage and primary sources] [ECE III.C.3 – Infuse diverse perspectives into the curriculum, co-curriculum, and other programs and initiatives]*

Faculty Success

Develop a monthly professional development opportunity with both general reference content created by the Research Services team and subject-specific content (i.e., database demonstrations) contributed by subject librarians in order to enhance reference skills and knowledge. *[Library Strategic Plan I.C – Expand our investment*

in professional development for all employees specifically in support of this strategic plan] [ECE I.B.2 – Maximize employee growth through learning and professional development opportunities]

Create a professional development plan focused on instructional skills to establish direction, structure, and consistency of offerings for library personnel. *[Library Strategic Plan I.C – Expand our professional development for all employees specifically in support of this strategic plan] [ECE I.B.2 – Maximize employee growth through learning and professional development opportunities]*

Promote the journal-hosting capability of the institutional repository to establish and develop new peer-reviewed open access journals edited by ISU faculty/staff. *[Library Strategic Plan VI.A.2 – Explore expansion of open access publishing, and VI.B.3 – Grow and promote the institutional repository] [ECE II.B.2 – Enhance cross-disciplinary research and creative activities]*

Student Success

Implement the tiered information fluency learning outcomes project developed by the Instruction and Student Engagement team. *[Library Strategic Plan I.B.3 – Reinforce curricular high-impact practices (e.g., first-year seminars, common intellectual experiences, experiential learning)] [ECE I.D – Use best practices to continuously improve sustainability and institutional effectiveness]*

Create new help videos covering census and legislation from federal, state, and local governments, specifically to highlight the 1950 Census records release. *[Library Strategic Plan I.D Invest capacity to support online and distance education programs] [ECE IV.B.1. – Create awareness of opportunities for students to engage in research]*

FISCAL 2023 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 23 Planning document:

- Strategic Plan implementation: In FY 22, the Graduate School hired Dr. Jeri Beggs as a consultant for the next 5 year strategic plan. The plan will be rolled out in Fall 2022, which will be our guide for goals and objectives over the next 5 years. Implementation of the strategic plan will be one of the most important objectives we have.
- Graduate Assistant allocations: Provide information and recommendations to the Provost on how Graduate Assistants are allocated across departments, how GAs help fulfill program needs, and where changes may be made. This assessment will also evaluate the utilization of tuition waivers and the cash flow within graduate education.
- Development of an Annual Recruitment Plan: Understand recruitment needs at the program level, as well as the larger Graduate School, to develop a spending plan for recruitment efforts. Target 4-5 programs annually on a recruitment campaign. Share trends in enrollment and recruitment with programs.
- Enrollment growth: Return to pre-pandemic levels of just over 2700 graduate students enrolled, if not a slight increase. Work with programs on admitting students sooner in the application cycle and help programs identify enrollment targets.
- Create a faculty mentorship award in a research and non-research category.
- Investigate recruitment and retention scholarship options.
- Investigate tuition support for international students and EDI initiatives.
- Explore the possibility of a Graduate Writing Institute.

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

Note: the development of a new Strategic Plan for the College of Arts and Sciences was postponed to allow the newly hired dean to lead the strategic planning process. The College Council approved extending the existing Strategic Plan until the close of the 2022 academic calendar.

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 programming of Women and Gender Studies, African American Studies, Latin American and Latino Studies, Middle Eastern Studies, East Asian Studies, Native American Studies, and Ethnic Studies and their relevance in a globalized world.

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

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

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

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

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

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

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

Strategic Focus 4: Selected Accountability Measures

- Number of all General Education courses and sections taught by faculty members from CAS, number of courses dedicated to US and international diversity and report assessment data from those General Education courses.
- Report contributions to the ongoing work of the Career Task Force.
- Number of opportunities for civic engagement and the acquisition of intercultural communicative competency.
- Number of issues of CASNews, press releases made through University News Hub, and features in other university publications.
- Number of presentations made to the general public by faculty members of CAS,
- including Main Street College presentations.
- Number of students completing coursework and declaring minors in US-diversity and Area Studies (AMALI).

COLLEGE OF BUSINESS STRATEGIC PLAN 2018-2023

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

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

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

Core Values:

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

Goal One

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

Strategies

1. Maintain high expectations for excellence in student performance.

Tactics

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

Tactics

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

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

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

COLLEGE OF FINE ARTS STRATEGIC PLAN 2018-2023

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

The Planning Process

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

The Strategic Planning Steering Committee

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

Vision Statement, Mission Statement, and Values Statement

Vision Statement

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

Mission Statement

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

Values Statement

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

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

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

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

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

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

Areas of Strategic Focus

Strategic Focus 1: *Enrich Academic and Artistic Excellence*

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

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

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

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

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

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

Strategic Focus 1:

Enrich Academic and Artistic Excellence

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Selected Accountability Measures:

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

Strategic Focus 2:
Foster a Diverse and Inclusive Environment

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

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

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

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

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

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

Action 2.2.1: Encourage culturally responsive components across the curriculum.

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

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

Action 2.3.1: Develop a beginning-of-year college-wide event to articulate available resources and encourage meaningful engagement.

Action 2.3.2: Encourage meaningful participation by students in diversity-focused faculty research and college programming.

Action 2.3.3: Increase diversity-focused volunteer and internship opportunities in the local community to develop students' civic engagement skills.

Action 2.3.4: Expand diversity-focused opportunities for students to interact with the public through site-specific performances and exhibitions outside of the College, in public spaces, and local businesses in the community.

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

Action 2.4.1: Appoint a College Diversity Liaison.

Action 2.4.2: Consistent with University policy, establish a college-wide protocol for reporting concerns related to diversity and social justice issues.

Action 2.4.3: Establish diversity training sessions for faculty, staff, and students.

Action 2.4.4: Create a diversity portal on the College website with links to on-campus and community resources, including RSOs, Student Counseling Services, Diversity Advocacy, and the Campus Climate Task Force.

Action 2.4.5: Evaluate and enhance equal access to facilities.

Selected Accountability Measures

- Increase faculty and student diversity by an additional 20% by 2023
- Percentage of College courses with a culturally responsive component

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

Strategic Focus 3:

Enhance Student Success through Enrollment, Retention, and Civic Engagement

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

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

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

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

Selected Accountability Measures

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

Strategic Focus 4:

Expand and Promote Research and Creative Scholarship

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

- Action 4.1.1: Continue to pursue private foundation support for research, creative activity, and scholarship.
- Action 4.1.2: Encourage new and continuing faculty and staff to utilize the grant-writing resources available through the College.

- Action 4.1.3: Increase the number of interdisciplinary and cross-institutional collaborations.
- Action 4.1.4: Encourage and support student involvement in formal research endeavors with faculty mentors.
- Action 4.1.5: Pursue external funding to support research and creative activity by considering flexible and differential teaching and research loads.
- Action 4.1.6: Continue to work with our government relations specialist to promote state and federal creative initiatives and research projects.
- Action 4.1.7: Develop strategies with the Director of Development in the College to leverage matching or cost-sharing requirements of external funding agencies.

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

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

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

- Action 4.3.1: Establish an annual Dean's Speaker Series to publicly recognize the research accomplishments of College faculty that represent scholarship of national and international prominence.
- Action 4.3.2: Acknowledge award recipients and outstanding research and creative activity at the Annual CFA End-of-the-Year Meeting.
- Action 4.3.3: Recognize faculty and staff who actively pursue and submit external grant proposals.

Selected Accountability Measures

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

Strategic Focus 5:
Improve Teaching and Learning Spaces and Infrastructure

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

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

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

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

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

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

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

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

Selected Accountability Measures

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

Strategic Focus 6:

Strengthen Alumni and Friend Engagement and Development

Goal 6.1 Promote and enhance the reputation of the College.

Action 6.1.1: Regularly communicate student, alumni, faculty, and staff success stories to feature fine arts career paths and professional accomplishments.

Action 6.1.2: Promote and invite stakeholders to exhibitions, performances, awards, and special events.

Action 6.1.3: Showcase philanthropic impact through donor and recipient testimonials and profiles.

Action 6.1.4: Create donor-centric communications to share with all stakeholders.

Action 6.1.5: Develop and maintain a College-specific database of alumni, emeritus faculty, donors, community patrons, parents of alumni, prospective students, and other interested and relevant stakeholders.

Goal 6.2 Increase stakeholder engagement in the College.

Action 6.2.1: Strengthen ties to alumni through events and communications.

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

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

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

Selected Accountability Measures

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

Strategic Focus 7:

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

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

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

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

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

Action 7.2.2: Leverage traditional marketing strategies.

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

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

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

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

Selected Accountability Measures

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

**MENNONITE COLLEGE OF NURSING
STRATEGIC 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 PLAN 2021-2026

Milner Library strives to be central to the teaching, learning, and research excellence of the Illinois State University (ISU) community through our resources, facilities, services, and personnel. The 2021-2026 Milner Library Strategic Plan will guide the library over the next five years in tandem with the Educate · Connect · Elevate ISU strategic plan. The library plan is necessarily broad in scope but consists of specific action steps to ensure it is viable and actionable. Milner Library will take into consideration financial, personnel, and facility changes, especially amid uncertain times, by being accountable and efficient in bringing the plan to fruition. The strategic plan consists of objectives that can be impacted by outside forces as well as decisions made by internal constituents. As such, the library expects to review the plan systematically for relevance and be prepared to adapt based on unforeseen needs.

Strategic Direction #1: Facilitate academic excellence by enriching campus learning and teaching.

Objectives with Action Steps

- A. Prepare for new or changing academic programs (e.g. College of Engineering or fully online offerings).
 - i. Research, plan for, acquire, provide access to, and make discoverable resources needed for new and changing programs.
 - ii. Create a staffing plan to meet the evolving needs for new, existing, and changing programs.
 - iii. Collaboratively engage with colleges to address the informational and instructional needs of new or changing programs.
- B. Embed information fluency across curricula to expand the support of student learning at all levels.
 - i. Develop discipline-focused tiered learning outcomes for information fluency that connect with program review.
 - ii. Expand library programming for students, faculty, and staff to engage with information fluency that supports lifelong learning.
 - iii. Reinforce curricular high-impact practices (e.g., first-year seminars, common intellectual experiences, experiential learning)
- C. Expand our investment in professional development for all employees specifically in support of this strategic plan.
 - i. Update professional development policy to ensure equity regarding opportunities afforded to all employment classifications.
- D. Increase capacity to support online and distance education programs.
 - i. Invest in collections, resources, technology, and support to ensure comparable access.
- E. Grow support for instructor use of affordable and open educational resources (A&OER).
 - i. Maximize textbook affordability through promotion of open educational resources and library materials (e-books, databases) and services (e-reserves).
 - ii. Investigate possibility of incentive program for faculty to adopt, adapt, and author OERs.
 - iii. Establish library working group dedicated to advancing campus awareness and use of A&OER resources

Strategic Direction #2: Create a more diverse, equitable, and inclusive library system that welcomes all members of the campus community.

Objectives with Action Steps

- A. Promote, proactively fund, and strongly encourage opportunities for all Milner employees to continually develop and build on their engagement with Diversity, Equity, and Inclusion (DEI) topics.
 - i. Integrate DEI into Milner's Department Faculty Status Committee (DFSC) criteria to be part of promotion and tenure process.
 - ii. Develop strategies to remove barriers and increase participation by all library staff in DEI learning opportunities.
- B. Deconstruct systems in the Milner Library culture that result in inequitable practices and rebuild an environment that encourages DEI for marginalized communities.
 - i. Create and publicize DEI plan(s) for Milner Library.
 - ii. Review and update library policies as related to patron interaction.
 - iii. Support the continued development of the Milner Inclusion, Diversity, Equity, and Access (IDEA) Committee.

- C. Ensure DEI requirements are integrated in recruitment, hiring and retention processes.
 - i. Update recommended hiring procedures for search committees to follow that will help attract diverse candidate pools and increase recruitment of employees from marginalized communities.
 - ii. Strive to retain employees from marginalized communities by creating a responsive library environment.
 - iii. Provide a support framework for new hires to integrate into the community and find resources they need to thrive.
- D. Implement collection development strategies that value DEI.
 - i. Provide DEI training to subject librarians in the review, acquisition, and disposition of resources.
 - ii. Review collections across subject areas to enhance inclusivity of content.
 - iii. Highlight and seek out underrepresented voices in cultural heritage and primary source materials as well as alternative formats.
 - iv. Continue updating Milner's cataloging procedures to ensure voices of underrepresented communities are accessible and identifiable.

Strategic Directions #3: Enhance physical and virtual environments for research, teaching, and innovation.

Objectives with Action Steps

- A. Work with campus to foster spaces for collaborative research, teaching, innovation, and other learning activities.
 - i. Begin developing spaces for Priority Goals #1 (e.g. Academic Success Center), #1.5 (e.g. International Student Salon), and #2 (e.g. Digital Scholarship Center) in the Milner Library Master Plan in consultation with campus partners.
 - ii. Create an implementation strategy with campus partners for integrating a faculty success center into Milner.
 - iii. Improve collection and educational spaces for Special Collections.
 - iv. Advance new/improved collection and educational spaces for Archives.
- B. Increase private financial support.
 - i. Foster and implement advancement goals that connect to ISU Master Plan, Milner Master Plan, and Capital Budget Request List.
- C. Improve accessibility and user experience in both physical and virtual spaces.
 - i. Continue to investigate and expand efforts to ensure a comprehensive user-centric experience informed by universal design for spaces, services, and environments.
 - ii. Identify new opportunities to ensure accessibility of Milner resources, materials, and physical spaces.
- D. Create a formal plan with other colleges that establishes Milner as the central resource for broad-use technology for all students.
 - i. Initiate and lead discussions with campus partners about Milner Library investing in and serving as the central resource for broad technology access.
 - ii. Identify trends in campus technology needs and tap existing technology specializations to inform and grow Milner's needed and desired technologies.
- E. Maintain and enhance physical spaces for the well-being of collections and staff.
 - i. Review and regularly update disaster plans.
 - ii. Continue to foster the relationship with Environmental Health and Safety to address impending vulnerabilities in environment.
 - iii. Finance education on disaster planning.

Strategic Direction #4: Enhance strategic partnerships to increase engagement with campus and the community.

Objectives with Action Steps

- A. Establish a plan to identify areas and develop priorities for creating, growing, or reinvesting in collaborations with campus partners.
 - i. Partner with Center for Civic Engagement to create service-learning opportunities.
 - ii. Foster relationships built on reciprocity to connect with the University and library's expanding DEI efforts.
 - iii. Collaborate with campus and community partners on exhibits and other programming.
- B. Communicate proactively and consistently internally and externally about library services and collaborative efforts across campus.
 - i. Collaborate across library departments to support new and evolving initiatives.

- ii. Promote and provide outreach to cultural heritage collections and services to foster engagement with primary sources and the historical record.
- C. Increase the library's role in recruitment and pre-entry for students.
 - i. Partner with Admissions to offer Milner support for the recruitment process.
 - ii. Pursue and create official partnerships with every college's advisor office and general advisors for incoming students.

Strategic Direction #5: Promote student success via engagement, programming, resources, and support services through a holistic lens.

Objectives with Action Steps

- A. Invest in student success by providing experiences to prepare students for their professional lives.
 - i. Provide paid internships or work-study opportunities in Milner for student engagement and learning experiences.
 - ii. Cultivate and mentor members of Milner's student workforce who wish to explore a career in libraries.
- B. Develop processes and partnerships to reach students who need enhanced academic support to ensure success and retention.
 - i. Partner with University College, Student Affairs, and Advising to support and grow Milner's involvement in student retention.
 - ii. Share library data with campus partners via a Student Success Dashboard to identify and engage with students.
 - iii. Engage in more proactive librarianship practices to support student success.
- C. Identify opportunities to gain student feedback and raise awareness about how library services can contribute to positive outcomes.
 - i. Develop a library definition of student success to articulate and distinguish the library's role in supporting students.
 - ii. Identify key indicator data on how students engage with the library that impacts student success.
- D. Create opportunities to enhance holistic student experience in the library.
 - i. Make the library a hub for programming and activities that appeal to students.
 - ii. Ensure broad access to technologies that enable creation, visualization, and manipulation of digital information.
 - iii. Support and grow students' knowledge of global cultures and cross-cultural competencies via programming and services.

Strategic Direction #6: Grow university success through initiatives to enhance scholarly and creative productivity.

Objectives with Action Steps

- A. Increase support for scholarship and research.
 - i. Increase grant writing support for faculty, staff, and graduate students.
 - ii. Explore expansion of open access publishing support (OA monographs, OERs, hosted journals).
 - iii. Expand existing partnerships to provide events and workshops in service of faculty, staff, and student research success.
- B. Expand scholarly communication efforts.
 - i. Provide educational opportunities on scholarly communication topics, tools, and resources.
 - ii. Explore opportunities for advancing open access to research, such as Read and Publish agreements.
 - iii. Grow and promote the institutional repository.
 - iv. Negotiate with vendors to arrive at sustainable pricing for e-resources.
- C. Formalize the library's support for digital scholarship, including digital humanities.
 - i. Provide educational opportunities on digital scholarship topics, tools, and resources.
 - ii. Develop and fund strategies to support digital scholarship.

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 2021-2022 PROGRAM REVIEWS

During academic year 2021-2022, program review self-study reports were submitted by 18 academic programs. One research or service center was scheduled for review during the 2021-2022 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. Student members include an undergraduate student selected by the Student Government Association and a graduate student selected by the Graduate Student Association. Administrators include the Assistant Vice President for Academic Planning (who facilitates the committee), the Director of Graduate Studies, a staff member from University Assessment Services, and a staff member from the Office of the Provost (who is a non-voting member of the committee responsible for committee logistics).

The Academic Planning Committee reports its findings and recommendations to program and center faculty, the Academic Senate, and the Vice President for Academic Affairs and Provost. Findings and recommendations are finalized through their acceptance by the Provost and their publication in the Academic Plan.

Program review summaries included in this plan are based on review by the Academic Planning Committee of self-study reports compiled by faculty in 2020-2021 and submitted to the committee in fall 2021. The Academic Planning Committee extensively discussed the self-study reports beginning in October 2021 and continuing through April 2022. In March-April 2022, 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 2021-2022 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 B.A., B.S., IN FASHION DESIGN AND MERCHANDISING

Classification of Instruction Programs (CIP) Code: 19.0901

Apparel and Textiles, General

OVERVIEW

The **B.A., B.S., in Fashion Design and Merchandising** program at Illinois State University is housed in the Department Family and Consumer Sciences within the College of Applied Science and Technology. The Department of Family and Consumer Sciences houses seven degree programs: B.A., B.S. in Family and Consumer Sciences, B.A., B.S. in Fashion Design and Merchandising, B.A., B.S. in Food, Nutrition, and Dietetics, B.A., B.S. in Human Development and Family Science, B.A., B.S. in Interior Design, M.A., M.S. in Family and Consumer Science, and a M.S. in Nutrition. In addition, the department offers a minor in Family and Consumer Sciences and a Dietetic Internship Graduate certificate. This is the first review of the B.A., B.S., in Fashion Design and Merchandising program as a stand-alone program.

The B.A., B.S., in Fashion Design and Merchandising prepares students for employment in the product development, distribution and retail sectors of the textile and apparel business industries. Students study the flow of apparel from production to sales with a focus on apparel design, merchandising, and product development and analysis, as well as business skills that employers find attractive. Students enrolling in the B.A., B.S., in Fashion Design and Merchandising select from either the Fashion Design and Merchandising sequence or the Fashion Design and Merchandising Accelerated sequence (established Fall 2018). The B.A., B.S. in Fashion Design and Merchandising was elevated from the Apparel Merchandising and Design sequence within the B.A. B.S. in Family and Consumer Science degree program in Fall 2016.

Enrollment by Plan of Study, Fall Census Day, 2015-2022

B.A., B.S., in Fashion Design and Merchandising, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Fashion Design and Merchandising sequence					5	43	75	79
Fashion Design and Merchandising Accelerated sequence					2	2	2	3
No subplan			93	114	98	50	18	3
Total			93	114	105	97	95	85

Table notes: The Fashion Design and Merchandising Accelerated sequence began in Fall 2018.

Degrees Conferred by Plan of Study, 2015-2022

B.A., B.S., in Fashion Design and Merchandising, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Fashion Design and Merchandising sequence						2		6
Fashion Design and Merchandising Accelerated sequence							2	1
No subplan				24	38	32	24	13
Total				24	38	34	26	20

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 Accelerated sequence began in Fall 2018.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

Fashion Design and Merchandising students will develop:

- Goal 1: capacity for critical and creative thinking and problem solving
- Goal 2: skills in communication, professionalism, and technology
- Goal 3: capacity for working in diverse environments and demonstrate a global perspective on the textile and apparel industry
- Goal 4: specific content knowledge in the field of apparel merchandising and design

Student learning outcomes

Students will be able to:

Goal 1 outcomes:

- Construct a garment using a commercial pattern
- Develop a repeated pattern to be screen printed on fabric for an appropriate end use

Goal 2 outcomes:

- demonstrate an understanding of the creative process and how promotion relates to merchandising by creating a store environment with visual retailing software
- communicate professionally

Goal 3 outcomes:

- apply knowledge of global textiles and apparel supply chain to make and evaluate sourcing decisions for apparel product line development
- interact effectively with diverse individuals in a work situation

Goal 4 outcomes:

- Analyze the quality of mass market garments at multiple price points
- Effectively demonstrate knowledge of fashion trends and industry
- Demonstrate a comprehensive understanding and identification of course concepts including fiber, yarn, fabric, coloration, and finish terms

Program curriculum (2021-2022)

Graduation requirements (Fashion Design and Merchandising sequence):

120 credit hours including 61 credit hours for the degree program and 39 credit hours for General Education. The 61 credit hours for the degree program include 48 credit hours of family and consumer sciences courses and 13 credit hours of courses external to the Department of Family and Consumer Sciences.

Graduation requirements (Fashion Design and Merchandising accelerated sequence):

120 credit hours including 61 credit hours for the degree program and 39 credit hours for General Education. The 61 credit hours for the degree program include 48 credit hours of family and consumer sciences courses and 13 credit hours of courses external to the Department of Family and Consumer Sciences. At least one course must be taken for graduate credit.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)

18 tenure track faculty members (5 Professors, 4 Associate Professors, and 9 Assistant Professors)

15 non-tenure track faculty members (7 full-time, 8 part-time, totaling 10.5 FTE)

Undergraduate student to faculty ratio: 20 to 1

Undergraduate student to tenure-line faculty ratio: 31 to 1

Specialized accreditation

The Department of Family and Consumer Sciences is accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS). The department received full re-accreditation in 2021. The next scheduled departmental accreditation review will be in 2031.

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

Demand for Fashion Design and Merchandising program graduates continues to be strong. The broad fashion course content required of all majors provides a wider variety of career opportunities than are typically available to graduates from other fashion programs with a narrower focus. Whether a student graduates with a concentration in fashion design or fashion merchandising, careers in areas such as trend forecasting, sourcing, production, promotion, or styling provide a range of opportunities. Students with a concentration in fashion merchandising have strong career prospects in product buying and merchandising. Students with concentrations in fashion design are uniquely prepared for careers within technical fashion design.

Demand for the Fashion Design and Merchandising program by prospective students remains consistent and will continue to be an area of focused growth by Fashion Design and Merchandising faculty. Though demand is consistent, the desire is to increase demand in the future. Recruitment efforts include focusing on how the program's broad content foundation prepares students to be more flexible in a variety of career paths post-graduation, a factor that sets the program apart from others in the state and region. Also emphasized are the outstanding labs and facilities dedicated to Fashion Design and Merchandising, the many opportunities to travel and make connections with fashion leaders throughout the field, and the unique student-led fashion show that allows an inclusive environment for all students at any level in their program to apply knowledge learned through show activities.

Two trends in the fashion industry have influenced changes made in Fashion Design and Merchandising course content in recent years, sustainability, and increased technology. An awareness of the harmful effects of the fashion industry on the environment has given rise to efforts to reverse this truth. Sustainability-related concepts have been added to nearly every Fashion Design and Merchandising course, addressing such issues as fabric waste, eco-friendly dyes, ethical sourcing, and the costs of "fast fashion."

As the fashion industry continues to embrace new technologies it is imperative that educational programs do so as well in order that graduates are prepared for the workplace. From fashion design software to business analytics to online selling platforms, every aspect of the industry uses a variety of technologies in day-to-day business. While new technologies have been introduced over the years in Fashion Design and Merchandising courses, program faculty continue to look for new programs to add that can better prepare students for their future careers.

Responses to previous program review recommendations

Since Fashion Design and Merchandising B.A., B.S. program was new in 2016, there was no previous program review and self-study report. However, the Department of Family and Consumer Sciences programs did go through AAFCS accreditation recently and was found to be in compliance with AAFCS standards.

Recommendations made to the department overall have been addressed within the Fashion Design and Merchandising program specifically:

- 1. Develop and implement a plan to encourage faculty and student participation in the Honors program.* The Honors program is featured each year in the Fall Fashion Design and Merchandising Student meeting. Each faculty member addresses it in their syllabus for each course and regularly works with students wishing to complete an honors project in their course.
- 2. Continue to work toward increasing the percentage of faculty in the department who are tenured or in tenure track faculty positions.* Fashion Design and Merchandising has maintained four tenure-track faculty lines and one non-tenure track line through successful national searches.

3. *Integrate ongoing program assessment with assessment processes required by accreditors, with a goal of creating a sustainable assessment plan for the program that is independent of accreditation requirements.* Fashion Design and Merchandising created and implemented an assessment process for the program based on goals from the premiere professional organization in apparel and textiles.

4. *Continue reliance on sequence advisory boards for feedback and recommendations for program improvement, reinvigorating boards that have been inactive in recent years.* Fashion Design and Merchandising has a representative on the department advisory board and is working towards a separate advisory board focused solely on Fashion Design and Merchandising.

5. *Develop and implement a plan to reduce time-to-degree, identifying and addressing obstacles to timely completion at the sequence level.* The entire Fashion Design and Merchandising curriculum was reviewed with selected changes made to reduce time-to-degree and address obstacles to timely completion.

6. *Continue efforts to recruit students and faculty from underrepresented groups.* Inviting high school students from around the state to attend the annual Illinois State Fashion Show as special guests is one example of how underrepresented groups have been included.

Additionally, in 2017-18 the Fashion Design and Merchandising faculty voluntarily completed a review of the program to determine strengths and areas of improvement. Each course was reviewed, compared against offerings from peer and aspirational institutions, and evaluated for relevancy in the current career climate. An external reviewer was brought in from Kent State University to review all aspects of the program as well. Major recommendations from the external reviewer were to add two new merchandising courses and one special topics course in content area not already addressed in our curriculum. Those courses were written in 2018, approved in 2019 and started to be taught in 2020.

Major findings

- The program's faculty and student populations have become more diverse in recent years. Since 2016, minority student population has increased from 18.3 percent to 36.8 percent; male students as percent of total student population went up from 1.1 percent to 9.5 percent. One faculty with international experience joined the program, and the number of male faculty has increased from 0 percent to 20 percent.
- The program review reveals that program's faculty dedicate significant time and effort to maintain consistent student enrollment and retention trends. This is achieved not only through high-quality classroom teaching and updated content, but also through faculty-sponsored student organizations and travel as well as research opportunities with faculty.
- During the program review cycle, there have been many changes to our curriculum due to changing industry content and a desire to make the program more flexible for internal and external transfer students. For example, four new courses were created during this period while numerous others were revised.
- The assessment plan for the Fashion Design and Merchandising program has provided strong data to confirm the overall success of Fashion Design and Merchandising students meeting and exceeding program and fashion industry goals. The program will continue to review the assessment plan to identify curricular needs and changes in the future.
- A major finding of this program review self-study is that the Fashion Design and Merchandising program is meeting the current needs of students and industry. The current curriculum meets the demands of the profession, and graduates from the Fashion Design and Merchandising program are well-prepared to obtain a professional job in the industry.
- To strengthen the program and make graduates even more prepared, new fashion-focused technologies should be incorporated in the program (Action 1). Not only will additional technology enhance career-preparedness, but it will also serve as a recruiting tool for potential students.
- As one way to respond to declining student enrollment, Fashion Design and Merchandising faculty will increase the online presence of the program to better communicate student opportunities and engagement (Action 2).

Initiatives and plans

During the next program review cycle, the faculty of the Fashion Design and Merchandising program will focus on the following areas to improve the program:

- Continue to adapt and implement a curriculum that reflects trends and needs in the fashion industry. Continue to train students using industry-specific technology, regularly incorporating new technology to keep students at the cutting-edge of the field.
- Expand recruitment efforts.
- Create an online professional photo gallery/archive of students' projects and fashion shows to highlight work completed in Fashion Design and Merchandising courses.
- Continue to encourage faculty and student participation in the Honors program.
- Continue efforts to recruit students and faculty from underrepresented groups.
- Create an advisory board specific to Fashion Design and Merchandising, in addition to continuing participation on the department-wide advisory board, to receive feedback and recommendations to improve the Fashion Design and Merchandising program.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Fashion Design and Merchandising program in the Department of Family and Consumer Sciences to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders including from an external advisory board.

The committee notes that the program's enrollment during the period covering the program review cycle (2016-2020) has been varied (with a low of 93 in 2016 and a high of 114 in 2017) but consistently below the program's indicated ideal target of 130 students. The program faculty see an opportunity for controlled growth of the program. The committee commends the Department faculty for efforts to increase gender and racial/ethnic diversity among its students. The percentage of students identifying as male has increased from 1.1 percent in fall 2016 to 9.5 percent in fall 2020. The percentage of undergraduate students from groups traditionally underrepresented in the discipline has increased from 18.3 percent to 36.8 percent. The committee commends the Department for their comprehensive recruitment plan that includes the use of short videos, emails, postcards, flyers, social media postings, and participation in recruitment events (e.g., open houses, Redbird Days, and Presidential, University Scholar days, and tours for local high school students of the Department's laboratory facilities). We also commend the Department for the awarding of over \$40,000 annually for incoming FTIC and transfer students.

The committee commends the program faculty for their efforts to support the success of their students. 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 commends the program for the creative and varied co-curricular options it provides its students; through these activities, students learn from experts in the field, network with potential employers, and compete in regional and national student competitions. Examples include the Family and Consumer Sciences Ambassador program (providing opportunities to practice leadership skills) and membership in organizations including the Fashion Design and Merchandising Association (allowing students to network with faculty, alumni, and industry professionals) and the National Retail Federation Student Association (allowing access to scholarship programs, networking opportunities, and the latest industry news and research). The committee also commends the program faculty for their collaboration with the Illinois State Fashion Show executive board to organize the annual fashion show to showcase students' creative work. We further commend the program faculty for their support of study abroad opportunities to visit diverse cultural centers of fashion (e.g., Paris, Seoul, Florence, Hong Kong, and Tokyo). The self-study report provides examples of some of the opportunities for student participation in research opportunities, including co-authored conference presentations and manuscripts. These varied opportunities help the program prepare students for employment and build a strong student community in the program.

The committee commend the faculty for their substantial work to revise the curriculum during the period of review based on feedback from multiple stakeholders. This work included the elevation of the program from a sequence to a standalone program, the creation of several new undergraduate courses (i.e., FCS 367, 372, 373, and 379), and the revisions of others (i.e., FCS 327, 328, and 369). These revisions were made to enhance students' knowledge and competency in the discipline as well as to provide an opportunity to develop a portfolio for career preparation. We further commend the program faculty for their work to develop an accelerated sequence for students interested in continuing their education in the M.A., M.S. in Family and Consumer Sciences program. Furthermore, the program faculty are commended for their work to infuse issues of equity, diversity, and inclusion throughout the program curriculum. The committee commends the faculty for achieving accreditation by the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFSC) and maintaining compliance with AAFSC standards.

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes the incorporation of rubrics as tools for assessing student coursework regarding the program's learning outcomes. The committee acknowledges the use of such rubrics as one method to provide consistent reviews of student learning that can provide potential areas for improvement. The information gathered through these measures has been used to make program changes, and several examples of these changes were specified.

The committee recognizes the faculty members of the program for their scholarly contributions to the B.A., B.S. in Fashion Design and Merchandising program. Faculty members are active researchers who publish peer-reviewed journal articles and present at national and international professional conferences. Additionally, we recognize that every faculty in the program has been actively involved in advising and supporting professional student organizations, demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom. The committee also applauds the practice of asking faculty to submit a diversity statement as part of their annual productivity review.

The committee appreciates the in-depth analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives as those to improve the program at Illinois State University.

Recommendations.

The Academic Planning Committee thanks faculty members of the Department of Family and Consumer Sciences for the opportunity to provide input regarding the Fashion Design and Merchandising program 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 department faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. The committee notes that demand for the program has been strong, resulting in relatively stable enrollments, however, enrollment is currently below the program's ideal target. The committee acknowledges the work faculty have completed regarding their recruitment efforts, and that this work has been successful in enrolling both first-time-in-college students and external transfer students in the program. Given the time and energy that must be devoted to such recruitment activities, the committee suggests that faculty target external locations and internal programs with likely transfers in a strategic way. We recommend that the program continue to consider ways to use existing resources (e.g., the fashion show) to highlight the unique opportunities of the program in their recruiting efforts. The committee also suggests that the program work with the Office of Admissions to gather data regarding the reasons that many accepted students chose to go elsewhere.

Continue to focus on equity, diversity, and inclusion. While the committee recognizes the efforts to increase the gender and ethnic diversity of faculty and students within the program, the committee encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that

effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. We note that many of the recruitment strategies are described at the department level, and we recommend that the program faculty explore the use of program-specific recruitment strategies (e.g., program-specific scholarships). Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. The committee notes that the time to degree statistics for students completing the program are above university averages. However, the committee also notes that student fall-to-fall retention rates have typically been lower (an average of 71.2 percent) than the university average over the same time (an average of 81.2 percent). The committee recommends that the program faculty develop a plan for student success and retention. 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., retention, curriculum, alumni engagement). The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee encourages the program to continue developing opportunities for student research and creative activities. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with honors have sufficient opportunities to do so.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum, especially with respect to responding to accreditation standards and trends within the discipline. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field. The committee encourages the program to clarify the research and creative activity components of the curriculum and to explore potential collaborations with other units (e.g., Creative Technologies and the School of Theater and Dance).

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.

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 fashion design and merchandising to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the Department and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. 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. While program faculty have been successful at increasing scholarships through donations from alumni, the committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. 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, employers, and other external stakeholders in providing input regarding the program and in mentoring students and providing employment opportunities for program graduates.

REVIEW OF THE B.A., B.S., IN FOOD, NUTRITION, AND DIETETICS

Classification of Instruction Programs (CIP) Code: 51.3101
Dietetics/Dietitian

OVERVIEW

The **B.A., B.S., in Food, Nutrition, and Dietetics** program at Illinois State University is housed in the Department Family and Consumer Sciences within the College of Applied Science and Technology. The Department of Family and Consumer Sciences houses seven degree programs: B.A., B.S. in Family and Consumer Sciences, B.A., B.S. in Fashion Design and Merchandising, B.A., B.S. in Food, Nutrition, and Dietetics, B.A., B.S. in Human Development and Family Science, B.A., B.S. in Interior Design, M.A., M.S. in Family and Consumer Science, and a M.S. in Nutrition. In addition, the department offers a minor in Family and Consumer Sciences and a Dietetic Internship Graduate certificate. This is the first review of the B.A., B.S., in Food, Nutrition, and Dietetics program as a stand-alone program.

Students enrolling in the B.A., B.S., in Food, Nutrition, and Dietetics select one of four sequences: Dietetics sequence, Dietetics Accelerated sequence, Food and Nutrition Management sequence, and Food and Nutrition Management Accelerated sequence (established Fall 2018). The B.A., B.S. in Food, Nutrition, and Dietetics was elevated from the Food, Nutrition, and Dietetics sequence within the B.A. B.S. in Family and Consumer Science degree program in Fall 2016. The Dietetics sequences prepares students to help individuals and communities incorporate positive food changes and nutrition strategies. Students in this program, take extensive coursework in sciences, social sciences, management, and take specialized courses covering the broad field of food, nutrition, and dietetics. The provide the first step for students planning to become a registered dietitian nutritionist (RDN) by preparing graduates for the required ACEND accredited dietetic internship. The Food and Nutrition Management sequences covers the broad field of nutrition with a special focus on the food and beverage industry, rather than science. The program combines business and management principles with food service and hospitality skills.

Enrollment by Plan of Study, Fall Census Day, 2015-2022

B.A., B.S., in B.A., B.S., in Food, Nutrition, and Dietetics, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Dietetics sequence	160	167	151	144	103	93	89	82
Dietetics Accelerated sequence					8	7	9	11
Food and Nutrition Management sequence		18	16	30	34	33	24	20
Food and Nutrition Management Accelerated sequence								
No subplan			1	1				
Total	160	185	167	174	145	133	122	113

Table notes: The Food and Nutrition Management Accelerated sequences began in Fall 2018.

Degrees Conferred by Plan of Study, 2015-2022**B.A., B.S., in B.A., B.S., in Food, Nutrition, and Dietetics, Illinois State University**

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Dietetics sequence				32	47	27	18	25
Dietetics Accelerated sequence						5	10	4
Food and Nutrition Management sequence				5	12	12	7	8
Food and Nutrition Management Accelerated sequence								
No subplan								
Total				37	59	44	35	37

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 Accelerated sequence began in Fall 2018.

**EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT****Program goals**

Food, Nutrition and Dietetics students will develop:

- Goal 1: capacity for critical thinking
- Goal 2: skills in professional communication
- Goal 3: capacity for working in diverse environments
- Goal 4: specific content knowledge in the field of food, nutrition, and dietetics

Student learning outcomes

Students will be able to:

Goal 1 outcomes:

- Analyze food components in the lab environment
- Apply critical thinking skills in courses and lab experiences

Goal 2 outcomes:

- Explain the processes involved in delivering quality food and nutrition services
- Communicate professionally

Goal 3 outcomes:

- Articulate a nutrition professional's position on relevant issues
- Interact effectively with diverse individuals in a work situation

Goal 4 outcomes:

- Apply management theories to the development of programs or services
- Effectively demonstrate knowledge of the food and nutrition industry

Program curriculum (2021-2022)

Graduation requirements (Dietetics sequence):

120 credit hours including 71 credit hours for the degree program and 39 credit hours for General Education. The 71 credit hours for the degree program include 42 credit hours of family and consumer sciences courses and 29-31 credit hours of courses external to the Department of Family and Consumer Sciences.

Graduation requirements (Dietetics accelerated sequence):

120 credit hours including 71 credit hours for the degree program and 39 credit hours for General Education. The 71 credit hours for the degree program include 42 credit hours of family and consumer sciences courses and 29-31 credit hours of courses external to the Department of Family and Consumer Sciences. At least one course must be taken for graduate credit.

Graduation requirements (Food and Nutrition Management sequence):

120 credit hours including 62 credit hours for the degree program and 39 credit hours for General Education. The 62 credit hours for the degree program include 40 credit hours of family and consumer sciences courses and 22 credit hours of courses external to the Department of Family and Consumer Sciences.

Graduation requirements (Food and Nutrition Management accelerated sequence):

120 credit hours including 62 credit hours for the degree program and 39 credit hours for General Education. The 62 credit hours for the degree program include 40 credit hours of family and consumer sciences courses and 22 credit hours of courses external to the Department of Family and Consumer Sciences. At least one course must be taken for graduate credit.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)

18 tenure track faculty members (5 Professors, 4 Associate Professors, and 9 Assistant Professors)

15 non-tenure track faculty members (7 full-time, 8 part-time, totaling 10.5 FTE)

Undergraduate student to faculty ratio: 20 to 1

Undergraduate student to tenure-line faculty ratio: 31 to 1

Specialized accreditation

The Department of Family and Consumer Sciences is accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS). The department received full re-accreditation in 2021. The next scheduled departmental accreditation review will be in 2031. The dietetics programs (undergraduate Didactic Program in Dietetics and graduate Dietetic Internship) are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The last accreditation site visit was April 2018. The undergraduate and graduate programs received full accreditation status, and the next scheduled review will be in spring 2026.

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

Teaching Styles: The use of technology in education has increased since the last program review. More interactive teaching styles such as texting polls during lecture courses have been implemented in Food, Nutrition, and Dietetics courses. All courses also utilize the course management program ReggieNet as a tool for assignment submission and to disseminate information like lecture materials to students.

Professions: With the addition of the Food and Nutrition Management sequence, graduates not only become Registered Dietitian Nutritionists, but also enter careers in the foodservice industry. Graduates are prepared to become managers of large foodservice establishments.

Demand for Graduates and the Program: There continues to be a demand for the program and for graduates of the program and enrollment remains steady. Graduates of the Dietetics sequence most often go on to complete a dietetic internship and become Registered Dietitian Nutritionists. Graduates of the Food and Nutrition Management work in the food industry.

Responses to previous program review recommendations

The previous program review was completed at the departmental level when the current Food, Nutrition, and Dietetics major was within the Family and Consumer Sciences major as a sequence in 2012. The Family and Consumer Sciences major had the following recommendations listed in the program review in 2012.

1. Develop and implement a plan to encourage faculty and student participation in the Honors Program. The department has an Honors Program liaison. Participation is encouraged at the department and program level. Participation has stayed steady over the last several years.

2. Continue to work toward increasing the percentage of faculty in the department who are tenured or in tenure track faculty positions. Department-wide the percentage of tenured faculty has increased since the previous program review. In the Food, Nutrition, and Dietetics program 50% of the tenure-line faculty are tenured while 50% are within their first five years and pre-tenure. The program has three positions that are non-tenure track lines including the Director of the Didactic Program in Dietetics and the Assistant Director of the Dietetic Internship program. 57% of the faculty are in a tenure/tenure track position.

3. Integrate ongoing program assessment with assessment processes required by accreditors, with a goal of creating a sustainable assessment plan for the program that is independent of accreditation requirements. The program (and all programs in the department) developed assessment plans in 2016. The assessment plan for the Food, Nutrition, and Dietetics program does stand independent of the ACEND assessment plan, however it aligns with the ACEND assessment plan where appropriate to assist with time management of data collection.

4. Continue reliance on sequence advisory boards for feedback and recommendations for program improvement, reinvigorating boards that have been inactive in recent years. The Food, Nutrition, and Dietetics program advisory board continues to meet yearly and provide feedback on program development and growth. In addition, since the last program review, the Department of Family and Consumer Sciences created an Advisory Board with representatives from all program areas. This is helpful for feedback on core courses, recruitment, and professional practice requirements for all students in the department.

5. Develop and implement a plan to reduce time-to-degree, identifying and addressing obstacles to timely completion at the sequence level. The Food, Nutrition, and Dietetics program has developed 4-year and 2-year transfer student plans of study to help reduce time-to-degree. In addition, the program now offers several classes both fall and spring semesters such as FCS 316, FCS 318, and FCS 319. This helps students overcome obstacles such as course availability in reaching their degree completion.

6. Continue efforts to recruit students and faculty from underrepresented groups. This continues to be a departmental level initiative and part of our strategic plan.

Major findings

A major finding of this program review self-study is that the Food, Nutrition, and Dietetics program is meeting the current needs of students and industry. Program assessment measures are generally positive and meeting or exceeding program thresholds. Program faculty maintain a curriculum that meets the demands of the profession. Graduates from both the Dietetics and the Food and Nutrition Management sequences continue to be in high demand. Since the last program review, student diversity has increased from 15 percent in 2016 to 23 percent in 2020. The program review revealed that the program's faculty dedicate significant time and effort to student recruitment and retention.

Now that the program curriculum has been outlined and two sequences developed, faculty will continue to enhance individual courses. More hands-on experiences and experiential learning in the community will be added to courses. Additionally, faculty will continue to develop and provide study abroad opportunities to enhance the learning experiences of students in the Food, Nutrition, and Dietetics program.

Initiatives and plans

During the next program review cycle, the faculty of the Food, Nutrition, and Dietetics major will focus on the following areas to improve the program:

- Continue to offer and enhance the study abroad opportunities for Food, Nutrition, and Dietetics students.
- Increase hands-on activities in foods courses such as FCS 318 Foodservice Management and FCS 113 Principles of Food Preparation.
- Increase experiential learning in courses such as FCS 312 Medical Nutrition Therapy and FCS 219 Nutrition Counseling.
- Maintain program accreditation with the Accreditation Council for Education in Nutrition and Dietetics.
- Continue to encourage faculty and student participation in the Honors program.
- Continue reliance on program advisory boards for feedback and recommendations for program improvement.
- Continue efforts to recruit students and faculty from underrepresented groups.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Food, Nutrition, and Dietetics program in the Department of Family and Consumer Sciences to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders including from an external advisory board.

The committee notes that the program's enrollment during the period covering the program review cycle initially grew, but since 2017 has been in decline (from 160 in 2014 to a high of 174 in 2018, and a low 122 in 2020). The program indicates that, with current resources, this enrollment level is at their ideal target of 140 students. The committee commends the Department faculty for efforts to increase the gender and racial/ethnic diversity among its students. The percentage of students identifying as male has increased from 10.0 percent in fall 2015 to 17.0 percent in fall 2020. The percentage of undergraduate students from groups traditionally underrepresented in the discipline has steadily increased (from 15 percent in 2016 to 23 percent in 2020). The committee commends the Department for their comprehensive recruitment plan that includes the use of short videos, emails, postcards, flyers, social media postings, and participation in recruitment events (e.g., open houses, Redbird Days, and Presidential, University Scholar days, and tours for local high school students of the department's laboratory facilities). We also commend the Department for the awarding of over \$40,000 annually for incoming FTIC and transfer students.

The committee commends the program faculty for their efforts to support the success of their students. 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 commends the program for the creative and varied co-curricular options it provides its students which provide multiple opportunities to participate in activities that allow them to learn from experts in the field, network with potential employers, and compete in regional and national student competitions. These include the Family and Consumer Sciences Ambassador program (providing opportunities to practice leadership skills) and membership in organizations including the Food, Nutrition, and Dietetics Club (allowing students to network with faculty, alumni, and industry professionals) Fresh FAVs Student Association (a collaborative group that aims to increase the availability and consumption of fresh produce on campus). We further commend the program faculty for their support of study abroad opportunities to visit other countries and cultures (e.g., Argentina and Italy). The self-study report provides examples of some of the opportunities for student participation in research opportunities, including co-authored conference presentations and manuscripts. These varied opportunities help the program prepare students for employment and build a strong student community in the program.

The committee commends the faculty for their substantial work to revise the curriculum during the period of review based on feedback from multiple stakeholders. This work included the elevation of the program from a sequence to a standalone program, the creation of several new undergraduate courses (i.e., FCS 217, 219, 214, 320 and 337), and the revisions of others (i.e., FCS 113, 219, 312, 316, 317, 318, 319, and 369). These revisions were made to align with changes in the discipline and accreditation standards, to enhance students' knowledge and competency in the discipline, as well as providing an opportunity to develop a portfolio for career preparation. We

further commend the program faculty for their work to develop an accelerated sequence for students interested in continuing their education in the M.A., M.S. in Family and Consumer Sciences program. Furthermore, the program faculty are commended for their work to infuse issues of equity, diversity, and inclusion throughout the program curriculum. The committee commends the program faculty for being accredited by both the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS) and is currently in compliance with AAFCS standards. We wish the department well with their reaccreditation efforts. We also commend the program faculty for ensuring that the program is designed such that graduates are eligible to sit for the licensure exam to become Nutrition and Dietetics Technicians.

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes the incorporation of rubrics as tools for assessing student coursework regarding the program's learning outcomes. The committee acknowledges the use of such rubrics as one method to provide consistent reviews of student learning that can provide potential areas for improvement. The information gathered through these measures has been used to make program changes, and several examples of these changes were specified.

The committee recognizes the faculty members of the program for their scholarly contributions to the B.A., B.S. in Food, Nutrition, and Dietetics program. Faculty members are active researchers who publish peer-reviewed journals articles, and present at national and international professional conferences. Additionally, we recognize that every faculty in the program has been actively involved in advising and supporting professional student organizations demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom. The committee also applauds the practice of asking faculty to submit a diversity statement as part of their annual productivity review.

The committee appreciates the in-depth analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives as those to improve the program at Illinois State University.

The committee commends the program faculty for being accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS) and the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Recommendations.

The Academic Planning Committee thanks faculty members of the Department of Family and Consumer Sciences for the opportunity to provide input regarding the Food, Nutrition, and Dietetics program 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 department faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. The committee notes that demand for the program has been strong despite slowly declining enrollments that have the program below target levels. The committee acknowledges the work faculty have completed regarding their recruitment efforts and that this work has been successful in enrolling both first-time-in-college students and external transfer students in the program. Given the time and energy that must be devoted to such recruitment activities, the committee suggests that faculty target external locations and internal programs with likely transfers in a strategic way. The committee also suggests that the program work with the Office of Admissions to gather data regarding the reasons that many accepted students chose to go elsewhere.

Continue to focus on equity, diversity, and inclusion. While the committee recognizes the efforts to increase the gender and ethnic diversity of faculty and students within the program, the committee encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that

effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. We note that many of the recruitment strategies are described at the department level, and we recommend that the program faculty explore the use of program-specific recruitment strategies (e.g., program-specific scholarships). Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. 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 an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years and trying to reduce the numbers of curricular exceptions needed). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee encourages the program to continue developing opportunities for student research and creative activities. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with honors have sufficient opportunities to do so.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum, especially with respect to responding to accreditation standards. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field. Continue to develop and expand the internship program for majors, perhaps through input from the board in creating additional opportunities for interaction among students, alumni, practitioners, and prospective employers. The committee encourages the program to clarify the research components in the curriculum (e.g., are there potential discrepancies in required hours between professional practice and independent study) and to continue developing opportunities for student scholarship and creative activities.

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.

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 food, nutrition, and dietetics to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the Department and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. 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. While program faculty have been successful at increasing scholarships through donations from alumni, the committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. 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, employers, and other external stakeholders in providing input regarding the program and in mentoring students and providing employment opportunities for program graduates.

REVIEW OF THE B.A., B.S., IN HUMAN DEVELOPMENT AND FAMILY SCIENCE

Classification of Instruction Programs (CIP) Code: 19.0701

Human Development and Family Studies, General

OVERVIEW

The **B.A., B.S. in Human Development and Family Science** program at Illinois State University is housed in the Department Family and Consumer Sciences within the College of Applied Science and Technology. The Department of Family and Consumer Sciences houses seven degree programs: B.A., B.S. in Family and Consumer Sciences, B.A., B.S. in Fashion Design and Merchandising, B.A., B.S. in Food, Nutrition, and Dietetics, B.A., B.S. in Human Development and Family Science, B.A., B.S. in Interior Design, M.A., M.S. in Family and Consumer Science, and a M.S. in Nutrition. In addition, the department offers a minor in Family and Consumer Sciences and a Dietetic Internship Graduate certificate. This is the first review of the B.A., B.S., in Human Development and Family Science program as a stand-alone program.

The B.A., B.S. in Human Development and Family Science prepares students to provide educational, preventive and intervention services to individuals and families which enhance personal, family and community well-being. Students develop the skills needed to assist people of all ages achieve individual and family well-being. Students enrolling in the B.A., B.S. in Human Development and Family Science select from either the Human Development and Family Science sequence or the Human Development and Family Science Accelerated sequence (established in 2021). The B.A., B.S. in Human Development and Family Science was elevated from the Human Development and Family Resources sequence within the B.A. B.S. in Family and Consumer Science degree program in Fall 2016.

Enrollment by Plan of Study, Fall Census Day, 2015-2022

B.A., B.S. Human Development and Family Science, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Human Development and Family Science sequence			130	123	120	124	115	108
Human Development and Family Science Accelerated sequence								
Total			130	123	120	124	115	108

Table notes: The Human Development and Family Science Accelerated sequence began in Fall 2021.

Degrees Conferred by Plan of Study, 2015-2022

B.A., B.S. Human Development and Family Science, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Human Development and Family Science sequence				37	56	44	35	37
Human Development and Family Science Accelerated sequence								
Total				37	58	44	35	37

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 Accelerated sequence began in Fall 2021.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The program will prepare students to:

- Goal 1: apply knowledge of human growth and development across the lifespan
- Goal 2: apply an understanding of interpersonal relationships and internal dynamics of families
- Goal 3: apply content knowledge and skills in professional and community settings
- Goal 4: use and apply decision-making skills to enhance capacity resources among individuals, families, and communities

Student learning outcomes

Students will be able to:

Goal 1 outcomes:

- Describe the developmental changes of individuals throughout the lifespan
- Identify, interpret, and apply developmental theories

Goal 2 outcomes:

- Describe and analyze parent-child and personal relationships across the lifespan
- Identify, interpret, and apply family theories
- Identify and describe contextual influences on development

Goal 3 outcomes:

- Identify and create developmental and culturally appropriate programs, activities, and experiences for individuals and families
- Communicate effectively with individuals and families
- Demonstrate cultural competence in interactions with individuals and families

Goal 4 outcomes:

- Identify resources in order to address individual, family, and community needs
- Utilize resources to enhance individual, family, and community well-being

Program curriculum (2021-2022)

Graduation requirements (Human Development and Family Science sequence):

120 credit hours including 51 credit hours for the degree program and 39 credit hours for General Education. The 51 credit hours for the degree program include 51 credit hours of family and consumer sciences courses.

Graduation requirements (Human Development and Family Science accelerated sequence):

120 credit hours including 51 credit hours for the degree program and 39 credit hours for General Education. The 51 credit hours for the degree program include 51 credit hours of family and consumer sciences courses. At least one course must be taken for graduate credit.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face instruction, with two courses regularly offered online.

Department faculty (Fall 2021)

18 tenure track faculty members (5 Professors, 4 Associate Professors, and 9 Assistant Professors)

15 non-tenure track faculty members (7 full-time, 8 part-time, totaling 10.5 FTE)

Undergraduate student to faculty ratio: 20 to 1

Undergraduate student to tenure-line faculty ratio: 31 to 1

Specialized accreditation

The Department of Family and Consumer Sciences is accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS). The department received full re-accreditation in 2021. The next scheduled departmental accreditation review will be in 2031.

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

Teaching Styles: The use of technology in HDFS courses has increased since the last program review. For example, all courses utilize the course management program ReggieNet as a tool for assignment submission and/or as a means to disseminate information (i.e., lecture materials, handouts, etc.) to students. In addition, technologies are routinely utilized for course activities and assignments, such as assignments that involve raising a virtual child and caring for an infant simulator. Media, guest speakers, and critical thinking activities are commonplace in the Human Development and Family Science courses. Faculty in the Human Development and Family Science program revise individual courses to reflect the changing needs of individuals, families, and communities and provide opportunities for students to develop skill with diverse populations and materials. Further, they revise course content to integrate technologies, current issues, and in-demand skills. In addition, faculty emphasize transferable skills (communication, conflict resolution, teamwork, critical thinking, verbal, and written communication) that are paramount to the professional success of students.

Professions: Employment opportunities are readily available to graduates of the Human Development and Family Science program. Students are qualified to work in a variety of settings, including social service/non-profit organizations, residential care facilities, childcare/early education programs, healthcare settings, and youth programming. As stated under Teaching Styles, Human Development and Family Science faculty continually update courses to reflect the dynamic needs of individuals, children, and families in our communities in order to prepare graduates for the demands of the job market.

Demand for Graduates and the Program: There continues to be a demand for graduates of the HDFS program. Graduates find work in a variety of settings, most often in social service/non-profit and child care/early education settings. The professional opportunities available to Human Development and Family Science graduates are dynamic in that they are influenced by multiple factors – changing demographics of population, societal issues, policy changes, agency funding sources, etc. For example, as the population ages, there are more opportunities for Human Development and Family Science graduates to work with the aging population. The demand for Human Development and Family Science graduates will continue given that the needs of individuals, families, and communities are pervasive and dynamic in our society. According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook demand for HDFS graduates is projected to increase from 2020-2030 for positions commonly held by Human Development and Family Science program graduates, such as social and community service managers (15 percent projected growth, faster than average growth), social and human service assistants (17 percent projected growth, much faster than average), preschool and child care center directors (11 percent projected growth; faster than average), and preschool teachers (18 percent projected growth, much faster than average).

Responses to previous program review recommendations

The previous program review was completed at the departmental level when the current Human Development and Family Science major was within the Family and Consumer Sciences major as a sequence (Human Development and Family Resources) in 2012. The Family and Consumer Sciences major had the following recommendations listed in the program review in 2012.

- 1. Develop and implement a plan to encourage faculty and student participation in the Honors program.* The department has an honor's liaison. Participation is encouraged at the department and program level. Participation has stayed steady over the last several years.
- 2. Continue to work toward increasing the percentage of faculty in the department who are tenured or in tenure track faculty positions.* Department-wide the percentage of tenured faculty has increased since the previous program review. In the Human Development and Family Science program, 50 percent of the tenure-line faculty are

tenured while 50% are within their first five years and pre-tenure. Currently, the tenured faculty hold the ranks of Associate Professor and Professor. The program has three positions that are non-tenure track lines including the Director of the ISU Child Care Center and the Director of the Child Life Graduate Program. Overall, 57 percent of the faculty in the HDFS program are in a tenured/tenure track position.

3. Integrate ongoing program assessment with assessment processes required by accreditors, with a goal of creating a sustainable assessment plan for the program that is independent of accreditation requirements. The Human Development and Family Science program's assessment plan aligns with the content areas for certification as a Family Life Educator. The assessment plan is not required by the National Council on Family Relations, which is the professional organization that approved the Human Development and Family Science program as an Approved Program for the Certified Family Life Educator credential.

4. Continue reliance on sequence advisory boards for feedback and recommendations for program improvement, reinvigorating boards that have been inactive in recent years. The Human Development and Family Science program advisory board continues to meet yearly and provide feedback on program development and growth. In addition, since the last program review, the Department of Family and Consumer Sciences created an Advisory Board with representatives from all program areas. This is helpful for feedback on core courses, recruitment, and professional practice requirements for all students in the department.

5. Develop and implement a plan to reduce time-to-degree, identifying and addressing obstacles to timely completion at the sequence level. The Human Development and Family Science program has developed 4-year and 2-year transfer student plans of study to help reduce time-to-degree. In addition, the program now offers several classes both fall and spring semesters at all levels, such as FCS 101, FCS 224, FCS 231, FCS 252, FCS 310, and FCS 335. This Academic helps students overcome challenges with course availability in reaching their degree completion, particularly for transfer students. It also ensures that students are able to complete the courses required for the Family Life Educator certification (which they can apply for upon graduation).

6. Continue efforts to recruit students and faculty from underrepresented groups. This continues to be a departmental level initiative and part of our strategic plan.

Major findings

The results of the self-study indicate several aspects of the Human Development and Family Science program are working well, while other aspects could be improved/modified to better meet the needs of students. The themes that emerged from the self-study, including strengths and areas for improvement/modification, are summarized below:

1. The Human Development & Family Science program is meeting the current needs of students and employers. Students obtain employment in a variety of settings, including social service, early childhood education/care, and non-profit agencies. In addition, students pursue and complete graduate study in competitive fields (and programs) such as child life, social work, human development and family science, and counseling. Employment positions suitable for Human Development and Family Science graduates are projected to increase at faster than average rates in the current decade. Findings of the self-study indicate that students are exposed to potential careers through coursework and involvement in extracurricular activities; however, faculty could increase student awareness of opportunities through modifying course content to integrate career information and enhanced mentoring activities.
2. Overall results of Human Development and Family Science program assessment are positive and exceed thresholds indicating that students possess, comprehend, and apply/demonstrate knowledge and skill in professional settings. Faculty will review the coursework and experiential activities related to these outcomes and make necessary revisions, while continuing to monitor student success on such outcomes. In addition, additional sources of non-course-based assessment data could provide additional insight into student success on outcomes.
3. The current curriculum addresses all ten content areas required for certification as a family life educator through the National Council on Family Relations. Furthermore, the courses are offered in a manner that allows students to complete the courses required for the certification without extending their graduation date. The program is due for renewal as an Approved CFLE Program in October 2021. Faculty will review and respond to feedback received from the renewal committee to maintain status as an Approved Program for the Certified Family Life Educator credential.

4. The Human Development and Family Science faculty are dedicated, skilled, and student-centered educators, placing emphasis on providing enriching and relevant learning environments and opportunities for students. Undergraduates are involved in faculty-led research, with some presenting at national conferences. Faculty are involved with the two HDFS-affiliated Registered Student Organizations which provide opportunities for mentoring and professional development. Faculty are engaged in scholarship of teaching and learning (SoTL) research to evaluate the effectiveness and impact of the teaching strategies they employ in their courses. Finally, faculty consistently update their courses and integrate technology and other experiential learning opportunities in their courses to prepare students for advanced study and their future careers. To further enhance the program, individual courses will be reviewed and revised regularly based on formal and informal feedback received from assessment tools, alumni, and stakeholders. Faculty will increase opportunities for experiential learning and global learning to enhance the learning experiences of students and further prepare them for professional roles and advanced education in an increasingly diverse world.
5. The Human Development and Family Science program continues to value diversity, integrating diversity into coursework/curriculum and seeking to recruit and retain a diverse student body. The percentage of students representing minority groups is higher in Human Development and Family Science than in the Family and Consumer Sciences department and has shown growth over the review period. In terms of gender, few students in the major identify as male. Faculty will continue to discuss and implement recruitment activities that attract and provide a welcoming environment for a diverse student population.
6. Enrollment in the program has fluctuated and decreased over the review period. Faculty will continue to monitor enrollment, while discussing and implementing a variety of recruitment activities. The recent change to the two sequences within the Human Development and Family Science program, and more specifically the development of the accelerated (4 +1) program, is likely to attract First-Time-in-College and transfer students to the major. The accelerated program is unique, as comparative programs do not have such a program, and will likely attract students interested in future graduate study to Illinois State University versus the comparative programs. Additional recruitment activities will be implemented by all Human Development and Family Science faculty, with assistance from Family and Consumer Science advisors, Human Development and Family Science Student Ambassadors, and the Registered Student Organizations.

Initiatives and plans

During the next program review cycle, Human Development and Family Science faculty will take the following actions:

1. Continue to monitor the needs of employers and skills/admission requirements of graduate programs to prepare students for advanced study and employment.
2. Engage in activities to raise student awareness about potential careers and graduate school majors.
3. Review assessment data, and, if necessary, revise curriculum related to outcomes to enhance student performance on outcomes.
4. Review and revise the Human Development and Family Science assessment plan to ensure course-based data are appropriate for outcomes and to utilize data sources that are not course-based.
5. Maintain status as an Approved Program for the Certified Family Life Educator credential by responding to and maintaining the course recommendations set forth by the Approved Program Review Committee.
6. Continue to offer coursework in a manner that ensures students can complete the course requirements for the Certified Family Life Educator credential in a timely manner.
7. Maintain and increase experiential learning opportunities in appropriate courses, increase opportunities for student involvement in research, and develop opportunities for study abroad.
8. Continually update individual courses to address needs of individuals, families, and communities served by program graduates and to promote equity of diversity, equity, and inclusion.
9. Increase recruitment activities and marketing of discipline/program.
10. Continue efforts to recruit students and faculty from underrepresented groups.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Human Development and Family Science program in the Department of Family and Consumer Sciences to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders including from an external advisory board.

The committee notes that the program's enrollment during the period covering the program review cycle (2016-2020) has been declining slowly (with a low of 115 in 2020 and a high of 130 in 2016) but consistently near the program's indicated ideal target of 130 students. The program faculty see an opportunity for controlled growth of the program. The committee commends the Department faculty for efforts to increase the gender and racial/ethnic diversity among its students. The percentage of undergraduate students from groups traditionally underrepresented in the discipline has increased from 22.3 percent to 33.0 percent. The committee commends the Department for their comprehensive recruitment plan that includes the use of short videos, emails, postcards, flyers, social media postings, and participation in recruitment events (e.g., open houses, Redbird Days, and Presidential, University Scholar days, and tours for local high school students of the department's laboratory facilities). We also commend the Department for the awarding of over \$40,000 annually for incoming FTIC and transfer students.

The committee commends the program faculty for their efforts to support the success of their students. 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 commends the program for the creative and varied co-curricular options it provides its students which provide multiple opportunities to participate in activities that allow them to learn from experts in the field, and network with potential employers. These include the Family and Consumer Sciences Ambassador program (providing opportunities to practice leadership skills), student organizations including the Child Life Club (providing students educational and volunteer opportunities and leadership experiences), and the Illinois State University Council of Family Relations (allowing access to professional development opportunities beyond the classroom). The self-study report provides examples of some of the opportunities for student participation in research opportunities, including co-authored conference presentations and manuscripts. These varied opportunities help the program prepare students for employment and build a strong student community in the program. The committee notes the fall-to-fall retention rates are generally at or above department, college and university-wide rates overall. The committee notes that most students complete the degree in five years or less and that this represents a steady trend since 2017.

The committee commends the faculty for their work to revise the curriculum during the period of review based on feedback from multiple stakeholders. This work included the elevation of the program from a sequence to a standalone program, the creation of a new undergraduate courses (FCS 336), and the development of an accelerated sequence for students interested in continuing their education in the M.A., M.S. in Family and Consumer Sciences program. Furthermore, the program faculty are commended for their work to infuse issues of equity, diversity, and inclusion throughout the program curriculum. The committee commends the program faculty for being accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS) and is currently in compliance with AAFCS standards. We wish the department well with their reaccreditation efforts. We also commend the faculty for their curricular work to maintain a curriculum that leads to student eligibility for certification as a Family Life Educator (CFLE-P).

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes the incorporation of rubrics as tools for assessing student coursework and co-curricular activities regarding the program's learning outcomes. The committee acknowledges the use of such rubrics as one method to provide consistent reviews of student learning that can provide potential areas for improvement. The information gathered

through these measures has been used to make program changes, and several examples of these changes were specified.

The committee recognizes the faculty members of the program for their scholarly contributions to the B.A., B.S. in Human Development and Family Science program. Faculty members are active researchers who publish peer-reviewed journals articles, and present at national and international professional conferences. Additionally, we recognize that every faculty in the program has been actively involved in advising and supporting professional student organizations demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom. The committee also applauds the practice of asking faculty to submit a diversity statement as part of their annual productivity review.

The committee appreciates the in-depth analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives as those to improve the program at Illinois State University. The committee recommends that the program faculty consider taking a similar external perspective when developing their curricular and diversity initiatives.

Recommendations.

The Academic Planning Committee thanks faculty members of the Department of Family and Consumer Sciences for the opportunity to provide input regarding the Human Development and Family Science program 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 department faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. The committee notes that demand for the program has been strong, resulting in relatively stable enrollments, currently near the program's ideal target. The committee acknowledges the work faculty have completed regarding their recruitment efforts and that this work has been successful in enrolling both first-time-in-college students and external transfer students in the program. Given the time and energy that must be devoted to such recruitment activities, the committee suggests that faculty target external locations and internal programs with likely transfers in a strategic way. We recommend that the program continue to consider ways to use existing resources to highlight the unique opportunities of the program in their recruiting efforts. The committee also suggests that the program work with the Office of Admissions to gather data regarding the reasons that many accepted students chose to go elsewhere.

Continue to focus on equity, diversity, and inclusion. While the committee recognizes the efforts to increase the gender and ethnic diversity of faculty and students within the program, the committee encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. We note that many of the recruitment strategies are described at the department level, and we recommend that the program faculty explore the use of program-specific recruitment strategies (e.g., program-specific scholarships). Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. The committee notes that the time to degree statistics for students completing the program are above university averages. However, the committee also notes that student fall-to-fall retention rates have typically been lower than the university average over the same time. The committee recommends that the program faculty develop a plan for student success and retention. 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., retention, curriculum, alumni engagement). The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates (including the percentage of graduates completing the program

within four years). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee encourages the program to continue developing opportunities for student scholarship and creative activities. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with honors have sufficient opportunities to do so.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum, especially with respect to responding to accreditation standards and trends within the discipline. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field. The committee encourages the program to clarify the scholarship and creative activity components of the curriculum.

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.

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 human development and family science to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the Department and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. 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. While program faculty have been successful at increasing scholarships through donations from alumni, the committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. 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, employers, and other external stakeholders in providing input regarding the program and in mentoring students and providing employment opportunities for program graduates.

REVIEW OF THE B.A., B.S. IN INTERIOR DESIGN

Classification of Instruction Programs (CIP) Code: 50.0408

Interior Design

OVERVIEW

The **B.A., B.S. in Interior Design** program at Illinois State University is housed in the Department Family and Consumer Sciences within the College of Applied Science and Technology. The Department of Family and Consumer Sciences houses seven degree programs: B.A., B.S. in Family and Consumer Sciences, B.A., B.S. in Fashion Design and Merchandising, B.A., B.S. in Food, Nutrition, and Dietetics, B.A., B.S. in Human Development and Family Science, B.A., B.S. in Interior Design, M.A., M.S. in Family and Consumer Science, and a M.S. in Nutrition. In addition, the department offers a minor in Family and Consumer Sciences and a Dietetic Internship Graduate certificate. This is the first review of the B.A., B.S., in Interior Design program as a stand-alone program.

The B.A., B.S. in Interior Design prepares students to design innovative, functional, supportive and responsible interior environments that positively impact the quality of life. The curriculum develops students' skills and knowledge in color and design, drafting, space planning, building and interior systems, materials and finishes, historical interiors, building and barrier-free codes, and Auto-CAD. The needs of special populations and the mandates that regulate the field of interior design are emphasized. Students enrolling in the B.A., B.S., in Interior Design select from either the Interior Design sequence or the Interior Design Accelerated sequence (established Fall 2018). The B.A., B.S. in Interior Design was elevated from the Interior and Environmental Design sequence within the B.A. B.S. in Family and Consumer Science degree program in Fall 2016.

Enrollment by Plan of Study, Fall Census Day, 2015-2022

B.A., B.S., in Interior Design, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Interior Design sequence					5	61	89	115
Interior Design Accelerated sequence					2	4	1	1
No subplan			79	98	109	62	27	5
Total			79	98	116	127	117	121

Table notes Interior Design Accelerated sequence began in Fall 2018.

Degrees Conferred by Plan of Study, 2015-2022

B.A., B.S., in Interior Design, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Interior Design sequence							1	10
Interior Design Accelerated sequence						2	3	
No subplan				7	17	32	26	15
Total				7	17	32	30	25

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 Accelerated sequence began in Fall 2018.

EXECUTIVE SUMMARY

PROGRAM REVIEW SELF-STUDY REPORT

The program will prepare students to:

- Goal 1: demonstrate understanding of the elements and principles of design, including spatial definition and organization
- Goal 2: develop communication skills in expressing ideas developed in the design process
- Goal 3: develop the capacity to apply laws, codes, standards, and guidelines that impact the human experience of interior spaces

Student learning outcomes

Students will be able to:

Goal 1 outcomes:

- Identify appropriate use of elements and principles of design
- Identify the appropriate use of elements and principles of design in presentation boards and space planning

Goal 2 outcomes:

- Demonstrate an understanding of the different phases of programming by identifying various ideation drawings
- Visually communicate design intent by identifying appropriate line weights for construction drawings

Goal 3 outcomes:

- Identify toilet rooms that meet ADA requirements
- Identify appropriate design for life safety codes
- Identify basic concepts of sustainability

Program curriculum (2021-2022)

Graduation requirements (Interior Design sequence):

120 credit hours including 62 credit hours for the degree program and 39 credit hours for General Education. The 62 credit hours for the degree program include 53 credit hours of family and consumer sciences courses and 9 credit hours of courses external to the Department of Family and Consumer Sciences.

Graduation requirements (Interior Design accelerated sequence):

120 credit hours including 62 credit hours for the degree program and 39 credit hours for General Education. The 62 credit hours for the degree program include 53 credit hours of family and consumer sciences courses and 9 credit hours of courses external to the Department of Family and Consumer Sciences. At least one course must be taken for graduate credit.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face instruction, with one course regularly offered online.

Department faculty (Fall 2021)

18 tenure track faculty members (5 Professors, 4 Associate Professors, and 9 Assistant Professors)

15 non-tenure track faculty members (7 full-time, 8 part-time, totaling 10.5 FTE)

Undergraduate student to faculty ratio: 20 to 1

Undergraduate student to tenure-line faculty ratio: 31 to 1

Specialized accreditation

The Department of Family and Consumer Sciences is accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS). The department received full re-accreditation in 2021. The next scheduled departmental accreditation review will be in 2031. The Interior Design program is accredited

by Council on Interior Design Accreditation (CIDA). The last re-accreditation was in 2015 with a full 6-year accreditation. The next site visit will be in Spring 2022.

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

Employment opportunities are available to graduates of the Interior Design program and employers are seeking out our graduates. The job opportunities have become more diverse as retail design has become a smaller niche with increase of online shopping. Due to the pandemic and other healthcare related issues such as the Affordable Care Act healthcare design has created multiple job opportunities. According to Interior Design Magazine, who ranks the Top “100” Design firms the strongest market sectors are office, hospitality and healthcare markets. Faculty in the Interior Design program respond to these fluctuations by revising individual courses to reflect the changing CIDA standards and in-demand skills of the profession.

According to the Occupational Outlook Handbook <https://www.bls.gov/ooh/arts-and-design/interior-designers.htm>) employment of interior designers is projected to show little or no change from 2020 to 2030. However, openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force.

Responses to previous program review recommendations

The previous program review was completed at the departmental level when the current Interior Design major was within the Family and Consumer Sciences major as a sequence in 2012. The Family and Consumer Sciences major had the following recommendations listed in the program review in 2012, with information following each one on actions taken in italics.

1. *Develop and implement a plan to encourage faculty and student participation in the Honors program.* The department has an honor’s liaison. Participation is encouraged at the department and program level. Participation has stayed steady over the last several years.
2. *Continue to work toward increasing the percentage of faculty in the department who are tenured or in tenure track faculty positions.* Department-wide the percentage of tenured faculty has increased since the previous program review. In 2012 the Interior Design program had one tenured faculty member, one full-time NTT and two part-time faculty. Since the last program review there has been an increase in tenure track faculty hired. Currently there is one tenured faculty member, two tenure track faculty, one full time NTT and two part-time faculty. Overall, 60 percent of the faculty in the Interior Design program are in a tenured/tenure track position.
3. *Integrate ongoing program assessment with assessment processes required by accreditors, with a goal of creating a sustainable assessment plan for the program that is independent of accreditation requirements.* The Interior Design program’s assessment plan aligns with the content areas for Council of Interior Design Accreditation. The assessment plan is not required by CIDA however some of the data collected will be used in the Program Accreditation Report.
4. *Continue reliance on sequence advisory boards for feedback and recommendations for program improvement, reinvigorating boards that have been inactive in recent years.* The Interior Design program advisory board continues to meet yearly and provide feedback on program development and growth. In addition, since the last program review, the Department of Family and Consumer Sciences created an Advisory Board with representatives from all program areas. This is helpful for feedback on core courses, recruitment, and professional practice requirements for all students in the department.
5. *Develop and implement a plan to reduce time-to-degree, identifying and addressing obstacles to timely completion at the sequence level.* The Interior Design program has developed 4-year and 2-year transfer student plans of study to help reduce time-to-degree. In addition, the program now offers most courses both fall and spring semesters This helps students overcome obstacles such as course availability in reaching their degree completion, particularly for transfer students.
6. *Continue efforts to recruit students and faculty from underrepresented groups.* This continues to be a departmental level initiative and part of our strategic plan.

Major findings

Major findings from the program review self-study reflects the Interior Design program is meeting the current needs of students. Students obtain employment in a variety of settings, including residential design, workplace design, health care design and hospitality, early childhood education/care, and non-profit agencies. In addition, students pursue and complete accelerated master's program with leads to exceptional positions at "Top 100" design firms. Overall, results of program assessment are positive and exceed thresholds indicating that students possess, comprehend, and apply/demonstrate knowledge and skill in professional settings. In addition, the current curriculum addresses Council for Interior Design Accreditation which the last site visit resulted in a full compliance six-year accreditation. Overall, the current curriculum meets the demands of the profession, and graduates from the Interior Design program are well-prepared to obtain a professional job in the field. Enrollment has increased significantly since 2017 and the program is in high demand to date.

The Interior Design faculty will continue to update curricula to reflect the needs of students and employers served by graduates of the program. Individual courses will be enhanced and revised regularly based on formal and informal feedback received from alumni and stakeholders. CIDA standards will continue to be monitored and implemented into the curricula as needed. Faculty will increase opportunities for experiential learning and global learning to enhance the learning experiences of students and further prepare them for professional roles and advanced education.

Initiatives and plans

During the next program review cycle, Interior Design faculty will take the following actions to improve the program:

1. Increase visibility of quality student work
2. Attract high performing students
3. Increase opportunities for study abroad
4. Maintain status as a CIDA Accredited program
5. Increase marketing of discipline/program
6. Continue reliance on sequence advisory boards for feedback and recommendations for program improvement
7. Continue efforts to recruit students and faculty from underrepresented groups.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Interior Design program in the Department of Family and Consumer Sciences to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders including advisory boards.

The committee commends faculty efforts to grow the program's enrollment during the period covering the program review cycle that has resulted in significant growth (from 79 in 2014 to 117 in 2020). The program indicates that, with current resources, this enrollment level is near their ideal target of 120 students. The committee commends the Department faculty for efforts to increase the gender and racial/ethnic diversity among its students. The percentage of students identifying as male has increased from 7.5 percent in fall 2016 to 11.0 percent in fall 2020. The committee commends the Department for their comprehensive recruitment plan that includes the use of short videos, emails, postcards, flyers, social media postings, and participation in recruitment events (e.g., open houses, Redbird Days, Presidential, University Scholar days, and tours of the Department's laboratory facilities for local high school students). We also commend the Department for the awarding of over \$40,000 in scholarships annually, which includes funds specifically for incoming FTIC and transfer students.

The committee commends the program faculty for their efforts to support the success of their students. We commend the program on its ability to continue to limit enrollments in many of its courses in accordance with the Council on Interior Design Accreditation (CIDA) standards, which is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee commends the program for the creative and varied co-curricular options it provides its students; through these activities, students learn from experts in the field, network with potential employers, and compete in regional and national student competitions. Examples include the Family and Consumer Sciences Ambassador program (providing opportunities to practice leadership skills) and membership in the International Interior Design Association (allowing students to network with faculty, alumni, and industry professionals). We further commend the program faculty for their support of study abroad opportunities to visit both domestic and international locations (e.g., Los Angeles, England, France, and Italy). The self-study report provides examples of some of the opportunities for student participation in research opportunities, including co-authored conference presentations and manuscripts. These varied opportunities help the program prepare students for employment and build a strong student community in the program.

The committee commends the faculty for their work revising the curriculum during the period of review based on feedback from multiple stakeholders. This work included the elevation of the program from a sequence to a standalone program and the creation of several new undergraduate courses (i.e., FCS 216, 301, and 303). These revisions were made in response to changes in accreditation standards, to enhance students' knowledge and competency in the discipline, and to provide an opportunity to develop a portfolio for career preparation. We further commend the program faculty for their work to develop an accelerated sequence for students interested in continuing their education in the M.A., M.S. in Family and Consumer Sciences program. Furthermore, the program faculty are commended for their work to infuse issues of equity, diversity, and inclusion throughout the program curriculum. The committee commends the faculty for achieving accreditation by both the Council on Interior Design Accreditation and the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFSC) and maintaining compliance with AAFSC standards. Furthermore, the program faculty are commended for ensuring that graduates of the program are eligible to sit for the National Council of Interior Design Qualifications examination as part of the process to become an Illinois Registered Interior Designer.

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes the incorporation of rubrics as tools for assessing student coursework regarding the program's learning outcomes. The committee acknowledges the use of such rubrics as one method to provide consistent reviews of student learning that can provide potential areas for improvement. The information gathered through these measures has been used to make program changes, and several examples of these changes were specified.

The committee recognizes the faculty members of the program for their scholarly contributions to the B.A., B.S. in Interior Design program. Faculty members are active researchers who publish peer-reviewed journal articles and present at national and international professional conferences. Additionally, we recognize that every faculty in the program has been actively involved in advising and supporting professional student organizations, demonstrating their commitment to facilitating learning and educational experiences of our students outside the classroom. The committee also applauds the practice of asking faculty to submit a diversity statement as part of their annual productivity review.

The committee appreciates the in-depth analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives as those to improve the program at Illinois State University.

Recommendations.

The Academic Planning Committee thanks faculty members of the Department of Family and Consumer Sciences for the opportunity to provide input regarding the Interior Design program 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 department faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. The committee notes that demand for the program has been strong, resulting in steady growth in enrollments. The committee acknowledges the work faculty have completed regarding their recruitment efforts and that this work has been successful in enrolling both FTIC students and external transfer students in the program. Given the time and energy that must be devoted to such recruitment activities, the committee suggests that faculty target external locations and internal programs with likely transfers in a strategic way. The committee also suggests that the program work with the Office of Admissions to gather data regarding the reasons that many accepted students chose to go elsewhere (particularly women accepted into the program). We recommend that the program faculty develop a plan for controlled enrollment growth that details the relationship between enrollment, resource needs, and curricular offerings. We further recommend that the plan include an analysis of the impact of service and teaching on potential barriers to faculty scholarship and student research participation opportunities.

Continue to focus on equity, diversity, and inclusion. While the committee recognizes the efforts to increase the gender and ethnic diversity of faculty and students within the program, the committee encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. We note that many of the recruitment strategies are described at the department level, and we recommend that the program faculty explore the use of program-specific recruitment strategies (e.g., program-specific scholarships). Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. 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 an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years and trying to reduce the numbers of curricular exceptions needed). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with honors have sufficient awareness and opportunities to do so.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum, especially with respect to responding to accreditation standards. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field. The committee recommends continued development and expansion of the internship program for majors, perhaps through input from the board in creating additional opportunities for interaction among students, alumni, practitioners, and prospective employers. The committee encourages the program to clarify the research components in the curriculum (e.g., are there potential discrepancies in required hours between professional practice and independent study?) and to continue developing opportunities for student scholarship and creative activities.

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.

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 family and consumer sciences to aid in both the selection and deselection process of these sources. Given recent

journal cancellations and expected increases in distance and hybrid courses, we encourage the Department and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. 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. While program faculty have been successful at increasing scholarships through donations from alumni, the committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement including potentially expanding their alumni-student mentorship program. 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, employers, and other external stakeholders in providing input regarding the program and in mentoring students and providing employment opportunities for program graduates.

REVIEW OF THE B.A., B.S., IN FAMILY AND CONSUMER SCIENCES

Classification of Instruction Programs (CIP) Code: 19.0101
Family and Consumer Sciences/Human Sciences, General

OVERVIEW

The **B.A., B.S., in Family and Consumer Sciences** program at Illinois State University is housed in the Department Family and Consumer Sciences within the College of Applied Science and Technology. The Department of Family and Consumer Sciences houses seven degree programs: a B.A., B.S. in Family and Consumer Sciences, a B.A., B.S. in Fashion Design and Merchandising, B.A., B.S. in Food, Nutrition, and Dietetics, a B.A., B.S. in Human Development and Family Science, a B.A., B.S. in Interior Design, a M.A., M.S. in Family and Consumer Science, and a M.S. in Nutrition. In addition, the department offers a minor in Family and Consumer Sciences and a Dietetic Internship Graduate certificate. The last review of the B.A., B.S., in Family and Consumer Sciences program occurred in 2012-2013.

The B.A., B.S., in Family and Consumer Sciences program offers curricula specializing in the fields of apparel merchandising, apparel design and product development, nutrition and dietetics, human development, family relationships, consumer services, child life, interior and environmental design, and family and consumer sciences teacher education. Each of these discipline areas is characterized by an understanding of the complex interrelationships between individuals, families, and communities, and the various environments that surround and impinge on their functioning. Family and consumer science professionals understand that the perennial practical problems of daily life most often require integrative approaches and action, using the best available scientific knowledge and information to address the existing human needs or problems under consideration. Effective Fall 2016 four sequences were elevated to stand alone programs and deleted as sequences from this program. These included: Apparel Merchandising and Design sequence, Food, Nutrition, and Dietetics sequence, Human Development and Family Resources sequence, and Interior and Environmental Design sequence. Following this change, students enrolling in the B.A., B.S., in Family and Consumer Sciences select either the General sequence or the Family and Consumer Sciences Teacher Education sequence. The Family and Consumer Sciences Teacher Education program is the largest producer of Family and Consumer Sciences teachers in Illinois. Students in this program are prepared to teach in a variety of Family and Consumer Science areas.

Enrollment by Plan of Study, Fall Census Day, 2014-2021

B.A., B.S., in Family and Consumer Sciences, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Apparel Merchandising and Design sequence	124	132	24	6				
General sequence		1	6	9	3	6	3	1
Food, Nutrition, and Dietetics sequence	160	186	41	6				1
Human Development and Family Resources sequence	140	158	19	6	5			
Interior and Environmental Design sequence	68	88	14	2				
Family and Consumer Sciences Teacher Education sequence	46	40	57	51	63	66	71	82
Total	538	605	161	80	71	72	74	84

Table notes: Effective Fall 2016 four sequences were elevated to stand alone programs and deleted as sequences from this program. These include: Apparel Merchandising and Design sequence, Food, Nutrition, and Dietetics sequence, Human Development and Family Resources sequence, and Interior and Environmental Design sequence.

Degrees Conferred by Plan of Study, 2014-2021**B.A., B.S., in Family and Consumer Sciences, Illinois State University**

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Apparel Merchandising and Design sequence	48		33	15	1			1
General sequence	2		5	4	7	2	6	10
Food, Nutrition, and Dietetics sequence	30		35	10				
Human Development and Family Resources sequence	63		65	20		1		
Interior and Environmental Design sequence	21		32	2	1	1		
Family and Consumer Sciences Teacher Education sequence	9		10	8	16	20	16	14
Total	173	154	180	59	25	24	22	25

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. Effective Fall 2016 four sequences were elevated to stand alone programs and deleted as sequences from this program. These include: Apparel Merchandising and Design sequence, Food, Nutrition, and Dietetics sequence, Human Development and Family Resources sequence, and Interior and Environmental Design sequence.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

Family and Consumer Science students will develop:

- Goal 1: critical thinking skills
- Goal 2: communication skills
- Goal 3: adopt the professional role
- Goal 4: skills for addressing the needs of individuals from diverse backgrounds

Student learning outcomes

Students will be able to:

Goal 1 outcomes:

- apply critical thinking skills to a research literature review
- apply critical thinking skills to the work environment

Goal 2 outcomes:

- develop a career plan and personal mission statement
- analyze literature to their program area
- apply communication skills in the workplace

Goal 3 outcomes:

- Identify professional organizations within their career field
- Develop professional attitudes

Goal 4 outcomes:

- Assess the impact of diversity on their future professional career goal
- Address issues of diversity within a program area

Program curriculum (2021-2022)

Graduation requirements (General sequence):

120 credit hours including 54-55 credit hours for the degree program and 39 credit hours for General Education. The 54 credit hours for the degree program include 54 credit hours of family and consumer science courses.

Graduation requirements (Family and Consumer Sciences Teacher Education sequence):
120 credit hours including 65 credit hours for the degree program and 39 credit hours for General Education. The 65 credit hours for the degree program include 41 credit hours of family and consumer science courses and 25 credit hours of professional education courses external to the Department of Family and Consumer Sciences.

Program delivery

The program is offered on the Normal campus.
The program is delivered primarily through face-to-face instruction with three courses regularly offered online.

Department faculty (Fall 2021)

18 tenure track faculty members (5 Professors, 4 Associate Professors, and 9 Assistant Professors)
15 non-tenure track faculty members (7 full-time, 8 part-time, totaling 10.5 FTE)
Undergraduate student to faculty ratio: 20 to 1
Undergraduate student to tenure-line faculty ratio: 31 to 1

Specialized accreditation

The Department of Family and Consumer Sciences is accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS). The department received full re-accreditation in 2021. The next scheduled departmental accreditation review will be in 2031. The Family and Consumer Sciences Teacher Education sequence, all teacher education programs at Illinois State University are accredited by the Council for Accreditation of Educator Preparation (CAEP). CAEP accreditation was approved in October 2019, and the next scheduled review will be Fall 2026.

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

The demand for the Family and Consumer Sciences teacher education graduates is high. In Illinois there are more openings than graduates and this is a common situation across the country (Werhan, 2018). Every year the Family and Consumer Sciences teacher education program has increased its enrollment thereby signaling the demand for the Family and Consumer Sciences teacher education sequence within the Family and Consumer Sciences B.A., B.S. program is high by prospective students.

Responses to previous program review recommendations

Since the Family and Consumer Sciences B.A., B.S. program was new in 2016, there was no previous program review. However, Department of Family and Consumer Sciences programs did go through AAFCS accreditation recently and was found to be in compliance with the AAFCS standards. Below are the recommendations for the previous program with sequences:

- 1. Develop and implement a plan to encourage faculty and student participation in the Honors program.* The department now has an Honors Liaison to support FCS majors who are also honors students.
- 2. Continue to work toward increasing the percentage of faculty in the department who are tenured or in tenure track faculty positions.* Currently there are 16 tenure-track faculty and 8 full-time non-tenure track faculty. This is an increase in tenure-track faculty since the last program review. Although the department would benefit from two additional tenure-track faculty, the ratio of tenure-track to non-tenure track faculty is very close to ideal at this time.
- 3. Integrate ongoing program assessment with assessment processes required by accreditors, with a goal of creating a sustainable assessment plan for the program that is independent of accreditation requirements.* Each major with the department has its own assessment plan. Data is collected and submitted each academic year.

4. *Continue reliance on sequence advisory boards for feedback and recommendations for program improvement, reinvigorating boards that have been inactive in recent years.* The Family and Consumer Sciences department now has a department-wide advisory board with membership covering all majors. The board meets at least twice per year. The board members participated in our last accreditation visit and will provide suggestions for our annual strategic goals

5. *Develop and implement a plan to reduce time-to-degree, identifying and addressing obstacles to timely complete at the sequence level.* The department now only has one sequence with all others becoming majors/programs in 2016. Course planning for multiple semesters has helped time-to-degree and addressing obstacles. The department also hired a second academic advisor to provide more support of students and decrease time to degree.

6. *Continue efforts to recruit students and faculty from underrepresented groups.* This is an ongoing goal, but we do have more international faculty and have more male faculty than in previous years.

Major findings

A major finding of this program review self-study is that the Family and Consumer Sciences B.A., B.S. program is meeting the current needs of students and adding to the workforce. Program assessment measures are all generally positive and the faculty has done a good job keeping the curriculum up to date. Specifically, the Family and Consumer Sciences Teacher Education graduates are in high demand, and from all accounts the demand for Family and Consumer Sciences teachers will continue to be strong in the foreseeable future. In fact, according to the Department of Education, Family and Consumer Sciences was identified as a teacher shortage area in many states, including Illinois.

With the continued student enrollment growth of the Family and Consumer Sciences Teacher Education sequence, more faculty are needed in this area. Currently, there is only one faculty member who teaches all the Family and Consumer Sciences teacher education courses and serves as the program coordinator. The Chair and Dean advocated for and were approved an additional faculty member in the Family and Consumer Sciences Teacher Education sequence, authorized in FY23. With a successful search, the faculty member will support the program coordinator and the identified program improvements.

Initiatives and plans

Over the next three to five years, the faculty of the Family and Consumer Sciences B.A., B.S. program will focus on the following areas:

- Continue to adapt and implement a curriculum that is representative of the field. This includes offering teacher education specific classes in interior design and apparel as well as increasing requirements for additional coursework in the foods area.
- Pursue hiring Family and Consumer Sciences teacher education faculty
- Maintain program accreditation with AAFCS for Family and Consumer Sciences B.A., B.S and CAEP for Family and Consumer Sciences teacher education.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Family and Consumer Sciences program in the Department of Family and Consumer Sciences to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders including advisory boards.

The committee commends faculty efforts to grow the program's enrollment during the period covering the program review cycle that has changed dramatically as a result of the elevation of many of the individual sequences into

stand-alone programs. Following the restructuring of these programs, two sequences remain in the program, the general sequence and the Family and Consumer Sciences Teacher Education sequence. While enrollments in the general sequence have remained low, enrollments in the Teacher Education sequence have risen over the period of review (from 46 in 2014 to 82 in 2021). As indicated by the program faculty in their self-study, the current enrollment level is essentially at the ideal target of 85 students. The program faculty see an opportunity for controlled growth of the program (with continued student interest and opportunities for graduates), but only with the support of additional faculty positions. The committee commends the Department faculty for efforts to increase the gender and racial/ethnic diversity among its students. The percentage of students identifying as male has increased from 6.6 percent in fall 2015 to 10.6 percent in fall 2020. The percentage of undergraduate students from groups traditionally underrepresented in the discipline has increased (climbing from 23.0 percent in 2016 to 27.6 percent in 2020) during the period of review. The committee commends the program for the use of three endowed scholarship funds for incoming FTIC and transfer students. The committee commends the department for their comprehensive recruitment plan that includes the use of short videos, emails, postcards, flyers, social media postings, and participation in recruitment events (e.g., open houses, Redbird Days, and Presidential, University Scholar days, and tours for local high school students of the department's laboratory facilities). We also commend the department for the awarding of over \$40,000 annually for incoming FTIC and transfer students.

The committee commends the program faculty for their efforts to support the success of their students. 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 commends the program for the creative and varied co-curricular options it provides its students which provide multiple opportunities to participate in activities that allow them to learn from experts in the field, network with potential employers, and compete in regional and national student competitions. These include the Family and Consumer Sciences Teacher Education Association and the Family and Consumer Sciences Ambassador program (providing opportunities to practice leadership skills) and access to membership in several organizations related to the varied disciplines within Family and Consumer Sciences (including the Fashion Design and Merchandising Association, the National Retail Federation Student Association, International Interior Design Association, Fix-It Friday, Fashion Show, Food, Nutrition, and Dietetics Club, Fresh FAVS, ISU-Council of Family Relations, and the Child Life Club). We further commend the program faculty for their support of study abroad opportunities to visit diverse international cultures (e.g., a 10-day study abroad program to Italy). The self-study report provides examples of some of the opportunities for student participation in research opportunities, including co-authored conference presentations and manuscripts. These varied opportunities help the program prepare students for employment and build a strong student community in the program.

The committee commends the faculty for their substantial work to revise the curriculum during the period of review based on feedback from multiple stakeholders. This work included the elevation of the program from a sequence to a standalone program, the creation of two new undergraduate courses (i.e., FCS 353 and 354), and the revisions of the program designed to enhance the use of flexible pedagogy and research-based strategies to adapt and design effective content area instruction for secondary students with disabilities. Furthermore, the program faculty are commended for their work to infuse issues of equity, diversity, and inclusion throughout the program curriculum.

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes the incorporation of rubrics as tools for assessing student coursework regarding the program's learning outcomes. The committee acknowledges the use of such rubrics as one method to provide consistent reviews of student learning that can provide potential areas for improvement. The information gathered through these measures has been used to make program changes, and several examples of these changes were specified.

The committee recognizes the faculty members of the program for their scholarly contributions to the B.A., B.S. in Family and Consumer Sciences. Faculty members are active researchers who publish peer-reviewed journals articles, and present at national and international professional conferences. Additionally, we recognize that every faculty in the program has been actively involved in advising and supporting professional student organizations demonstrating their commitment to facilitate learning and educational experiences of our students outside the

classroom. The committee also applauds the practice of asking faculty to submit a diversity statement as part of their annual productivity review.

The committee appreciates the in-depth analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives as those to improve the program at Illinois State University.

The committee commends the program faculty for being accredited by both the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS) and the Council for Accreditation of Educator Preparation (CAEP). Furthermore, we also commend the program faculty for maintaining program standards that meet the Illinois teacher licensure requirements set by the Illinois State Board of Education which makes graduates qualified to teach in all areas of family and consumer sciences in grades 5-12.

Recommendations.

The Academic Planning Committee thanks faculty members of the Department of Family and Consumer Sciences for the opportunity to provide input regarding the Family and Consumer Sciences program 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 department faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. The committee notes that demand for the program has been strong, resulting in steady growth in enrollments. The committee acknowledges the work faculty have completed regarding their recruitment efforts and that this work has been successful in enrolling both first-time-in-college students and external transfer students in the program. Given the time and energy that must be devoted to such recruitment activities, the committee suggests that faculty target external locations and internal programs with likely transfers in a strategic way.

Continue to focus on equity, diversity, and inclusion. While the committee recognizes the efforts to increase the gender and ethnic diversity of faculty and students within the program, the committee encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. We note that many of the recruitment strategies are described at the department level, and we recommend that the program faculty explore the use of program-specific recruitment strategies (e.g., program-specific scholarships). Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. 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 an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years and trying to reduce the numbers of curricular exceptions needed). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with honors have sufficient opportunities to do so.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum, especially with respect to responding to accreditation standards. The committee recommends continued periodic review of the program structure and content to remain

current with changes in the field. The committee recommends continued development and expansion of the internship program for majors, perhaps through input from the board in creating additional opportunities for interaction among students, alumni, practitioners, and prospective employers. The committee encourages the program to clarify the research components in the curriculum (e.g., are there potential discrepancies in required hours between professional practice and independent study) and to continue developing opportunities for student research and creative activities.

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.

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 family and consumer sciences to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the Department and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. 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. While program faculty have been successful at increasing scholarships through donations from alumni, the committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. 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, employers, and other external stakeholders in providing input regarding the program and in mentoring students and providing employment opportunities for program graduates.

REVIEW OF THE M.A., M.S., IN FAMILY AND CONSUMER SCIENCES

Classification of Instruction Programs (CIP) Code: 19.0101

Family and Consumer Sciences/Human Sciences, General

OVERVIEW

The **M.A., M.S., in Family and Consumer Sciences** program at Illinois State University is housed in the Department Family and Consumer Sciences within the College of Applied Science and Technology. The Department of Family and Consumer Sciences houses seven degree programs: a B.A., B.S. in Family and Consumer Sciences, a B.A., B.S. in Fashion Design and Merchandising, B.A., B.S. in Food, Nutrition, and Dietetics, a B.A., B.S. in Human Development and Family Science, a B.A., B.S. in Interior Design, a M.A., M.S. in Family and Consumer Science, and a M.S. in Nutrition. In addition, the department offers a minor in Family and Consumer Sciences and a Dietetic Internship Graduate certificate. The last review of the M.A., M.S., in Family and Consumer Sciences program occurred in 2012-2013.

The M.A., M.S., in Family and Consumer Sciences program offers curricula specializing in the fields of apparel merchandising, apparel design and product development, nutrition and dietetics, human development, family relationships, consumer services, child life, interior and environmental design, and family and consumer sciences teacher education. Each of these discipline areas is characterized by an understanding of the complex interrelationships between individuals, families, and communities, and the various environments that surround and impinge on their functioning. Family and consumer science professionals understand that the perennial practical problems of daily life most often require integrative approaches and action, using the best available scientific knowledge and information to address the existing human needs or problems under consideration. Beginning in 2021, students enrolling in the M.A., M.S., in Family and Consumer Sciences select from four sequences: Child Life sequence, Fashion Design and Merchandising sequence, Human Development and Family Science sequence, and Interior Design sequence. The Dietetic Internship sequence was moved to the new M.S. in Nutrition program in 2021.

Enrollment by Plan of Study, Fall Census Day, 2014-2021

M.A., M.S., in Family and Consumer Sciences, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Child Life sequence								2
Dietetic Internship sequence	19	20	20	20	20	19	19	
Fashion Design and Merchandising sequence								1
Human Development and Family Science sequence								3
Interior Design sequence								
No subplan	19	22	20	24	26	32	37	22
Total	38	42	40	44	46	51	56	30
Dietetic Internship Graduate Certificate						11	19	37

Table notes: New sequences began in 2021. Child Life sequence, Fashion Design and Merchandising sequence, Human Development and Family Science sequence, and Interior Design sequence

Degrees Conferred by Plan of Study, 2014-2021**M.A., M.S., in Family and Consumer Sciences, Illinois State University****First Majors Only**

	2014	2015	2016	2017	2018	2019	2020	2021
Dietetic Internship sequence	11		10	10	10	7	10	9
Default sequence	11		12	8	8	11	9	22
Total	22	18	22	18	18	18	19	31

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. Sequence level data for 2015 were unavailable for this report. New sequences began in 2021. Child Life sequence, Fashion Design and Merchandising sequence, Human Development and Family Science sequence, and Interior Design sequence

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

- 1) The development of an effective learning community in which all individuals appreciate and add to the store of human knowledge through research.
- 2) The development of leaders who will have the knowledge and skills to provide contributions to society.
- 3) The effective utilization of resources and innovative methods which enable students to anticipate and to cope with the demands of a changing society.

Student learning outcomes

- Integrate the research process into a final research paper
- Select and utilize appropriate statistical approaches to test a hypothesis and answer a research question
- Work effectively with colleagues, community organizations, and decision-makers.

Program curriculum (2021-2022)**Graduation requirements:**

M.A., M.S. in Family and Consumer Sciences (Child Life Sequence) requires 30 credit hours. requires 30 credit hours. This includes 6 credit hours of core courses, 18 credit hours of Child Life content courses. The thesis option requires the completion of a thesis (for 6 credit hours). The non-thesis option requires a further 3 credit hours of independent study capstone project and 3 additional credit hours or elective coursework.

M.A., M.S. in Family and Consumer Sciences (Interior Design Sequence) requires 30 credit hours. requires 30 credit hours. This includes 9 credit hours of core courses, 10 credit hours of Interior Design elective courses. The thesis option requires a further 5-7 credit hours of coursework and the completion of a thesis (for 4-6 credit hours). The non-thesis option requires a further 8 credit hours of coursework and the completion of an internship or independent study (for 3 credit hours).

M.A., M.S. in Family and Consumer Sciences (Fashion Design and Merchandising Sequence) requires 30 credit hours. This includes 6 credit hours of core courses, 12 credit hours of elective courses. The thesis option requires the completion of a thesis (for 6 credit hours). The non-thesis option requires a further 3 credit hours of independent study coursework and 3 additional credit hours or elective coursework.

M.A., M.S. in Family and Consumer Sciences (Human Development and Family Science Sequence) requires 30 credit hours. This includes 9 credit hours of core courses, 6 credit hours of elective courses. The thesis option

requires a further 9 credit hours of coursework and the completion of a thesis (for 6 credit hours). The non-thesis option requires a further 12 credit hours of coursework and the completion of an internship (for 3 credit hours).

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction. The Distance Dietetic Internship certificate program was established in Fall 2019. All courses offered for that certificate program are offered online and enroll students from many different states.

Department faculty (Fall 2021)

18 tenure track faculty members (5 Professors, 4 Associate Professors, and 9 Assistant Professors)

15 non-tenure track faculty members (7 full-time, 8 part-time, totaling 10.5 FTE)

Specialized accreditation

The Department of Family and Consumer Sciences is accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS). The department received full re-accreditation in 2021. The next scheduled departmental accreditation review will be in 2031. The dietetics programs (undergraduate Didactic Program in Dietetics and graduate Dietetic Internship) are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The last accreditation site visit was April 2018. The undergraduate and graduate programs received full accreditation status, and the next scheduled review will be in spring 2026.

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

Since the last program review, the graduate program has changed significantly. Program faculty identified the desire from students and employers to have sequences rather than a general Family and Consumer Sciences sequence and worked to implement this change. This reflects student and employer's preference to see more targeted degrees with a clear focus. This will also result in an increase in graduate level courses more tailored to each sequence. Future employers of Family and Consumer Sciences graduates are looking for practical experience and experiential learning. Faculty are incorporating technology and opportunity for application into the curriculum.

A significant change in dietetics, starting in 2024, is that graduates will need a master's degree to take the required Registered Dietitian Nutritionist exam. This will impact current undergraduate students and has spurred many to go to graduate school among recent classes who otherwise may not have made that choice. Consequently, we expect to see a rise in the number of applications and admitted students for the M.S. in Nutrition.

Responses to previous program review recommendations

The Family and Consumer Sciences graduate program had the following recommendations listed in the program review in 2012.

- 1. Continue working with University Assessment Services to further develop student learning outcomes for all sequences and to integrate ongoing program assessment with assessment processes required by accreditors.* Graduate program sequences begin in the 2021-2022 catalog. This reorganization resulted in a significant revision to the program assessment matrix.
- 2. Continue efforts to recruit students and faculty from underrepresented groups.* This continues to be a departmental level initiative and part of our strategic plan. We do have more international faculty and substantially more male faculty than in previous years.
- 3. Continue efforts to integrate disciplinary alumni tracking information into a single alumni database.* This is a work in progress as the majority of graduate students in the program are part of the dietetic internship, which does its own alumni tracking. Now that we have two separate Master's programs with multiple sequences in each, we plan to create alumni surveys that will be sent to all graduates each year.

4. *Monitor development of curricular and accreditation standards by the Child Life Council, modify the Child Life program accordingly, and determine whether the program should seek accreditation from the council should it become available.* A Child Life accreditation does not exist. There is an endorsement of academic programs, which is relatively new. The endorsement requires the Child Life to be a separate sequence, which will be the case starting in the 2021-2022 catalog. The endorsement is not currently accepting new applications and is under review. This will continue to be monitored. We will apply when new applications are accepted again.

Major findings

A major finding from this review is that we are competitive among comparable state institutions and we have healthy student enrollment. We have just completed significant curriculum revisions that should make us more attractive to students. A priority for upcoming years is to continue to assess our course offerings and increase options for incoming graduate students in new sequences. Updating our website and providing clear timelines for graduate assistantship selection should enhance recruitment.

The upcoming requirement for a master's degree for all entry-level dietitians will likely increase our enrollment, as well as the 50 students in the distance dietetic internship certificate program who are already earning 10 graduate credit hours towards our 30-hour master's degree. This is anticipated to increase our enrollment particularly in the Master of Science in Nutrition program. Additional sections of courses and/or offering different modalities will likely become necessary. It is possible this will result in a need for another faculty member.

The creation of sequences in the graduate program is also expected to modestly increase enrollment. While these changes are in effect at the writing of this report, they were just implemented during fall 2021 semester. The continued development of these sequences, including but not limited to course creation, will be necessary to meet the needs of future students.

The program also has the opportunity to become more intentional in program assessment and alumni tracking.

Initiatives and plans

Over the next review cycle, we intend to do the following:

1. Add graduate level courses, particularly to human development and family science, fashion design and merchandising, and interior design sequences.
2. Continue efforts to recruit students and faculty from underrepresented groups.
3. Initiate an alumni survey to assist in program assessment.
4. Update website including information about faculty and student research.
5. Establish priority deadlines to assist in competitive graduate assistantship selection.
6. Apply for Child Life endorsement when it becomes available.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the M.A., M.S. in Family and Consumer Sciences program in the Department of Family and Consumer Sciences to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders including advisory boards.

The committee commends faculty efforts to grow the program's enrollment during the period covering the program review cycle that has resulted in steady program growth (from 38 students in 2014 to a high of 56 in 2020). We note that with the development of the new stand-alone Master of Science in Nutrition program that enrollment trends will be distributed over both graduate programs. Within the current program faculty see an opportunity for

controlled growth of the program (the self-study indicates an ideal target of 116). The committee commends the Department faculty for efforts to increase the gender and racial/ethnic diversity among its students. The percentage of students identifying as men has increased from 9.0 percent in fall 2017 to 16.6 percent in fall 2020. The percentage of undergraduate students from groups traditionally underrepresented in the discipline has also shown a small increase (climbing from 13.6 percent in 2017 to 16.1 percent in 2020) during the period of review.

The committee commends the program faculty for their efforts to support the success of their students. 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 notes that the program provides its graduate students the opportunity to participate in the same activities afforded to undergraduate (allow them to learn from experts in the field, network with potential employers, and compete in regional and national student competitions). These include the Fashion Design and Merchandising Association, the National Retail Federation Student Association, International Interior Design Association, Fix-It Friday, Fashion Show, Food, Nutrition, and Dietetics Club, Fresh FAVS, ISU-Council of Family Relations, and the Child Life Club. The self-study report provides examples of some of the opportunities for student participation in research opportunities, including co-authored conference presentations and manuscripts. These varied opportunities help the program prepare students for employment and build a strong student community in the program.

The committee commend the faculty for their substantial work to revise the curriculum during the period of review based on feedback from multiple stakeholders. This work included the development of new sequences within the program, the development of a stand-alone Nutrition program, the creation of undergraduate accelerated sequences that are designed to facilitate student admission into the Family and Consumer Sciences graduate degree programs, and the creation of new 400-level courses (graduate) corresponding to existing 300-level courses (undergraduate). The goal for this work was to provide creative and varied curricular options to better allow students to meet their educational and career goals. Furthermore, the program faculty are commended for their work to infuse issues of equity, diversity, and inclusion throughout the program curriculum.

The committee notes that the program faculty continue to revise and implement their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes the incorporation of rubrics as tools for assessing student coursework regarding the program's learning outcomes. The committee acknowledges the use of such rubrics as one method to provide consistent reviews of student learning that can provide potential areas for improvement. The information gathered through these measures has been used to make program changes, and several examples of these changes were specified.

The committee recognizes the faculty members of the program for their scholarly contributions to the M.A., M.S. in Family and Consumer Sciences. Faculty members are active researchers who publish peer-reviewed journals articles, and present at national and international professional conferences. Additionally, we recognize that every faculty in the program has been actively involved in advising and supporting professional student organizations demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom. The committee also applauds the practice of asking faculty to submit a diversity statement as part of their annual productivity review.

The committee appreciates the in-depth analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives as those to improve the program at Illinois State.

The committee commends the program faculty for being accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS). Furthermore, we also commend the program faculty for maintaining program standards that allow graduates of the dietetic internship to sit for the national registration examination for dietitians and graduates of the Child Life Specialist program to sit for the national Child Life Certification exam.

Recommendations.

The Academic Planning Committee thanks faculty members of the Department of Family and Consumer Sciences for the opportunity to provide input regarding the Family and Consumer Sciences program 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 department faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. The committee notes that demand for the program has been strong, resulting in steady growth in enrollments. The committee acknowledges the work faculty have completed regarding their recruitment efforts, including the development of accelerated sequences within the undergraduate programs that may feed the graduate programs. We recommend that the program faculty revisit and adapt their recruiting and enrollment plans in light of the substantial revisions of the program structure (i.e., the newly developed sequences and the separate Nutrition graduate program) so that controlled growth is matched with appropriate resources needed for supporting student, faculty, and staff success.

Continue to focus on equity, diversity, and inclusion. While the committee recognizes the efforts to increase the gender and ethnic diversity of faculty and students within the program, the committee encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. We note that many of the recruitment strategies are described at the department level, and we recommend that the program faculty explore the use of program-specific recruitment strategies (e.g., program-specific scholarships). Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. 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 an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recommends continued periodic review of the program to maintain program retention and graduation rates. The committee encourages the program to continue developing graduate student focused co-curricular opportunities.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum. In light of the substantial revisions of the curriculum, the committee strongly recommends continued periodic review of the impact of these changes (e.g., new sequences, reduction of required hours) and ensure that the content remains current with changes in the field. The committee encourages the program to continue developing opportunities for student research and creative activities. We strongly recommend that the program faculty continue to explore avenues for the diffusion of equity, diversity, and inclusion issues into the program’s curriculum.

Continue to develop training and mentoring opportunities for Graduate Assistants who support teaching in the undergraduate family and consumer sciences programs. The committee commends the policy that graduate assistants complete the course prior to becoming a teaching assistant for it. While the committee acknowledges that all graduate students are encouraged to participate in the professional development opportunities offered by the Center for Teaching, Learning, and Technology (CTLT) on campus and through professional/disciplinary conferences, we recommend that the program faculty consider ways to expand the training and mentoring of their graduate teaching assistants. This may include creating additional assessments mechanisms like observations of teaching and mid-semester feedback and evaluation.

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. Of particular

focus should be examining the impact of the new curricular structures that have been recently developed are now in operation. 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.

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 family and consumer sciences to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the Department and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. 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 faculty to continue to refine their plan for tracking program alumni (not only department-wide, but also specifically at the graduate program level) and use this system to enhance alumni networking and engagement. 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, employers, and other external stakeholders in providing input regarding the program and in mentoring students and providing employment opportunities for program graduates.

REVIEW OF THE B.S. IN COMPUTER SCIENCE

Classification of Instruction Programs (CIP) Code: 11.0701
Computer Science

OVERVIEW

The **B.S. in Computer Science** program at Illinois State University is housed in the School of Information Technology within the College of Applied Science and Technology. The School of Information Technology houses six degree programs: a B.S. in Computer Science, B.S. in Cybersecurity, a B.S. in Information Systems, a B.S. in Network and Telecommunications Management, an M.S. in Computer Sciences, and an M.S. in Information Systems. In addition, the school offers a minor in Information Systems and Graduate certificates in Data Science: Computer Science, Enterprise Computing Systems, Information Assurance and Security, Internet Application Development, Network and Telecommunications Management, and Systems Analyst. The last review of the B.S. in Computer Science program occurred in 2013-2014.

The B.S. in Computer Science program provides a foundation for students who will enter a variety computer science careers. This degree is designed for students who wish to pursue a comprehensive study of computer science that blends theory, abstraction, and design in a variety of traditional and current areas. The computer science major prepares students to solve modern computing problems by providing a strong background in theory, design, hardware, and systems along with significant software development experience in multiple languages on multiple operating systems. It also prepares students to pursue graduate studies in computer science. Course work focuses on both theory and hands on experience that will prepare students as software programmers and developers with strong skill sets in math, logic, and science. Students enrolling in the B.S. in Computer Science select either the General Computer Science sequence or the Web Computing sequence. The Enterprise Computer Engineer sequence was discontinued in 2014.

Enrollment by Plan of Study, Fall Census Day, 2014-2021

B.S. in Computer Science, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Enterprise Computer Engineer sequence	4	1						
General Computer Science sequence	242	286	289	309	328	319	382	381
Web Computing sequence				2	8	11	16	15
No subplan		3	6	3	2	1		
Total	246	290	295	314	338	331	398	396

Table notes: The Enterprise Computer Engineer sequence was deleted effective Fall 2014. The Web Computing sequence began in Fall 2017.

Degrees Conferred by Plan of Study, 2014-2021
B.S. in Computer Science, Illinois State University
First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Enterprise Computer Engineer sequence	1							
General Computer Science sequence	32		27	38	41	56	53	49
Web Computing sequence						1		1
No subplan			1					
Total	33	30	28	38	41	56	53	50

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 Enterprise Computer Engineer sequence was deleted effective Fall 2014. The Web Computing sequence began in Fall 2017.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

Program Educational Objectives are statements that describe the expected accomplishments and professional status of graduates 3-5 years beyond the baccalaureate degree. The School of Information Technology at Illinois State University is dedicated to graduating people who will:

- Be successfully employed in a computer science related field or accepted into a graduate program.
- Design and develop creative and effective solutions to practical computing problems.
- Exhibit teamwork and effective communication skills.
- Be characterized by effective leadership skills and high standards of ethics.
- Engage in lifelong learning to adapt to an ever-changing professional environment.

Student learning outcomes

At the time of graduation, a student in our computer science program must attain the following outcomes:

- An ability to apply knowledge of computing and mathematics appropriate to the discipline
- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
- An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired standards
- An ability to function effectively on teams to accomplish a common goal
- An understanding of professional, ethical, legal, security and social issues and responsibilities
- An ability to communicate effectively with a wide range of audience
- An ability to analyze the local and global impact of computing on individuals, organizations, and society
- Recognition of the need for and an ability to engage in continuing professional development
- An ability to use current techniques, skills, and tools necessary for computing practice
- An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices
- An ability to apply design and development principles in the construction of software systems of varying complexity

Program curriculum (2021-2022)

Graduation requirements (General Computer Science sequence):

122 credit hours including 83 credit hours for the degree program and 39 credit hours for General Education. The 83 credit hours for the degree program include 54 credit hours of business courses and 29-30 credit hours of courses external to the School of Information Technology.

Graduation requirements (Web Computing Science sequence):

122 credit hours including 78 credit hours for the degree program and 39 credit hours for General Education. The 78 credit hours for the degree program include 54 credit hours of business courses and 29-30 credit hours of courses external to the School of Information Technology.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

Department faculty (Fall 2021)

21 tenure track faculty members (8 Professors, 5 Associate Professors, and 8 Assistant Professors)

16 non-tenure track faculty members (3 full-time, 13 part-time, totaling 7.2 FTE)

Undergraduate student to faculty ratio: 30 to 1

Undergraduate student to tenure-line faculty ratio: 41 to 1

Specialized accreditation

The B.S. in computer science program is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) through September 2027. The program was reaccredited in 2021.

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

Since the last program review, the demand for computer science graduates has grown dramatically, resulting in a large increase in program demand by prospective students. The current Bureau of Labor Statistics projects that demand for software developers (the most common job for computer science graduates) will grow by 22 percent in 2020-2030, which is much faster than average growth. Growth for web developers is less strong at 13 percent, but still faster than average. This increased demand is reflected in the growth in the program (and the similar growth in many computer science programs state-wide). This national trend has made it more challenging to hire program faculty, both because of increased national demand for faculty in the discipline and because a smaller percentage of computer science graduates are going on to graduate school, presumably due to the availability of positions and the increases in starting pay in the field due to the increased demand. This phenomenon has directly impacted the program, since one of two computer science tenure-track searches failed in FY20.

Curricular expectations for computer science graduates have changed somewhat, which is reflected in the 2018 changes to the ABET accreditation curricular requirements which added several required topics to the curriculum such as parallel and distributed computing, security, data management. All of these topics were part of the curriculum, but some were only available in electives. To address the added requirements, program faculty had to increase the number of required IT courses in the program, though the faculty were able to reduce the total hours in the program because of reduced expectations in math and science. As students under the new curriculum work their way through the program, this is increasing the number of computer science course sections required each semester.

Responses to previous program review recommendations

1. *Continue multi-faceted efforts to recruit highly qualified students, including, but not limited to, outreach to high school counselors and sponsorship of camps for middle and high school students, with an emphasis on improving*

gender diversity. The school has engaged in a variety of outreach efforts including sending letters to high school seniors, follow-up with applicants, focus on recruitment scholarships, events for high school and community college counselors, summer camps and other events for high school students, and participation in community STEM events. Program faculty found direct outreach to high school counselors to be ineffective and have discontinued that and the summer camps. However, the program has found efforts to be highly effective in growing the program and increasing the number of highly qualified students. The program has been less successful in recruiting women into the program, though there has been some increase in the percentage of women in Computer Science even as the program as a whole has grown dramatically. The recruitment and retention of women (as well as under-represented groups in general) will continue to be a focus of the program in coming years.

2. Continue efforts to address gender diversity among faculty members as hiring opportunities arise. The program has successfully hired two tenure-track women for the computer science program since our last program review, so the program have three women out of the eight faculty whose focus is the computer science program. There have been three other hires of female tenure-track faculty in the school. While women are still in the minority, matching national trends in Information Technology, the program and the school as a whole now have a substantial percentage of women in tenure-track roles to serve as role models and mentors for the students.

3. Design and implement a systematic program of regular communication with program alumni to collect and maintain data on alumni perceptions of the program and on alumni successes in employment and graduate studies. The School of Information Technology instituted a program of collecting data from graduates at commencement receptions, including a non-ISU email and information about employment. Program faculty have also made some attempts to collect the same information from students who do not attend the receptions but have been less successful in getting data from those graduates. Faculty have also improved the communication outward to alumni and have increased opportunities for alumni to be engaged with current students. However, the program still needs to improve data collection methods to include a larger percentage of the alumni and faculty also need to work on developing a more systematic program of data collection from those alumni.

4. Complete revisions to the student learning outcomes assessment plan to more closely align the plan with standards of the Accreditation Board for Engineering and Technology (ABET) and to further integrate program and learning assessment; implement the revised plan; utilize assessment results to make program improvements; and document how this has been addressed. Revisions of the program assessment plan were completed following the last program review, and systematic data collection has been done. An additional significant revision was accomplished recently due to changes in program accreditation requirements that were adopted by ABET in 2018. In addition to regular data collection and some curricular changes that were based on assessment data, the School of Information Technology has implemented a process in which the faculty for each program in the school meet each semester to discuss the assessment data that was collected in the previous semester. This process encourages the faculty to consider both curricular and pedagogical changes that would enhance student learning. Minutes are taken at each program faculty meeting regarding assessment data. The assessment committee then reviews the minutes from the program faculty meetings. The program faculty are pleased that the very recent program accreditation visit report noted no weaknesses or concerns in the areas of assessment and continuous improvement.

5. Regularly monitor and adjust the curriculum to ensure its currency and relevance in light of changes in information technology and student needs; curricular issues to be consider include, but are not limited to, changes in program requirements and elective options, including the five-course sequence and its impact on time-to-degree, and summer online course offerings. The program faculty has made significant curricular changes in light of changes in the field and accreditation standards. The faculty are also working on expanding elective options for students in the coming years. Some of those new electives are in areas that are increasingly important in the current world, such as machine learning and data visualization. Faculty have evaluated the five-course prerequisite sequence in required courses but have determined that to reduce prerequisites would harm students' success in the later courses, which would be of greater concern than the length of the chain. The length of the chain is not typically an issue for FTIC students, though it is an issue for transfer students. However, most community colleges in Illinois do have courses that articulate to the first two courses in that five-course sequence. Therefore, the program has focused our efforts on communicating the importance of taking those courses while completing an associate's degree to community college counselors and prospective transfer students. Faculty have also adjusted summer course offerings to increase the number of computer science courses offered in the summers.

Major findings

Overall, the program faculty believe that the computer science program is doing well, though there are opportunities for improvement. There are many aspects of the program that are working well.

- The program continues to be accredited by ABET.
- The curriculum has been routinely updated.
- The assessment plan has also been updated, and faculty have become more involved in the assessment process and especially in the process of considering assessment results and looking at pedagogical and curricular adjustments that may be suggested by the assessment process.
- The program remains popular with both prospective students and employers, as evidenced by the dramatic and sustained growth of the program's enrollment. Over 70 percent of graduates have completed internships, and the evidence that the program has regarding employment suggests that most students find jobs in their field or enroll in graduate school within 12 months, with a significant percentage having job offers in hand at graduation.
- The program's percentage of underrepresented ethnic minorities generally mirrors or is slightly higher than the percent in the university.
- The program has been successful in hiring multiple female faculty members and has also seen slight growth in the percent of female students, even as the overall number of students has grown.
- The program has also seen an increase the number of highly qualified students in the program, as evidenced by significant increases in participate in the honors program. Again, that has been an increase in terms of percent of the growing student population, not just an increase in number.

The program does have a few areas that would benefit from improvement.

- Although the female student population has increased, numbers are still below the national average. Program faculty need to work to find ways to recruit women into the program as well as continuing to focus on retaining the women the program has.
- Program faculty need to work on maintaining connections with our graduates. Since the last review, the program has started regular collection of data from graduating seniors but have obtained data from less than half of any graduating class. The program has also significantly increased its communication outward to alumni but has been less effective at consistently getting feedback from our alumni.
- The program administration will continue to advocate for faculty in order to maintain our distinctiveness as a computer science program focused on individual attention to students. This is made more urgent by the curricular changes necessary to comply with the latest changes to our accreditation requirements, since the program was forced to shift six hours of each student's program from outside the school to be required IT courses. The first First-time-in-college students impacted by this change are now reaching their junior year, so the increased need for seats stemming from this change in addition to the enrollment growth will become ever more apparent. The Director and Dean advocated for and were approved an additional faculty member, authorized in FY23. With a successful search, the faculty member will support the identified program improvements.

Initiatives and plans

Based on major findings of this program review self-study, the Computer Science faculty plan to do the following during the next program review cycle to improve the program:

1. Continue to improve our assessment plan and activities. Creating a consolidated schedule for all majors within the School of Information Technology will help streamline our processes which likely will both improve efficiency and effectiveness.
2. Continue to monitor changes in the field and accreditation and update curriculum as appropriate.
3. Implement our new strategic plan. The plan includes efforts to increase diversity among our students and efforts to internationalize the student experience.
4. Develop an accelerated master's degree opportunities for students. A plan is almost complete for an accelerated opportunity between the Computer Science undergraduate program and the new Computer Science graduate program.
5. Highlight and grow opportunities for undergraduate research.
6. Improve the program's data collection from and communication with program alumni.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the B.S. in Computer Science program in the School of Information Technology to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders including from one advisory board.

The committee commends faculty efforts to grow the program's enrollment during the period covering the program review cycle that has resulted in significant growth (from 246 in 2014 to 398 in 2020). The program indicates that, with current resources, this enrollment level is at their ideal target of 400 students. The program faculty see an opportunity for controlled growth of the program (with continued student interest and opportunities for graduates), but only with the support of additional faculty positions.

The committee commends the School faculty for efforts to increase the gender and racial/ethnic diversity among its students. The percentage of students identifying as female has increased from 6.6 percent in fall 2015 to 10.6 percent in fall 2020. The percentage of undergraduate students from groups traditionally underrepresented in the discipline has remained relatively constant near 30 percent (ranging between 25 and 33 percent), at or near the University average during the period of review. The committee commends the program for the use of three endowed scholarship funds for incoming FTIC and transfer students.

The committee commends the program faculty for their efforts to support the success of their students. 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 commends the program for the creative and varied co-curricular options it provides its students to meet their education and career goals. These include three student organizations, a lifestyle floor in Manchester Hall, collaboration with State Farm on an annual mobile application development competition, and opportunities to participate in other competitions and hackathons. These opportunities help the School prepare students for employment and build a strong student community in the program. The School provides some opportunities for student participation in research opportunities, including the new Next STEM Scholars program (supported through an NSF grant). Furthermore, students participating in the honors program has nearly doubled, from 7.6 percent to 14.8 percent between 2016 and 2020. The committee also notes that the School has excellent laboratory facilities and works to incorporate significant hands-on experiences into the curricula of the various programs.

The committee commends the program for the creative and varied curricular options it provides students to meet their educational and career goals. The committee commends the faculty's work to revise the curriculum during the period of review. This included revisions to align with the new Accreditation Board for Engineering and Technology (ABET) computer science curricular requirements, providing more flexibility to students by reducing the overall required number of credit hours, the addition of a course that focuses on social, legal, and ethical issues in the discipline (IT 214), and revision and expansion of elective options. We note that all undergraduate programs in the School include a professional practice requirement, usually in the form of a paid internship in the field. The committee also commends the program for their collaborations that support other programs and departments and provide opportunities for students who want to double major.

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes the incorporation of rubrics as tools for assessing student coursework regarding the program's learning outcomes. The committee acknowledges the use of such rubrics as one method to provide consistent reviews of student learning that can provide potential areas for improvement. The information gathered through these measures has been used to make program changes, and several examples of these changes were specified.

The committee commends the School faculty on their success at hiring and retaining a higher number of female faculty members. We recognize the faculty members of the program for their scholarly contributions to the B.S. in Computer Science program. Faculty members are active researchers who publish peer-reviewed journals articles, and present at national and international professional conferences.

The committee appreciates the in-depth analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives as those to improve the program at Illinois State University.

The committee commends the program faculty for being accredited by the Accreditation Board for Engineering and Technology (ABET) and also for being one of the first departments in the nation to have ABET accreditation for both a computer science program and an information systems program. Furthermore, Illinois State University continues to be the only university in Illinois to hold both accreditations.

Follow-up Reports.

The self-study report identifies a number of potential initiatives related to the program curriculum, time-to-degree, and credit hours. The committee asks that the program faculty consider these as part of a comprehensive review and evaluation of the curricula across all sequences, and develop a plan for necessary revisions. This analysis should include examining the role of the articulation of transfer courses and how they impact time-to-degree, identify any courses that are potential bottlenecks due to high DFW rates (e.g., in the required mathematics courses and IT 168), the impact of limited offerings (e.g., required courses that are only offered every other year), and the availability and timing of the required internships. We ask that these discussions involve both internal and external stakeholders (e.g., alumni and the Advisory Board) as well as comparisons with the curricula of programs at comparator institutions. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2023.

Recommendations.

The Academic Planning Committee thanks faculty and staff members of the School of Information Technology for the opportunity to provide input regarding the B.S. in Computer Science program 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 School faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. The committee notes that demand for the program has been strong, resulting in steady growth in enrollments. The committee acknowledges the work faculty have completed regarding their recruitment efforts, and that this work has been successful in enrolling both first-time-in-college students and external transfer students in the program. Given the time and energy that must be devoted to such recruitment activities, the committee suggests that faculty target external locations and internal programs with likely transfers in a strategic way. The committee also suggests that the program work with the Office of Admissions to gather data regarding the reasons that many accepted students chose to go elsewhere (particularly women accepted into the program).

Continue to focus on equity, diversity, and inclusion. While the committee recognizes the efforts to increase the gender and ethnic diversity of faculty and students within the program, the committee encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. We note that many of the recruitment strategies are described at the School level, and we recommend that the program faculty explore the use of program-specific recruitment strategies (e.g., program-specific scholarships). Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. 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 an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years and trying to reduce the numbers of curricular exceptions needed). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with honors have sufficient opportunities to do so.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum, especially with respect to responding to accreditation standards. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field. Continue to develop and expand the internship program for majors, perhaps through input from the Advisory Board in creating additional opportunities for interaction among students, alumni, practitioners, and prospective employers. The committee encourages the program to clarify the research components in the curriculum (e.g., are there potential discrepancies in required hours between professional practice and independent study) and to continue developing opportunities for student research and creative activities.

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.

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 computer science to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the School and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. 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 to refine a plan for alumni tracking and engagement. While program faculty have been successful at increasing scholarships through donations from alumni, the committee encourages the program faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. 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, employers, and other external stakeholders in providing input regarding the program and in mentoring students and providing employment opportunities for program graduates.

REVIEW OF THE B.S. IN INFORMATION SYSTEMS

Classification of Instruction Programs (CIP) Code: 11.0103
Data Processing and Data Processing Technology/Technician

OVERVIEW

The **B.S. in Information Systems** program at Illinois State University is housed in the School of Information Technology within the College of Applied Science and Technology. The School of Information Technology houses six degree programs: a B.S. in Computer Science, B.S. in Cybersecurity, a B.S. in Information Systems, a B.S. in Network and Telecommunications Management, an M.S. in Computer Sciences, and an M.S. in Information Systems. In addition, the school offers a minor in Information Systems and Graduate certificates in Data Science: Computer Science, Enterprise Computing Systems, Information Assurance and Security, Internet Application Development, Network and Telecommunications Management, and Systems Analyst. The last review of the B.S. in Information Technology program occurred in 2013-2014.

The B.S. in Information Systems program's curriculum is designed for students to develop skills to analyze organizational challenges and identify appropriate computing solutions. The program focuses on using computer technology and information management methods to solve business problems. Students enrolling in the B.S. in Information Technology select from three sequences: Integration of Enterprise Systems sequence, Systems Development/Analyst sequence, or Web Application Development sequence.

Enrollment by Plan of Study, Fall Census Day, 2014-2021

B.S. in Information Systems, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Information Assurance and Security sequence	111	125	144	63	10	2	1	1
Integration of Enterprise Systems sequence	10	11	11	15	18	12	8	6
Systems Development/Analyst sequence	108	111	116	101	95	90	69	57
Web Application Development sequence	31	37	43	37	39	46	37	29
No subplan			1		1			
Total	260	284	315	216	163	150	115	93

Table notes: The Information Assurance and Security sequence was phased out starting in Fall 2017 and replaced with the B.S. in Cybersecurity degree program.

Degrees Conferred by Plan of Study, 2014-2021
B.S. in Information Systems, Illinois State University
First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Information Assurance and Security sequence	25		32	37	24	14	1	
Integration of Enterprise Systems sequence	3			1	3	3	5	3
Systems Development/Analyst sequence	26		23	19	30	25	22	20
Web Application Development sequence	4		5	9	4	13	7	12
Total	65	65	60	66	61	55	35	35

Table notes: Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2017, fall 2017, and spring 2018. The Information Assurance and Security sequence was phased out starting in Fall 2017 and replaced with the B.S. in Cybersecurity degree program.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The program educational objectives (PEO) of the information systems program are as follows:

- Be a successful practitioner in an Information Systems related field or accepted into a graduate program
- Engage in professional development through continuing education, certifications, professional organizations, or experience
- Live and work as contributing, well-rounded members of society

Student learning outcomes

At the time of graduation, a student in our information systems program must attain the following outcomes:

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- Support the delivery, use, and management of information systems within an information systems environment.

Program curriculum (2021-2022)

Graduation requirements (Integration of Enterprise Systems sequence):

122 credit hours including 83 credit hours for the degree program and 39 credit hours for General Education. The 83 credit hours for the degree program include 51 credit hours of information technology courses and 32 credit hours of courses external to the School of Information Technology.

Graduation requirements (Systems Development/Analyst sequence):

123 credit hours including 84 credit hours for the degree program and 39 credit hours for General Education. The 84 credit hours for the degree program include 52 credit hours of business courses and 32 credit hours of courses external to the School of Information Technology.

Graduation requirements (Web Application Development sequence):

121 credit hours including 82 credit hours for the degree program and 39 credit hours for General Education. The 82 credit hours for the degree program include 50 credit hours of business courses and 32 credit hours of courses external to the School of Information Technology.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

Department faculty (Fall 2021)

21 tenure track faculty members (8 Professors, 5 Associate Professors, and 8 Assistant Professors)

16 non-tenure track faculty members (3 full-time, 13 part-time, totaling 7.2 FTE)

Undergraduate student to faculty ratio: 30 to 1

Undergraduate student to tenure-line faculty ratio: 41 to 1

Specialized accreditation

The B.S. in Information Systems program is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) through September 2027. The program was reaccredited in 2021.

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

Likely the biggest change experience by the Information Systems program since our last review is the change in demand among prospective students. Although this statement is misleading. Our overall reduction in demand was simply a shift in student demand from Information Systems to Cybersecurity as it became a standalone major. To be clear, the enrollment in the B.S. Cybersecurity far exceeds the reduction in the Information Systems major. That major took some of our majors but also has attracted additional students to Illinois State. This change was the result of an internal factor. Externally, the demand for IS students remains strong. According to the Information Systems Job Index (last published in 2019), placement rates at graduation have remained steady (at 70 percent) and average starting salaries have risen to over \$65,000. In addition, ABET – our accrediting body added a requirement for security content. The program added IT 250 to our curriculum as a required course for all Information Systems majors. The last model Information Systems curriculum was dated 2010. While a model IS2020 has been proposed, it has not yet been adopted. The IS2020 model curriculum being circulated suggests a move to more competency-based curriculum. This may represent a shift in how students are assessed. The program will continue to monitor the progress of this recommendation in order to determine how to adapt it to our environment.

Responses to previous program review recommendations

1. *Continue multi-faceted efforts to recruit highly-qualified students, including, but not limited to, outreach to high school counselors and sponsorship of camps for middle and high school students, with an emphasis on improving gender diversity.* The School has engaged in a variety of outreach efforts including sending letters to high school seniors, follow-up with applicants, focus on recruitment scholarships, events for high school and community college counselors, summer camps and other events for high school students, and participation in community STEM events. The program found direct outreach to high school counselors to be ineffective and have discontinued that and the summer camps. Our efforts to grow the program need to be revisited (as the program is now able to take a measure of the number of students shifting from the B.S. Information Systems to the B.S. in Cybersecurity). The program has been somewhat successful in recruiting women into the program (the percentage of women has grown to nearly 15 percent, it is still below the national average of 37 percent). The recruitment and retention of women (as well as under-represented groups in general) will continue to be a focus of the program in coming years.

2. *Continue efforts to address gender diversity among faculty members as hiring opportunities arise.* The program has successfully hired two new female tenure-track IS faculty and 3 new female faculty in other disciplines within

the School. While women are still in the minority, as expected in Information Technology, the program and the School now have a substantial percentage of women in tenure-track roles to serve as role models and mentors for our students.

3. Design and implement a systematic program of regular communication with program alumni to collect and maintain data on alumni perceptions of the program and on alumni successes in employment and graduate studies. The School of Information Technology instituted a program of collecting data from graduates at our commencement receptions, including a non-Illinois State email and information about employment. The program has also made some attempts to collect the same information from students who do not attend the receptions but have been less successful in getting data from those graduates. The program has also improved our communication outward to alumni and have increased opportunities for alumni to be engaged with current students. The program maintains multiple social media sites (Facebook, LinkedIn, Instagram) as well as sending a bi-annual newsletter (called IT matters). However, the program still needs to improve our data collection to include a larger percentage of our alumni and the program also needs to work on developing a more systematic program of data collection from those alumni.

4. Complete revisions to the student learning outcomes assessment plan to more closely align the plan with standards of the Accreditation Board for Engineering and Technology (ABET) and to further integrate program and learning assessment; implement the revised plan; utilize assessment results to make program improvements; and document how this has been addressed. Revisions of the program assessment plan were completed following the last program review, and systematic data collection has been done. In addition to regular data collection and some curricular changes that were based on assessment data, the School of Information Technology has implemented a process in which the faculty for each program in the School meet each semester to discuss the assessment data that was collected in the previous semester. This process encourages the faculty to consider both curricular and pedagogical changes that would enhance student learning. Minutes are taken at each program faculty meeting regarding assessment data. The assessment committee then reviews the minutes from the program faculty meetings.

The program faculty are pleased that our very recent program accreditation visit report noted no weaknesses or concerns in the area of assessment or continuous improvement.

5. Regularly monitor and adjust the curriculum to ensure its currency and relevance in light of changes in information technology and student needs; curricular changes to consider include, but are not limited to, offering a transition course to help retain students who enter the program with minimal computing experience, incorporating global aspects of information technology into appropriate courses, removing content redundancies, and simplifying program requirements. The program faculty has made curricular changes in light of changes in the field and accreditation standards. The program faculty have worked to help students transition into our introductory class (IT 168) through the offering of free tutoring and debugging as well as a new video library. Further, IT 164 was added to our curriculum for student who would like some foundational help before starting the program.

6. Support ongoing efforts of the recruitment and retention committees in the school to sustain enrollment and graduation rate increases achieved during the prior program review cycle. Faculty have worked to sustain enrollments through ongoing contact with admitted students. The program regularly send congratulatory letters and a small gift to admitted students. The program faculty also worked with University Recruiting to develop a more complete communication plan to span several months to keep students excited about Illinois State University. To address graduation rates, the program faculty worked to make sure all pre-requisite structures are needed. The program also pays careful attention to DFW rates. Our graduation rates were improving until COVID required a shift to online education. This resulted in more students sitting out semesters, withdrawing from classes, and to some extent higher fail rates.

Major findings

Overall, the program faculty believe that the Information Systems program is doing well, though there are opportunities for improvement. There are many aspects of the program that are working well.

- The program continues to be accredited by ABET.
- The curriculum is routinely updated.

- The assessment plan has also been updated, and faculty have become more involved in the assessment process and especially in the process of considering assessment results and looking at pedagogical and curricular adjustments that may be suggested by the assessment process.
- Over 70 percent of graduates have completed internships, and the evidence that the program has regarding employment suggests that most students find jobs in their field or being graduate school within 12 months, with a significant percentage having job offers in hand at graduation.
- The program's percentage of minority students generally mirrors or is slightly higher than the percentage in the university as a whole.
- The program has been successful in hiring multiple female faculty and has also seen slight growth in the percentage of female students.

The program does have a few areas that would benefit from improvement.

- Although the female student population has increased, the program is still below the national average. The program needs to work to find ways to recruit women into the program as well as continuing to focus on retaining the women the program has.
- The program needs to work on maintaining connections with our graduates. Since the last review, the program has started regular collection of data from graduating seniors but have obtained data from less than half of any graduating class. The program has also significantly increased our communication outward to alumni, but has been less effective at consistently getting feedback from our alumni.
- The program faculty needs to identify ways to grow the program.

Initiatives and plans

Based on major findings of this program review self-study, the Information Systems faculty plan to do the following during the next program review cycle to improve the program:

1. Continue to improve our assessment plan and activities. Creating a consolidated schedule for all majors within the School of Information Technology will help streamline our processes which likely will both improve efficiency and effectiveness.
2. Continue to monitor changes in the field and accreditation and update curriculum as appropriate.
3. Implement our new strategic plan. The plan includes efforts to grow enrollment and increase diversity among our students. It also includes efforts to internationalize the student experience.
4. Develop accelerated master's degree opportunities for our students. A plan is almost complete for an accelerated opportunity between the Information Systems undergraduate and graduate programs. We will also expand our thinking to programs outside the SIT.
5. Identify and implement at least one new sequence. Our research into aspirational programs (as well as recent conversations with recruiters) suggests any new sequence should be data related.
6. Renew our focus on student recruiting.
7. Improve our data collection from and communication with program alumni.
8. Improve honors participation rates.
9. Carefully monitor time-to-degree (post pandemic) and take action if the most recent data is not an anomaly.
10. Improve outreach to alumni.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the B.S. in Information Systems program in the School of Information Technology to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders including from an advisory board.

The committee notes that the program's enrollment during the period covering the program review cycle has declined significantly over the period of review (from 260 in 2014 to 115 in 2020), largely due to the elevation of

the Information Assurance and Security sequence to a standalone Cybersecurity program in 2017 (in which enrollments are exceeding expectations). The committee commends the faculty work to elevate that sequence and supports ongoing discussions to explore the development of a new sequence for the program. The program indicates that, with current resources, this enrollment level is below their ideal target of 150 to 200 students. The committee commends the School faculty for efforts to increase the gender and racial/ethnic diversity among its students. Similarly, the percentage of students identifying as female has increased from 8.5 percent in fall 2015 to 14.8 percent in fall 2020. The percentage of undergraduate students from groups traditionally underrepresented in the discipline has also increased (from 27.8 percent in fall 2015 to 40.0 percent in fall 2020), generally above the University average during the period of review. The committee commends the program for the use of three endowed scholarship funds for incoming FTIC and transfer students.

The committee commends the program faculty for their efforts to support the success of their students. 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 commends the program for the creative and varied co-curricular options it provides its students to meet their education and career goals. These include three student organizations, a lifestyle floor in Manchester Hall, collaboration with State Farm on an annual mobile application development competition, and opportunities to participate in other competitions and hackathons. These opportunities help the School prepare students for employment and build a strong student community in the program. The School provides some opportunities for student participation in research opportunities, including the new Next STEM Scholars program (supported through an NSF grant). However, students participating in the honors program has decreased, from 3.2 percent to 1.7 percent between 2016 and 2020. The committee also notes that the School has excellent laboratory facilities and works to incorporate significant hands-on experiences into the curricula of the various programs. We support faculty work to develop new initiatives to support student success, while recognizing that the COVID-19 pandemic has delayed the start of some of these (the peer mentoring and bootcamps for incoming students). We hope that these initiatives can be implemented soon.

The committee commends the program for the creative and varied curricular options it provides students to meet their educational and career goals. The committee commends the faculty's work to revise the curriculum during the period of review based on feedback from multiple stakeholders. This included revisions information systems curricular requirements, providing more flexibility to students by reducing the overall required number of credit hours, the addition of a course that focuses on social, legal and ethical issues in the discipline (IT 214), and revision and expansion of elective options. We note that all undergraduate programs in the School include a professional practice requirement, usually in the form of a paid internship in the field. The committee also commends the program for their collaborations that support other programs and departments and provide opportunities for students who want to double major.

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes the incorporation of rubrics as tools for assessing student coursework regarding the program's learning outcomes. The committee acknowledges the use of such rubrics as one method to provide consistent reviews of student learning that can provide potential areas for improvement. The information gathered through these measures has been used to make program changes, and several examples of these changes were specified.

The committee commends the School faculty on their success at hiring and retaining a higher number of female faculty members. We recognize the faculty members of the program for their scholarly contributions to the B.S. in Information Systems program. Faculty members are active researchers who publish peer-reviewed journals articles, and present at national and international professional conferences.

The committee appreciates the in-depth analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives as those to improve the program at Illinois State University.

The committee commends the program faculty for being accredited by the Accreditation Board for Engineering and Technology (ABET) but also one of the first departments in the nation to have ABET accreditation for both a computer science program and an information systems program. Furthermore, Illinois State University continues to be the only university in Illinois to hold both accreditations.

Follow-up Report.

The self-study report identifies a number of potential initiatives related to the program curriculum, time-to-degree, and credit hours. The committee asks that the program faculty consider these as part of a comprehensive review and evaluation of the curricula across all sequences, and develop a plan for necessary revisions. This analysis should include examining the role of the articulation of transfer courses and how they impact time-to-degree, identify any courses that are potential bottlenecks due to high DFW rates (e.g., in the required mathematics courses and IT 168), the impact of limited offerings (e.g., required courses that are only offered every other year), and the availability and timing of the required internships. Additionally, the committee asks that the program faculty to use data about the flow of students out of the major to develop a better understanding of the underlying factors that are impacting enrollment trends (e.g., curriculum, faculty resources, student preferences). We ask that these discussions involve both internal and external stakeholders (e.g., alumni and the Advisory Board) as well as comparisons with the curricula of programs at comparator institutions. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2023.

Recommendations.

The Academic Planning Committee thanks faculty and staff members of the School of Information Technology for the opportunity to provide input regarding the B.S. in Information Systems program 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 School faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. The committee notes that while the demand for the program has been strong, enrollments have trended downward, especially following the elevation of the Information Assurance and Security sequence to a standalone program. If it is determined that declines in enrollments resulted from students selecting the Cybersecurity program, then committee supports the discussions by the faculty to develop a new sequence that may fill that void that will attract new students to the program. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. We note that many of the recruitment strategies are described at the School level, and we recommend that the program faculty explore the use of program-specific recruitment strategies (e.g., program-specific scholarships), especially in light of the planning for a new sequence. The committee also recommends that the program faculty examine their existing pipeline programs for effectiveness and work with their advisory groups to identify and pursue additional new pipeline opportunities.

Continue to focus on equity, diversity, and inclusion. While the committee recognizes the efforts to increase the gender and ethnic diversity of faculty and students within the program, the committee encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. 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 an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years and trying to reduce the numbers of curricular exceptions needed). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee also suggests that the program systematically examine the pattern of internal transfers between programs and sequences and the impact of major

changes on student success. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with honors have sufficient opportunities to do so.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum, especially with respect to responding to accreditation standards. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field. As part of this review the committee recommends that the program faculty undertake a time-to-degree analysis. In particular, we suggest that the faculty examine ways to strengthen the articulation of transfer courses that may help reduce time-to-degree, especially for external transfer students, identify any courses that are potential bottlenecks due to high DFW rates (e.g., IT 168) or limited offerings (e.g., courses that are only offered every other year, like IT 326). Continue to develop and expand the internship program for majors, perhaps through input from the Advisory Board in creating additional opportunities for interaction among students, alumni, practitioners, and prospective employers. The committee encourages the program to clarify the research components in the curriculum (e.g., are there potential discrepancies between professional practice and independent study) and to continue developing opportunities for student research and creative activities, and participation in the Honors program. The committee recommends that the program faculty examine the pattern of internal transfers, not only in and out of the major, but also between sequences. Understanding the flow of students can inform future curricular revisions.

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.

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 information systems to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the School and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. 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 to refine a plan for alumni tracking and engagement. While program faculty have been successful at increasing scholarships through donations from alumni, the committee encourages the program faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. 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, employers, and other external stakeholders in providing input regarding the program and in mentoring students and providing employment opportunities for program graduates.

REVIEW OF THE B.S. IN NETWORK AND TELECOMMUNICATIONS MANAGEMENT

Classification of Instruction Programs (CIP) Code: 11.0901
Computer Systems Networking and Telecommunications

OVERVIEW

The **B.S. in Network and Telecommunications Management** program at Illinois State University is housed in the School of Information Technology within the College of Applied Science and Technology. The School of Information Technology houses six degree programs: a B.S. in Computer Science, B.S. in Cybersecurity, a B.S. in Information Systems, a B.S. in Network and Telecommunications Management, an M.S. in Computer Sciences, and an M.S. in Information Systems. In addition, the school offers a minor in Information Systems and Graduate certificates in Data Science: Computer Science, Enterprise Computing Systems, Information Assurance and Security, Internet Application Development, Network and Telecommunications Management, and Systems Analyst. The last review of the B.S. in Network and Telecommunications Management program occurred in 2013-2014.

The B.S. in Network and Telecommunications Management program is concerned with network technology, information systems, computer technology, business practices, and policy issues involved in data, image, video, and voice transmission. This program prepares undergraduate students to enter industry in entry-level positions with adequate preparation to assume management positions once work experience is gained. Graduates possess an in-depth technical understanding of computer networks and telecommunication systems as well as an appreciation of the economic and public policy issues that are important in the design and development of local and wide area networks, and national and multinational telecommunication systems. The curriculum focuses on the theory and application of cutting-edge technologies used to design and manage networks. This includes understanding of the policy issues dealing with data, image, video, and voice delivery. Understanding these policies is essential when designing and managing networks.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2014-2021

B.S. Network and Telecommunications Management, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Enrollments	63	61	54	48	41	35	30	26
Degrees	19	23	9	15	16	12	10	7

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. Graduation numbers were unavailable for 2015.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The program educational objectives (PEO) of the network and telecommunications management program are as follows:

- Be a successful practitioner in a computer networking related field or accepted into a graduate program.
- Demonstrate independent thinking and an ability to function and communicate effectively in team-oriented settings.
- Live and work as contributing, well-rounded members of society.

Student learning outcomes

At the time of graduation, a student in our network and telecommunications management program must attain the following outcomes:

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate networking systems to meet a given set of requirements.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team to accomplish a common goal.

Program curriculum (2021-2022)

Graduation requirements:

120 credit hours including 76 credit hours for the degree program and 39 credit hours for General Education. The 76 credit hours for the degree program include 47 credit hours of information technology courses and 29-30 credit hours of courses external to the School of Information Technology.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

Department faculty (Fall 2021)

21 tenure track faculty members (8 Professors, 5 Associate Professors, and 8 Assistant Professors)

16 non-tenure track faculty members (3 full-time, 13 part-time, totaling 7.2 FTE)

Undergraduate student to faculty ratio: 30 to 1

Undergraduate student to tenure-line faculty ratio: 41 to 1

Specialized accreditation

The network and telecommunications management program is not currently an accredited program.

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

According to the U.S. Bureau of Labor and Statistics (BLS), the Computer Networking jobs are expected 5 percent increase from 2018-2028. BLS aggregates most of the networking jobs under two job titles: (a) Computer Network Architect and (b) Network and Computer Systems Administrator. The median pay in 2019 for computer network architect is \$112,690; for network and computer systems administrators is \$83,510. Likely the biggest change experienced by the program since the last review is the change in demand from prospective students. As a nationwide trend, the demands from prospective students on Computer Science and Cybersecurity have been significantly increasing in the last couple of years, which is also reflected by the enrollments of different programs in the School. To be clear, the enrollment in the B.S. in Cybersecurity far exceeds the reduction in the network and telecommunications management major. That major took some of the network and telecommunications management majors but also has attracted additional students to Illinois State. However, the demand from the industry on the graduates in Computer Networking discipline remains strong. The networking paradigm in the industry has significantly shifted in the last several years from physical to virtual, from hard configuration to software defining, from enterprise computing to cloud and edge computing, and from algorithmic to intelligent networking. The industry changes have presented different requirements to the students. Accordingly, program faculty have revised the curriculum to prepare them for the new job market.

Responses to previous program review recommendations

1. *Continue to monitor and improve the assessment plan, utilize assessment results to make program improvements, and document how this has been addressed.* The NTM assessment plan was rewritten in 2015 and revised, again in 2020. Assessment results have been regularly collected and analyzed by NTM faculty. Revisions of the program assessment plan were completed following the last program review, and systematic data collection has been done. In addition to regular data collection and some curricular changes that were based on assessment data, the School of Information Technology has implemented a process in which the faculty for each program in the School meet each semester to discuss the assessment data that was collected in the previous semester. This process encourages the faculty to consider both curricular and pedagogical changes that would enhance student learning. Minutes are taken at each program faculty meeting regarding assessment data. The assessment committee then reviews the minutes from the program faculty meetings.

2. *Design and implement a systematic program of regular communication with program alumni to collect and maintain data on alumni perceptions of the program and on alumni successes in employment and graduate studies.* The School of Information Technology instituted a program of collecting data from graduates at commencement receptions, including a non-Illinois State email and information about employment. Program faculty have also made some attempts to collect the same information from students who do not attend the receptions but have been less successful in getting data from those graduates. The program has also improved the communication outward to alumni and have increased opportunities for alumni to be engaged with current students. The program maintains multiple social media sites (Facebook, LinkedIn, Instagram) as well as sending a bi-annual newsletter (called IT matters). However, the faculty still need to improve our data collection to include a larger percentage of the alumni and the faculty also need to work on developing a more systematic program of data collection from those alumni.

3. *Coordinating efforts with the Enrollment Management and Academic Services unit on campus, establish enrollment targets consistent with program resources, prospective student demand, and employment opportunities for program graduates; then, working with the school recruitment committee, develop and implement a plan to market the program, incorporating efforts to improve gender diversity among students.* Program faculty has worked with the Enrollment Management and Academic Services unit closely to review the program and identify the marketing opportunities, participated in various relevant events, and invited the director of the admission office to the industry advisory board meeting.

4. *Continue efforts to address gender diversity among faculty members as hiring opportunities arise.* Since the last program review, the program has hired one tenure-track faculty member. However, all qualified candidates were male. Program administration will continue the effort as hiring opportunities arise in the future. However, the School of Information Technology has been successful in hiring several female faculty members in that time frame, which has an impact on program students, since they take many courses that are shared with other programs and taught by other Information Technology faculty members.

Major findings

One apparent issue in network and telecommunications management, since the previous program review, has been the decreasing enrollment. However, program faculty believe there are several aspects of the program that are still working well.

- The curriculum has been routinely updated based on the feedback from its industry advisory board.
- The network and telecommunications management faculty have been actively conducting high-quality cutting-edge research in the related fields.
- The assessment plan has also been updated, and faculty have become more involved in the assessment process and especially in the process of considering assessment results and looking at pedagogical and curricular adjustments that may be suggested by the assessment process.

Program faculty believe the declining enrollment in network and telecommunications management does not accurately reflect the demands from the computer networking industry, which is increasing with the recent advances in cloud and edge computing, network function virtualization, and software defined networking. Understanding the causes of the enrollment issue is crucial for the next move of the network and telecommunications management program. As discussed earlier, one reason behind the enrollment issue is the

launch of the information assurance sequence in Information Systems, and later the standalone Cybersecurity program. However, faculty believe that there are clear differences between Cybersecurity and network and telecommunications management in their curricula, prospective student groups, and targeted job markets.

Initiatives and plans

Based on major findings of this program review self-study, the faculty plans to take the follow action during the next program review cycle to improve the program:

- Propose a program name change. The program name could be confusing to perspective students. The program faculty are proposing to change the program name from Network and Telecommunications Management to Computer Networking.
- Revise the curriculum: although the curriculum is up to date, there is still room for improvement. The program faculty are taking two actions now: 1) gradually revising the curriculum to be more technique oriented by removing irrelevant non-IT courses; and 2) further enhancing the curriculum with new courses representing the most desired skills in industry.
- Increase recruitment. Faculty will participate in more recruitment events to help promote the program.
- Improve student engagement. Faculty will introduce: 1) more practical project; 2) recent faculty research to the classroom; and 3) further enhance hands-on learning environment.
- Improve the program's data collection from and communication with program alumni.
- Propose a new accelerated sequence for students interested in continuing the Network and Security Management sequence in the M.S. in Information Systems program.
- Increase research opportunities with the goal of attracting more high-quality applicants (and students). Some specific actions include but not limited to periodically offering research topic courses and introducing ongoing master theses/projects as independent study opportunities to undergraduate students.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the B.S. in Network and Telecommunications Management program in the School of Information Technology to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders including from two advisory boards.

The committee notes that the program's enrollment during the period covering the program review cycle has significantly declined over the period of review (from 63 in 2014 to 30 in 2020). The program indicates that, with current resources, this enrollment level is below their ideal target of 60 to 70 students. The percentage of students identifying as female or non-binary has remained relatively constant at 3.3 percent across the period of review. The percentage of undergraduate students from groups traditionally underrepresented in the discipline has varied over the period of review (ranging between 6.7 and 24.4 percent), typically below the University average during the period of review. The self-study report indicates that program faculty are actively engaged in efforts to increase awareness and interest in the program which they hope will lead to controlled growth of the program.

The committee commends the program faculty for their efforts to support the success of their students. 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 commends the program for the creative and varied co-curricular options it provides its students to meet their education and career goals. These include three student organizations, a lifestyle floor in Manchester Hall, collaboration with State Farm on an annual mobile application development competition, and opportunities to participate in other competitions and hackathons. These opportunities help the School prepare students for employment and build a strong student community in the program. The School provides some opportunities for student participation in research opportunities, including the new Next STEM Scholars program (supported through

an NSF grant). The committee also notes that the School has excellent laboratory facilities and works to incorporate significant hands-on experiences into the curricula of the various programs.

The committee commends the program for the creative and varied curricular options it provides students to meet their educational and career goals. The committee commends the faculty's work to revise the curriculum during the period of review based on feedback from multiple stakeholders. We note that all undergraduate programs in the School include a professional practice requirement, usually in the form of a paid internship in the field. The committee also commends the program for their collaborations that support other programs and departments and provide opportunities for students who want to double major.

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes the incorporation of rubrics as tools for assessing student coursework regarding the program's learning outcomes. The committee acknowledges the use of such rubrics as one method to provide consistent reviews of student learning that can reveal potential areas for improvement. The information gathered through these measures has been used to make program changes, and several examples of these changes were specified.

The committee commends the School faculty on their success at hiring and retaining a higher number of female faculty members. We recognize the faculty members of the program for their scholarly contributions to the B.S. in Network and Telecommunications Management program. Faculty members are active researchers who publish peer-reviewed journals articles, and present at national and international professional conferences.

The committee appreciates the in-depth analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways in which our program may aspire. The committee also recognizes that faculty developed specific action plans to implement similar initiatives as those to improve the program at Illinois State University.

Follow-up Reports.

The self-study report identifies a number of potential initiatives related to the program's dropping enrollments. The committee asks that the program faculty develop a plan for controlled enrollment growth. We recommend that the program faculty look to other programs within the School which have growing enrollments for potential recruitment strategies, as well as consulting with University Marketing. Given the time and energy that must be devoted to such recruitment activities, the committee notes that considering which student populations (both external, but also student transferring internally between programs) are most likely to be successful in recruiting students and prioritizing those when recruiting can provide an efficient strategy to assist in guiding these efforts. The committee also suggests that the program faculty explore potential collaborations with other programs (e.g., Creative Technologies). We ask that these discussions involve both internal and external stakeholders (e.g., alumni and the Advisory Board) as well as comparisons with the curricula of programs at comparator institutions. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2024.

The self-study report identifies a number of potential initiatives related to the program curriculum, time-to-degree, and credit hours. The committee asks that the program faculty consider these as part of a comprehensive review and evaluation of the curricula across all sequences, and develop a plan for necessary revisions. This analysis should include examining the role of the articulation of transfer courses and how they impact time-to-degree, identifying any courses that are potential bottlenecks due to high DFW rates (e.g., in the required mathematics courses and IT 168), considering the impact of limited offerings (e.g., required courses that are only offered every other year), consider the potential of offering some courses earlier to increase the visibility of the program within the School, and investigating the availability and timing of the required internships (e.g., developing additional supports for students arranging internship opportunities). We ask that these discussions involve both internal and external stakeholders (e.g., alumni and the Advisory Board) as well as comparisons with the curricula of programs at comparator institutions. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2023.

Recommendations.

The Academic Planning Committee thanks faculty and staff members of the School of Information Technology for the opportunity to provide input regarding the B.S. in Network and Telecommunications Management program 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 School faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to focus on equity, diversity, and inclusion. While the committee recognizes the efforts to increase the gender and ethnic diversity of faculty and students within the program, the committee encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. We note that many of the recruitment strategies are described at the School level, and we recommend that the program faculty explore the use of program-specific recruitment strategies (e.g., program-specific scholarships). Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. 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 an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years and trying to reduce the numbers of curricular exceptions needed). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with honors have sufficient opportunities to do so.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field. Continue to develop and expand the internship program for majors, perhaps through input from the Advisory Board in creating additional opportunities for interaction among students, alumni, practitioners, and prospective employers. The committee encourages the program to clarify the research components in the curriculum (e.g., are there potential discrepancies in required hours between professional practice and independent study) and to continue developing opportunities for student research and creative activities.

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.

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 network and telecommunications management to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the School and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. We also recommend that the School 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. While program faculty have been successful at increasing scholarships through donations from alumni, the committee encourages the program faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. 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, employers, and other external stakeholders in providing input regarding the program and in mentoring students and providing employment opportunities for program graduates.

REVIEW OF THE M.S. IN INFORMATION SYSTEMS

Classification of Instruction Programs (CIP) Code: 11.0103
Data Processing and Data Processing Technology/Technician

OVERVIEW

The **M.S. in Information Systems** program at Illinois State University is housed in the School of Information Technology within the College of Applied Science and Technology. The School of Information Technology houses six degree programs: a B.S. in Computer Science, B.S. in Cybersecurity, a B.S. in Information Systems, a B.S. in Network and Telecommunications Management, an M.S. in Computer Sciences, and an M.S. in Information Systems. In addition, the school offers a minor in Information Systems and Graduate certificates in Data Science: Computer Science, Enterprise Computing Systems, Information Assurance and Security, Internet Application Development, Network and Telecommunications Management, and Systems Analyst. The last review of the M.S. in Information Technology program occurred in 2013-2014.

The M.S. in Information Systems program is intended to provide students with knowledge and skills needed to succeed in the field upon graduation and the depth of understanding necessary to learn new technologies as they emerge. The program is strengthened by its presence in an academic unit with four undergraduate degree programs related to information technology because faculty in the school have a greater depth and breadth of knowledge than is typical of information systems graduate programs. Students enrolling in the M.S. in Information Technology select from five sequence options: Geographic Information Systems sequence, Information Systems sequence, Internet Application Development sequence, Network and Security Management sequence, and Systems Development sequence.

Enrollment by Plan of Study, Fall Census Day, 2014-2021

M.S. in Information Systems, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Geographic Information Systems sequence							1	2
Information Assurance and Security sequence	6	1						
Internet Application Development sequence	12	29	8	5	12	9	16	5
Information Systems Development sequence	10	29	8	2	17	2	5	12
Network Security Management sequence	4	12	8	3	8	5	8	7
No subplan	76	22	54	54	19	34	40	32
Total	108	93	78	64	56	50	70	58

Table notes: The Information Assurance and Security sequence was deleted effective Fall 2014. The Web Computing sequence began in Fall 2017.

Degrees Conferred by Plan of Study, 2014-2021
M.S. in Information Systems, Illinois State University
First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Geographic Information Systems sequence					1			
Information Assurance and Security sequence								
Internet Application Development sequence			21	13	8	6	8	7
Information Systems Development sequence			14	18	6	21	3	7
Network Security Management sequence			3	8	2	9	7	10
No sequence			4	2	5		7	8
Total	26	29	42	41	22	36	25	32

Table notes: Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2017, fall 2017, and spring 2018. The Information Assurance and Security sequence was deleted effective Fall 2014. The Web Computing sequence began in Fall 2017.

EXECUTIVE SUMMARY

PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The program educational objectives (PEO) of the MSIS Graduate Program are as follows:

- Be a successful practitioner in a computer science related field or accepted into a graduate program.
- Design and develop creative and effective solutions to practical computing problems.
- Exhibit teamwork and effective communication skills.
- Be characterized by effective leadership skills and high standards of ethics.
- Engage in lifelong learning to adapt to an ever-changing professional environment.

Student learning outcomes

At the time of graduation, a student in our Information Systems graduate program must attain the following outcomes:

- An ability to analyze the impact of information technology in an organization
- An ability to analyze a problem, and apply various systems development methodologies to design an information technology solution
- An ability to evaluate and implement an information technology solution, along with applications and tools necessary to support organizational needs
- An ability to function effectively on teams to accomplish Information Technology project goals
- Recognition of the need for and an ability to engage in continuing professional development

Program curriculum (2021-2022)

M.S. in Information Systems (Geographic Information Systems sequence) requires 36-39 credit hours. This includes 21 credit hours of core courses, and 9 credit hours of geography courses. The thesis option requires 6 thesis credit hours. The sequence offers two the non-thesis options. The project option requires 6 credit hours of Master's project hours, and an additional of 3 credit hours of geography course credit. The courses option requires 3 credit hours of a capstone course, 3 credit hours of an English course, and 3 additional credit hours of geography course credit.

M.S. in Information Systems (Internet Application Development sequence) requires 36-39 credit hours. This includes 21 credit hours of core courses, and 9 credit hours of additional information technology courses. The thesis option requires 6 thesis credit hours. The sequence offers two the non-thesis options. The project option requires 6 credit hours of Master's project hours, and an additional of 3 credit hours of information technology course credit. The courses option requires 3 credit hours of a capstone course, 3 credit hours of an English course, and 3 additional credit hours of information technology course credit.

M.S. in Information Systems (Information Systems Development sequence) requires 36-39 credit hours. This includes 21 credit hours of core courses, and 9 credit hours of additional information technology courses. The thesis option requires 6 thesis credit hours. The sequence offers two the non-thesis options. The project option requires 6 credit hours of Master's project hours, and an additional of 3 credit hours of information technology course credit. The courses option requires 3 credit hours of a capstone course, 3 credit hours of an English course, and 3 additional credit hours of information technology course credit.

M.S. in Information Systems (Network Security Management sequence requires 36-39 credit hours. This includes 21 credit hours of core courses, and 9 credit hours of additional information technology courses. The thesis option requires 6 thesis credit hours. The sequence offers two the non-thesis options. The project option requires 6 credit hours of Master's project hours, and an additional of 3 credit hours of information technology course credit. The courses option requires 3 credit hours of a capstone course, 3 credit hours of an English course, and 3 additional credit hours of information technology course credit.

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 2021)

21 tenure track faculty members (8 Professors, 5 Associate Professors, and 8 Assistant Professors)

16 non-tenure track faculty members (3 full-time, 13 part-time, totaling 7.2 FTE)

Specialized accreditation

Specialized accreditation is not available for the M.S. in Information Systems program at this time.

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

Likely the biggest change experience by the M.S. in Information Systems program since the program's last review is the change in demand among prospective students. The program faculty observed increasing inquiries/interest from prospective students related to the M.S. programs in computer science and cybersecurity. The overall reduction in demand for M.S. in Information Systems program seems a trend in Illinois and nationwide. Externally, the industry demand for M.S. in Information Systems students remains strong. According to the IS Job Index (last published in 2019), placement rates at graduation seem low (at 47 percent) but look much better six months after graduation (at 81 percent), and average starting salaries have risen to over \$84,000. The program faculty also notice there is an increase in the number of online master programs, especially in Information Technology related fields. The program faculty have created a fully online certificate in Data Science and will investigate alternative program delivery methods. Another external impact on the program comes from changing expectations in the academic community. The focus of the M.S. in Information Systems model curriculum has been changed from a list of topics to a set of competency areas. Instead of listing detailed courses that fit in the knowledge areas in its previous 2006 model, the 2016 competency model only identified a set of competency areas with competencies that M.S. in Information Systems graduates should attain by the time of graduation. Thus, M.S. in Information Systems 2016 does not specify the curriculum topics that should be included; instead, the topics will be determined when an actual curriculum implementation is designed.

Responses to previous program review recommendations

1. *Continue to improve and implement the student learning outcomes assessment plan to identify and implement improvements needed to maintain currency and relevancy of the program and document how this has been addressed.*

The M.S. in Information Systems assessment plan was put in use during this program review period. The relevant assessment data has been collected and carefully studied to identify potential changes to pedagogy and program design that may be needed.

2. *Explore development of non-traditional program delivery, such as online courses, to expand the number and diversity of students.* While continually offering a few graduate level summer courses, the program faculty have also implemented a fully online Data Science Certificate starting in Fall 2021.

3. *Explore establishment of international partnerships and exchange programs that would provide students with international exposure and experiences.* Multiple faculty have visited several institutes in foreign countries during their sabbaticals to seek appropriate opportunities to build international partnerships and exchange programs. In addition, the school is currently working closely with the INTO office to bring more diverse international students to the graduate programs, which is also indirectly providing in-house students with international experience.

4. *Design and implement a systematic program of regular communication with program alumni to collect and maintain data on alumni perceptions of the program and on alumni successes in employment and additional education.* The School of Information Technology instituted a program of collecting data from graduates at commencement receptions, including a non- Illinois State email and information about employment. The program faculty have also made some attempts to collect the same information from students who do not attend the receptions; but have been less successful in getting data from those graduates. The program has also improved communications outward to alumni and have increased opportunities for alumni to be engaged with current students. The program maintains multiple social media sites (Facebook, LinkedIn, Instagram) as well as sending a bi-annual newsletter (called IT matters). However, the program still needs to improve data collection to include a larger percentage of alumni and the program faculty also need to work on developing a more systematic program of data collection from those alumni.

5. *Continue efforts to address gender diversity among faculty members as hiring opportunities arise.* The program has successfully hired five new female tenure-track M.S. in Information Systems faculty in the school. While women are still in the minority, the program and the school as a whole now have a substantial percentage of women in tenure-track roles to serve as role models and mentors for students.

6. *Explore expansion of co-curricular opportunities in the school to include programs and activities intended especially for graduate students to provide them unique opportunities to network with colleagues and prospective employers.* There are three registered student organizations that are particularly relevant to the graduate students in the M.S. in Information Technology program, all of them with faculty advisors in the School of Information Technology.

- The Association for Computer Machinery (ACM) student chapter is primarily focused on career development and partners with the Association for Information Technology Professionals (AITP) student chapter to host an annual internship fair each fall and an annual Information Technology mixer each spring as well as other career-focused events. In addition, the ACM chapter has several special interest groups which typically meet weekly through the semester. SIG topics have included game development, web development, machine learning, robotics, and competitive programming. Most of these are focused on practice. For example, the game development SIG typically creates a game each semester.
- The Security Club meets regularly (typically weekly during semesters) to learn about a variety of cybersecurity topics and participate in various security competitions.
- The Women in Technology group works to support women interested in technology, both in the School of Information Technology and across campus. The group also seeks opportunities to support younger females interested in technology. For example, a group of members volunteers each year at the Millennium Girls event at State Farm.

It is worth mentioning that other regular events/activities below provide unique opportunities to network with colleagues and prospective employers:

- A Mobile Application Development competition is sponsored by State Farm for School of Information Technology students each year. Participants design and develop an app for a mobile device and are judged by mobile development professionals from State Farm.
- State Farm has also sponsored several Capture the Flag events at Illinois State University since the last program review.
- Students have the opportunity to participate in various programming competitions.
- Students also have the opportunity to participate in hackathons at nearby universities, and the School of Information Technology has sponsored three hackathons on the Illinois State University campus. Hackathons are competitions in which participants create some sort of application from scratch in a limited period of time (a different meaning of “hack” from the security-related version of the term).

7. Explore additional opportunities for students to participate in faculty research, internships, and client-based projects, and encourage communication by students of their research, creative works, and professional experiences through publications and through presentations at the University Research Symposium on campus and other appropriate venues. The school strongly encourages graduate students to participate in faculty research. Through guest lectures in the mandatory core course “Research Methodology”, students can learn individual faculty's research interest; through the graduate advisor, students can learn about faculty members' active research projects; through the graduate mailing list, faculty can directly recruit appropriate graduate students into their projects. Some faculty also use social media to connect to the students directly. As a result, during the period between the last program review and now graduate students have actively participated in faculty research and generated multiple high-quality publications with several publications having graduate students listed as first authors. At least one paper with a graduate student as the first author has won the best paper in a well-established professional conference. The school also encourages graduate students to present their work in professional conferences and the Illinois State University research symposium. The School and College provide several small funds to support student travel and presentations. The school also explores sponsorship from industry to support graduate student's research. For example, State Farm has helped establish Graduate Research Assistantship since 2018 to encourage students engaged in data science related research projects.

Major findings

Overall, the program faculty believe that the M.S. in Information Systems program is doing well, although there are opportunities for improvement.

- There is a finalized assessment plan for the M.S. in Information Systems. The assessment data collection has also been started, which will be used to improve the program.
- The number of received applications has been steadily increasing over the past several years, which seems to indicate increased visibility of the program. Moreover, the average quality of admitted students (assessed by their average GRE scores and GPA) has also been steadily increasing over the past several years.
- The program's percentage of underrepresented ethnic minorities was slightly increasing.
- The M.S. in Information Systems program has been successful in hiring multiple female faculty and has been successfully maintaining a high percentage rate of female students.

Initiatives and plans

Based on major findings of this program review self-study, the M.S. in Information Systems faculty plan to do the following during the next program review cycle to improve the program:

- Grow enrollment and increase diversity among students. Currently, the program has worked closely with the INTO office to create related pathway programs for M.S. in Information Systems. The program faculty are currently preparing accelerated programs for all undergraduate majors in the school. Continue to evolve the M.S. in Information Systems assessment plan and better leverage the data collected.
- Review the current sequences and curriculum in the M.S. in Information Systems program to determine if any revisions are necessary to keep the program meeting the demands and expectations of prospective students and employers.
- Identify and implement at least one new sequence in M.S. in Information Systems.

- Investigate the opportunities to develop accelerated master's degrees for programs outside the SIT.
- Improve the quality of students admitted to the program.
- Continue to work on maintaining strong ties to alumni of the program. Since the last review, the program has started increasing communications outward to the M.S. in Information Systems alumni. But the program has been less effective at consistently getting feedback from alumni.
- Build and expand international partnerships and exchange programs that would provide students with international exposure and experiences.
- Continue efforts to address gender diversity among faculty members as hiring opportunities arise.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the M.S. in Information Systems program in the School of Information Technology to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders including from an advisory board.

The committee notes that the program's enrollment during the period covering the program review cycle declined (from 108 in 2014 to 70 in 2020). The program indicates that, with current resources, this enrollment level is at their ideal target of 60 to 70 students. The committee commends the School faculty for efforts to increase the gender and racial/ethnic diversity among its students. The percentage of students identifying as female has varied (showing a steady increase over the period of review, from 29 percent in fall 2015 to a high of 42 percent in fall 2019). The committee notes that the drop back to 28.6 percent in 2020 may reflect impacts of the COVID-19 pandemic. The percentage of graduate students from groups traditionally underrepresented in the discipline has increased (ranging between 4.3 percent in fall 2015 to 8.6 percent in fall 2020), but still remains relatively low.

The committee commends the program faculty for their efforts to support the success of their students. 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 commends the program for having over 95 percent of their students completing the degree within the specified timeframe. The committee commends the program for the creative and varied co-curricular options it provides its students to meet their education and career goals. These include three student organizations, collaboration with State Farm on an annual mobile application development competition, and opportunities to participate in other competitions and hackathons. These opportunities help the School prepare students for employment and build a strong student community in the program. The School provides opportunities for student participation in research opportunities through a required research methodology course, research assistantships, and supervised work with faculty on research projects and theses. The committee also notes that the School has excellent laboratory facilities and works to incorporate significant hands-on experiences into the curricula of the various programs.

The committee commends the program for the creative and varied curricular options it provides students to meet their educational and career goals. The committee commends the faculty's work to revise the curriculum during the period of review based on feedback from multiple stakeholders. These revisions include the development of a new course (IT 357), and several revisions to the program's core and elective course lists. We also commend the program faculty on the development of a new data science graduate certificate program.

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes the incorporation of rubrics as tools for assessing student coursework regarding the program's learning outcomes. The committee acknowledges the use of such rubrics as one method to provide consistent reviews of student learning that can provide potential areas for improvement. The information gathered through these measures has been used to make program changes, and several examples of these changes were specified.

The committee commends the School faculty on their success at hiring and retaining a higher number of female faculty members. We recognize the faculty members of the program for their scholarly contributions to the M.S. in Information Systems program. Faculty members are active researchers who publish peer-reviewed journals articles, submit grant proposals, and present at national and international professional conferences.

The committee appreciates the in-depth analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that this program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives as those to improve the program at Illinois State University.

Recommendations.

The Academic Planning Committee thanks faculty and staff members of the School of Information Technology for the opportunity to provide input regarding the M.S. in Information Systems program at Illinois State University through consideration of the self-study report submitted by the faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with School faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. As noted above, the program's enrollment has declined since the start of the period of review, but it is also near their ideal target given current resources. We support the program's goal to grow enrollment and increase diversity among its students. The committee acknowledges the work faculty have completed regarding their recruitment efforts and that this work has been successful in enrolling students into the program. Given the time and energy that must be devoted to such recruitment activities, the committee notes that considering which sources are most likely to be successful in recruiting students and prioritizing those when recruiting can provide an efficient strategy to assist in guiding these efforts (e.g., what is the ideal ratio of domestic to international students, which Illinois State undergraduate programs are the strongest pathway into the Master's program, are there opportunities to develop new sequences to meet high industry demand). The committee suggests that the program explore the potential of partnerships with other units to support students interested in pursuing dual Master's programs. In light of the comparator and aspirational analyses, we also recommend that the program faculty continue to explore the potential of developing non-traditional program delivery options (e.g., online courses), and engage with comparator institutions to better understand factors driving enrollment declines. Lastly, we recommend that the program continue to work closely with the INTO partners to identify unique challenges facing those students and to develop supports necessary for their success in the program.

Continue to focus on equity, diversity, inclusion, and access. While the committee recognizes the efforts to increase the gender and ethnic diversity of faculty and students within the program, the committee encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from domestic groups who are traditionally underrepresented in the program and discipline. We note that many of the recruitment strategies are described at the School level, and we recommend that the program faculty explore the use of program-specific recruitment strategies (e.g., program-specific scholarships). Furthermore, we encourage the program faculty to continue to examine and document ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. 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 an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates. We encourage the program faculty to review the program's mechanisms that support timely graduation of students who enter the program without all the foundational coursework. Finally, while we note the relatively high number of international students within the program, the committee recommends that the program faculty examine strategies that are intentionally designed to smooth the transition of moving to another country and support a feeling of community and belonging for this population of students.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field. The committee encourages the program to continue developing opportunities for student research and creative activities. We strongly recommend that the program faculty continue to explore avenues for the infusion of equity, diversity, and inclusion issues into the program's curriculum. Lastly, the committee recommends that the program faculty examine the current graduate certificate programs to determine the continued value of their availability.

Continue to develop training and mentoring opportunities for Graduate Teaching Assistants who support teaching in the Information Systems program. The committee commends the policy that graduate assistants complete the training course prior to becoming a teaching assistant. While the committee acknowledges that all graduate students are encouraged to participate in the professional development opportunities offered by the Center for Teaching, Learning, and Technology (CTLT) on campus and through professional/disciplinary conferences, we recommend that the program faculty consider ways to expand the training and mentoring of their graduate teaching assistants. This may include creating additional assessments mechanisms like observations of teaching and mid-semester feedback and evaluation.

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.

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 information systems to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the School and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. 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 to refine a plan for alumni tracking and engagement. The committee encourages the faculty to continue to refine their plan for tracking program alumni (not only School-wide, but also specifically at the graduate program level) and use this system to enhance alumni networking and engagement. 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, employers, and other external stakeholders in providing input regarding the program and in mentoring students and providing employment opportunities for program graduates.

REVIEW OF THE B.S. IN MOLECULAR AND CELLULAR BIOLOGY

Classification of Instruction Programs (CIP) Code: 26.0406

Cell/Cellular and Molecular Biology

OVERVIEW

The **B.S. in Molecular and Cellular Biology** program at Illinois State University is housed in the School of Biological Sciences within the College of Arts and Sciences. The School of Biological Sciences houses five degree programs: a B.S. in Biological Sciences, a B.S. in Biological Sciences Teacher Education, a B.S. in Molecular and Cellular Biology, M.S. in Biological Sciences, and a Ph.D. in Biological Sciences. In addition, the school offers a minor in Biological Sciences and a Biogeographic Information Systems Graduate certificate. This is the first review of the B.S. in Molecular and Cellular Biology program.

The B.S. in Molecular and Cellular Biology program is designed for students interested in the molecular sciences. Coursework for this degree differs from the Biological Sciences major because it is focused on macromolecules, cells, genetics, and the chemistry of living systems.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2014-2021

B.S. in Molecular and Cellular Biology, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Enrollments	93	125	120	131	111	102	98	91
Degrees	3	9	27	28	38	26	31	33

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

- 1) To recruit students with strong academic records
- 2) To promote and support diversity among our students
- 3) To promote a strong conceptual understanding of biology as well as the scientific method
- 4) To promote undergraduate scholarship through research projects under the supervision of a faculty mentor

Student learning outcomes

- Objective 1. Students will understand the fundamental basics of molecular and cell biology by mastering key concepts in genetics, inorganic and organic chemistry, physics, biochemistry, biotechnology, and cell biology.
- Objective 2. Students will develop both written and oral communication skills needed to be an effective scientist.
- Objective 3. Students will develop the ability to formulate questions and adequately design experiments to test them. These problem-solving skills are crucial to the field of molecular and cellular biology.
- Objective 4. Students will develop safe and effective laboratory skills, including those for handling chemicals, using instrumentation, and conducting basic DNA, protein, and cell manipulations.

Program curriculum (2021-2022)

Graduation requirements:

120 credit hours including 72 credit hours for the degree program and 39 credit hours for General Education. The 72 credit hours for the degree program include 37 credit hours of biology courses, 20 credit hours of chemistry courses, 8 credit hours of mathematics courses, and 8-10 hours of physics courses.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)

24 tenure track faculty members (8 Professors, 10 Associate Professors, and 6 Assistant Professors)

6 non-tenure track faculty members (1 full-time, 5 part-time, totaling 2.6 FTE)

Undergraduate student to faculty ratio: 29 to 1

Undergraduate student to tenure-line faculty ratio: 32 to 1

Specialized accreditation

There are no plans to pursue specialized accreditation at this time.

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

No changes to the discipline were reported.

Responses to previous program review recommendations

There were no prior recommendations because this is the first program review for the program.

Major findings

The program faculty find that the Molecular and Cellular Biology program has been quite successful in its first 8 years. Molecular and Cellular Biology students are academically successful, and the program has high retention rates with those students leaving the program deciding on a different major here at Illinois State University. In addition, the program has demonstrated the ability to recruit diverse students to the program and have high rates of historically underrepresented students in the program. As many of the Molecular and Cellular Biology faculty are active in the STEM Alliance, NexSTEM, and SACNAS, program faculty are able to support minoritized students and to provide them with research opportunities within program faculty's laboratories. The program has been successful in converting many of the lab courses to Course-based Undergraduate Research Experiences (CUREs), which increases the efficacy of learning among students. In addition, students performing research in program faculty's laboratories have presented their data at local, regional, and national/international meetings and have been authors on published scientific articles. One weakness the program faculty has identified is that the program has insufficient faculty to further expand the program's CURE courses and to provide individualized research experiences for students. Another weakness of the program is a lack of consistent assessment. However, now that the program is under new leadership, the faculty have been developing a plan for assessment using published tools and establishing a timeline.

Initiatives and plans

Moving forward, the program faculty want to continue to improve the Molecular and Cellular Biology program, particularly in the development of practical skills that will make the program's students competitive for both next-level education programs as well as STEM careers. In order to do this, the program faculty propose the following changes.

1) As the program offers two courses that provide students with hands-on training in biologically relevant computer skills, the faculty would like to add these courses to the MCB elective lab options. This will allow students to have more options for laboratory, skills-based classes.

2) The program faculty would like to continue to revamp the Molecular and Cellular Biology lab courses as CUREs and to add additional CURE lab courses. These types of courses have been shown to have a major impact on students. Interestingly, they provide a mechanism by which historically underrepresented students are able to make gains in self-efficacy that match those of students who have had access to more opportunities⁸. In addition, as the program does not have sufficient faculty to meet the demands of individualized research experiences, these types of courses provide an opportunity for us to provide real-world, inquiry-based research experiences to larger number of students. However, one issue with using CUREs in laboratory courses, is that the faculty want to expose students to cutting-edge techniques. These types of experiments are costly, and the lab fees do sufficiently cover the cost. Therefore, the program faculty would like to work with the University to identify means by which faculty can provide meaningful research experiences to students that will make the competitive after graduation.

3) One barrier that prevents students, in particular students from historically underrepresented backgrounds, is that they have to choose between working a job and doing research or gaining clinical experience. One issue is that students graduate with insufficient hands-on experience to be competitive for professional/graduate programs. Therefore, students may take gap years in order to gain this experience and/or save money for tuition. As these experiences are critical to the success of students to be accepted into professional/graduate programs, the program faculty would like to develop a Biological Sciences work study program in which students can work in the laboratory on an independent research project. In addition, faculty would like to develop a partnership with area clinics/hospitals to provide paid internships for students.

4) A major weakness of the program is the lack of a formal assessment of program. The program has identified appropriate published Molecular and Cellular Biology assessments and plan to initiate these assessments starting in Fall 2021.

5) Program faculty would like to set up a system for collections of data at the end of each semester on student outcomes. This way faculty can have easy access to student data, and hopefully get relevant information from students before they leave campus.

6) Faculty would like to develop a better system for obtaining alumni data. As many students take gap years, the program is missing valuable information about what becomes of these students. Program faculty hope that they are going and staying in STEM careers and/or are pursuing the next level of education necessary for their profession.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the B.S. in Molecular and Cellular Biology program in the School of Biological Sciences to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report.

The committee notes that the program's enrollments initially from 93 students in 2014 to a high of 131 in 2017 but have since declined to 98 in 2020. The program faculty see an opportunity for controlled growth of the program (with continued student interest and opportunities for graduates) with a target of 100-120. 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 commends the program faculty for efforts that have led to high levels of gender and racial/ethnic diversity among its students. The percentage of students identifying as women has remained relatively constant during the period of review (averaging 58 percent since 2016). The percentage of undergraduate students from groups traditionally underrepresented in the discipline has consistently remained above the University average (ranging between averaging 34.5 percent since 2016). The committee commends the department for their recruitment plan that includes the use of letters and participation in recruitment events (e.g., open houses, Redbird Days, and Presidential, University Scholar days, and science fairs at local high schools).

The committee commends the program faculty for their efforts to support the success of their students. The committee commends the program for aligning their creative and varied co-curricular activities with their program learning objectives and assessment plan. These opportunities provide students with opportunities to participate in activities that allow them to engage with the community, to learn from experts in the field, and network with potential employers. These varied opportunities include in NexSTEM, STEM Alliance, SACNAS, and Women in Technology and Science. The committee commends the program faculty for encouraging majors to participate in the University Honors, resulting in participation rates ranging between 20 and 26 percent. We note that time-to-degree statistics for majors are at or better than institutional levels over the period of review. We commend the program faculty for their support of student research, which has resulted in co-authored publications and local and national conference presentations.

The committee commends the faculty for their ongoing review and revisions to the curriculum during the period of review. This work included the development of a Course-based Undergraduate Research Experiences (CUREs) in a number of courses, the revamping of MSC 260 Microbiology and BSC 350 Molecular Biology to reflect recent gains in microbiology and more advanced techniques, the addition of two new lab courses: BSC 319 Genetics of Behavior and BSC 370A01 Applied Microbiology, and a new BSC 370A03 Programming for Biology course. The committee further commends the program faculty for their support of and participation in the General Education program.

The committee notes that the department faculty have discussed the development of a new assessment tool designed to assess student learning outcomes and have initiated a focus group forum to collect student feedback about the program.

The committee recognizes the faculty members of the program for their scholarly contributions to the B.S. in Molecular and Cellular Biology. Faculty members are active researchers who pursue grant opportunities, publish peer-reviewed journals articles, and present at national and international professional conferences. Additionally, we recognize that every faculty in the program has been activity involved in advising and supporting professional student organizations, demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom.

Follow-up Reports.

Assessment Plan. The Academic Planning Committee recognizes faculty efforts to develop new tools for assessing student learning objectives and feedback. The committee asks that the program work with University Assessment Services to review and refine the existing plan so that it provides meaningful information to guide faculty in their program revisions and clearly states mechanisms for how that information will be used to inform program revisions. Accordingly, the committee asks faculty to submit a revised assessment plan to the Office of the Provost by August 15, 2023.

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. 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; this could help the faculty develop strategies for addressing priority initiatives faculty have identified for the next review. 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 August 15, 2023.

Recommendations.

The Academic Planning Committee thanks faculty members of the School of Biological Sciences for the opportunity to provide input regarding the B.S. in Molecular and Cellular Biology program 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 department faculty members. In the next program review self-study report, tentatively due

October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. The committee notes that demand for the program remains strong, but enrollments are below target levels. The committee acknowledges the work faculty have completed regarding their recruitment efforts, and that this work has been successful in enrolling both first-time-in-college and external transfer as first and second majors in the program. Given the time and energy that must be devoted to such recruitment activities, the committee suggests that program faculty continue to identify external student populations for recruitment. The committee encourages the program to continue refining and implementing their plan for student recruitment including strategies for increasing enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline.

Continue to focus on equity, diversity, and inclusion. The committee recognizes the efforts that have resulted in the diversity of faculty and students within the program. We encourage the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. 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 an overarching structure for other related initiatives (e.g., retention, curriculum, alumni engagement). The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates. The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure, including assessing the impact of recent revisions. We suggest that the program explore the potential of developing additional 300-level elective courses. The committee strongly recommends that the faculty continue to explore ways to infuse issues of equity, diversity, and inclusion into the program. We also recommend that the program examine potential opportunities to increase the availability of internships and direct job placements.

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 molecular and cellular biology to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the Department and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. 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.

Develop a plan for alumni tracking and engagement. The committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. 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, employers, and other external stakeholders in providing input regarding the program and in mentoring students and providing employment opportunities for program graduates.

REVIEW OF THE B.S. IN BIOCHEMISTRY

Classification of Instruction Programs (CIP) Code: 26.0202
Biochemistry

OVERVIEW

The **B.S. in Biochemistry** program at Illinois State University is housed in the Department of Chemistry within the College of Arts and Sciences. The Department of Chemistry houses four degree programs: a B.S. in Biochemistry, a B.S. in Chemistry, a M.S. in Chemistry, and a M.C.E. or M.S.C.E in Chemistry Education. In addition, the department offers a minor in Chemistry. This is the first review of the B.S. in Biochemistry program as a stand-alone program.

The B.S. in Biochemistry program provides a solid foundation necessary for advanced study in medicine, veterinary medicine, pharmacy, chemistry and biology, as well as forming the basis for entry-level positions in the pharmaceutical and biotechnical industries. While the degree requirements may satisfy many professional or graduate programs, it is important to consult the admission requirements as early as possible for the particular programs at schools to which the individual is likely to apply. Additional coursework may be taken as electives which may be applicable to postgraduate work.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2014-2021

B.S. in Biochemistry, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Enrollments	42	62	79	68	67	62	72	69
Degrees	24	15	3	4	8	9	7	5

Table notes: The 2014 and 2015 graduation numbers reflect students graduating from the combined B.S. in Biochemistry/Molecular Biology program that was split into separate stand-alone programs in 2013.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

Program Goal 1: Students will understand the fundamental basis of the science of chemistry through mastering key concepts in the specific areas of physical chemistry, organic chemistry, inorganic chemistry, analytical chemistry, and biochemistry following guidelines established by the American Chemical Society for a B.S. degree in chemistry.

Program Goal 2: Students will develop information and communication skills (oral, written, and computer skills) needed to be a professional chemist.

Program Goal 3: Students will develop problem-formulating and problem-solving skills relevant to the field of chemistry

Program Goal 4: Student will develop safe and effective laboratory skills, including those for chemical handling and use of chemical instrumentation

Program Goal 5: Students will learn how to translate their knowledge of chemistry into practice.

Student learning outcomes

Program Goal 1 Outcomes:

- Understanding of key concepts in: Physical chemistry, organic chemistry, inorganic chemistry, analytical chemistry, biochemistry

Program Goal 2 Outcomes:

- Ability to find and retrieve electronic data and information
- Effective at communicating chemical ideas in writing
- Ability to use computer based tools for data analysis, interpretation, and communication
- Effective at orally communicating their knowledge of chemistry

Program Goal 3 Outcomes:

- Ability to formulate questions in problem areas in advanced courses and apply problem-solving skills to answer questions/ problems

Program Goal 4 Outcomes:

- Laboratory activities that require basic chemical equipment and instrumentation
- Laboratory work that shows safe and effective practices in laboratory procedures, chemical handling and use of equipment

Program Goal 5 Outcomes:

- Completion of supervised, independent work that demonstrates putting knowledge into practice

Program curriculum (2021-2022)

Graduation requirements:

120 credit hours including 75 credit hours for the degree program and 39 credit hours for General Education. The 75 credit hours for the degree program include 45 credit hours of chemistry courses, 14 credit hours of biology courses, 8 credit hours of mathematics courses, and 8 credit hours of physics courses.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)

21 tenure track faculty members (12 Professors, 3 Associate Professors, and 6 Assistant Professors)

7 non-tenure track faculty members (5 full-time, 2 part-time, totaling 5.9 FTE)

Undergraduate student to faculty ratio: 7 to 1

Undergraduate student to tenure-line faculty ratio: 8 to 1

Specialized accreditation

B.S. in Biochemistry degrees are American Chemical Society (ACS) certified in the Department as long as the students graduate with a grade of “C” or better in all of the major required courses.

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

The discipline has been in continuous demand for trained persons for a significantly long time, centuries in fact. However, given the behaviors seen during the pandemic and the individuals still refusing to get vaccinated, it might call for some more mandated science education for the masses. Given this societal need, possibly the Biochemistry program should design a course to contribute to Illinois State University General Education curriculum to help fix the distrust of science that seems to be growing in the population.

Responses to previous program review recommendations

This is first eight-year program review for Biochemistry, so the program has not had a full response yet. However, the program did get a response to the three-year review. The major recommendation was that Biochemistry develop its own Assessment plan, which the program faculty subsequently did.

Major findings

Overall, the Biochemistry program is performing fairly well, but likely is still riding the inertia from the ten year push it received from the preceding Biochemistry/Molecular Biology program. Given the national popularity of this

degree program, it certainly has potential to grow into a vibrant major at Illinois State. Indeed, given the interest it garners from our incoming freshman, with essentially zero recruiting efforts from the department or university, suggests that there is room to grow. Also, even small adjustments to the curriculum or scheduling may pay dividends in retention of these majors, although our graduation rates do appear to be in line with the other Illinois public universities that offer a B.S. in Biochemistry. Thus, it is time for the department and the university to decide whether they want to invest time and energy into this program and bring it to its potential, or whether these students might be better served elsewhere within Illinois State University (e.g., the Molecular and Cellular Biology program) or at another university altogether. Given that the department will be hiring a new chair this year, it is the perfect time to have the discussion so the new leadership can assign assessment and coordinator duties as required for the success of Illinois State Biochemistry.

Initiatives and plans

The Biochemistry program has strengths and weaknesses with potential for future growth. With an influx of funding (\$97,000 toward an updated laboratory shared with Physical Chemistry) to provide a new lab with capacity for 20 students, this is a great start toward the major reaching its potential. The three major areas of potential improvement are funding, recruitment of high-quality undergraduates, and targeted hires of new Biochemistry faculty. In the area of funding, the new chair should champion the Biochemistry major to alumni of the department and any other Illinois State alumni in the biomedical field. As discussed elsewhere in this report, one immediate improvement is to correct the inability to reward talented students into Biochemistry with existing departmental scholarships. If this is an overly literal interpretation of these scholarships, then an immediate impact could be felt by using these funds to recruit the best students and allow them to pursue either Chemistry or Biochemistry. In addition, continual fundraising for scholarships for this newer major should be aggressively pursued. The new chair should also assign a small team of faculty to lead recruitment efforts in such a way that all faculty are invited to participate in local high school visits and update recruiting materials to send to high schools around the broader Midwest, perhaps highlighting publications with undergraduate coauthors. Finally, continual evaluation of current research activities in the biochemistry division will lead to strategic hiring of new faculty that complement the strengths of the biochemistry division and thus lead to new and exciting research opportunities for undergraduate students in the major.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

The Department of Chemistry houses four degree programs: a B.S. in Biochemistry, a B.S. in Chemistry, a M.S. in Chemistry, and a M.C.E. or M.S.C.E. in Chemistry Education. In addition, the department offers a minor in Chemistry. This is the first review of the B.S. in Biochemistry as a stand-alone program. The program provides a solid foundation necessary for advanced study in medicine, veterinary medicine, pharmacy, chemistry and biology, as well as forming the basis for entry-level positions in the pharmaceutical and biotechnical industries.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks program faculty for their critical reflections about the current state of their program.

The self-study reports that enrollment has been relatively stable for the B.S. in Biochemistry program at between 60 and 70 students. However, the self-study notes that recruitment into the program “occurs via happenstance” suggesting that a more targeted plan for recruitment should be developed. While enrollments in the program have been steady, the self-study report notes that the program often has a significant loss of major from the program relatively low graduation rates and Fall-to-Fall retention rates that have ranged from 35 to 60 percent for first-time-in-college students. This suggests that the program faculty need to examine their program to identify strengths and weaknesses within their supports for student success. Currently areas of strength include faculty support for student involvement in research and participation in the University Honors Program. The committee commends the program for being certified by the American Chemical Society.

While recognizing the B.S. in Biochemistry program has many strengths, the committee is concerned about many aspects regarding the current state of the program and several of these issues that were highlighted in the self-study. The self-study report is candid in its recognition of the need to further evaluate the program in light of these

challenges as well as changes in national and disciplinary trends. Therefore, the Academic Planning Committee flags the B.S. in Biochemistry program for further review. The committee requests that the Department of Chemistry take the following actions and submit the following reports based on those actions.

Report 1: Due December 15, 2023

Submit to the Academic Planning Committee via the Office of the Provost.

Develop a new Strategic Plan. The committee asks that the faculty engage in strategic planning discussions and develop a new strategic plan for the program. In addition to standard elements of a strategic plan (e.g., vision, mission, core values, goals, strategies, and tactics), the committee asks that it includes elements to address the areas related to the other follow-up requests. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in a report submitted to the Office of the Provost.

Develop a plan for recruitment and enrollment growth. 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, 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 the self-study report, including through word-of-mouth, direct marketing through email, and recruitment at professional conferences. 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 programming 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 education.

Develop a plan for student success and retention. The committee asks the program faculty to 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., retention, curriculum, alumni engagement). The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years and trying to reduce the numbers of curricular exceptions needed). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in a report submitted to the Office of the Provost.

Complete a review and evaluation of the curriculum. The self-study report identifies a number of potential initiatives related to the program curriculum. The committee asks that the program faculty consider these as part of a comprehensive review and evaluation of the curricula across all sequences, and develop a plan for necessary revisions. This should include a review of the course catalog to clearly identify potential hidden pre-requisites and bottleneck courses. We ask that these discussions involve both internal and external stakeholders as well as comparisons with the curricula of programs at comparator institutions. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in a report submitted to the Office of the Provost.

Develop a comprehensive plan for equity, diversity, and inclusion. The committee asks the program faculty to develop a comprehensive plan to address issues of equity, diversity, and inclusion. We encourage 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. The committee urges the program to continue refining and implementing their plans for faculty and student recruitment, including strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. We recommend that that the program faculty examine ways to infuse diversity, equity, and inclusion into the curriculum. We encourage the program faculty to look to their other programs within the department as well as comparator and aspirational institutions for indicators of enrollment growth impacts on program quality. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in a report submitted to the Office of the Provost.

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 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 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.

Report 2: Due October 1, 2024

Submit to the Academic Planning Committee via the Office of the Provost.

The Academic Planning Committee asks the Department of Chemistry to submit an update regarding actions that the faculty have taken in continuing to offer the B.S. in Biochemistry program, 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, 2024.

The report should address:

- Strategic plan
- Recruitment and enrollment growth.
- Student success and retention.
- Equity, Diversity, and Inclusion plan.
- Comparator and aspirational program analyses.
- Changes to the curriculum and impact of these changes.

Based on the status of the program as reported in the October 1, 2024 report, the committee may request additional annual reports by the department 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, 2025, 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 B.A. IN FRENCH AND FRANCOPHONE STUDIES

Classification of Instruction Programs (CIP) Code: 16.0901
French Language and Literature

OVERVIEW

The **B.A. in French and Francophone Studies** program at Illinois State University is housed in the Department of Languages, Literatures, and Cultures within the College of Arts and Sciences. The Department of Languages, Literatures, and Cultures houses four degree programs: a B.A. in French and Francophone Studies, B.A. in German, a B.A. in Spanish, and M.A. in Language, Literatures, and Cultures. In addition, the department offers minors in Classical Studies, East Asian Studies, French and Francophone Studies, German, Italian Studies, and Spanish and an Instructional Technology in World Languages graduate certificate. The last review of the B.A. in French and Francophone Studies program occurred in 2013-2014.

B.A. in French and Francophone Studies program offers a dynamic interdisciplinary lens for exploring the diverse cultural productions of the Francophone world: language, literature, the arts, politics, philosophy, and other fields of human inquiry and creative expression. Students engage closely with faculty in small seminars and regularly study abroad. Graduates in French and Francophone studies demonstrate language proficiency, intercultural competencies, and analytical skills. Students enrolling in the B.A. in French and Francophone Studies select from either the French and Francophone Studies sequence or the French Teacher Education sequence.

Enrollment by Plan of Study, Fall Census Day, 2014-2021

B.A. in French and Francophone Studies, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
French and Francophone Studies sequence	14	3	7	7	3	4	2	5
French Teacher Education sequence	6	5	6	5	6	7	9	11
No subplan		4						
Total	20	12	13	12	9	11	11	16

Degrees Conferred by Plan of Study, 2014-2021

B.A. in French and Francophone Studies, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
General French sequence	4		1	1	2	1		1
French Teacher Education sequence	2		1	1		1	1	
No subplan				1				
Total	6	4	2	3	2	2	1	1

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 B.A. in French provides students with advanced language skills and knowledge of French culture, literature, language, and pedagogy. These skills and knowledge will enable them to be intelligent and responsible citizens of a globalized world and to successfully pursue careers in teaching, business, government, or non-governmental organizations.

Student learning outcomes

The student will demonstrate:

1. competency in speaking, writing, listening, and reading French;
2. knowledge in the culture of a country or region speaking French and of the culture's global context;
3. competency in using critical thinking, particularly from a cross-national perspective;
4. knowledge of French and/or Francophone literature in its socio-historical context;
5. knowledge of the structure of the French language;
6. In the case of teacher education majors knowledge of current theories, methods and issues in foreign language education and professional journals and organization/sources; competency in critical thinking about those theories, methods and issues; and successful practical application of their knowledge and skills in classes, clinical experiences and student teaching.

Program curriculum (2021-2022)

Graduation requirements (General French sequence):

120 credit hours including 35 credit hours for the degree program and 39 credit hours for General Education. The 35 credit hours for the degree program include 35 credit hours of French.

Graduation requirements (French Teacher Education sequence):

120 credit hours including 67 credit hours for the degree program and 39 credit hours for General Education. The 67 credit hours for the degree program include 26 credit hours of French courses, 6 credit hours of Languages, Literatures, and Cultures courses, 9 credit hours of French elective courses, and 26 credit hours of professional education courses external to the Department of Languages, Literatures, and Cultures.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)

16 tenure track faculty members (8 Professors, 7 Associate Professors, and 1 Assistant Professors)

13 non-tenure track faculty members (9 full-time, 4 part-time, totaling 11.4 FTE)

Undergraduate student to faculty ratio: 4 to 1

Undergraduate student to tenure-line faculty ratio: 7 to 1

Specialized accreditation

The French Teacher Education sequence in the B.A. in French program, as one of the teacher education programs at Illinois State University, is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The last accreditation review was conducted in October 2019, and the University successfully met all five of the national standards for educator preparation. The French teacher education sequence is also approved by the American Council on the Teaching of Foreign Languages (ACTFL), a specialized professional association affiliated with CAEP. The teacher education sequence is subject to annual review and approval by the Illinois State Board of Education. There is no specialized accreditation for the non-teaching sequence in the French program.

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

According to the MLA, graduate and undergraduate language programs (French in particular) have been in steady decline throughout the United States. Unfortunately, this decline does not accurately reflect the reality of the global society in which not everyone speaks English fluently. French and Francophone Studies programs must therefore transform themselves to engage with the practical aspects of foreign language education. For example, the French Embassy is committed to supporting French for professional purposes in the United States. The question the field must now ask itself is how to make French proficiency more useful in the professional world and more applicable to commercial interests. French and Francophone Studies faculty at the University have undergone specialized training to learn how to best teach French for the professions. ACTFL is also a strong advocate for framing foreign language education as an integral part of professionalization and career development. According to ACTFL, foreign language education cultivates important employability skills, including interpersonal skills, personal qualities, technology use, systems thinking, communication skills, information use, resource management, critical thinking skills, and applied academic skills. Moreover, ACTFL argues that “typical language curriculum is built around general topics that may seem irrelevant to 21st century learners.”¹² ACTFL recommends incorporating STEM and problem/project-based learning as much as possible.

Regardless of these trends, program success depends heavily on enrollment and financial sustainability. Until the University and its students fully understand and acknowledge the importance of foreign language education with respect to employability,¹³ economic growth, cultural competency, and globalization, French and Francophone Studies will remain an at-risk program. Possible areas for consideration include (1) creating a university-wide language requirement, (2) adding and/or increasing foreign language requirements (i.e., 116) for diversity-focused interdisciplinary programs (e.g., African Studies, Ethnic Studies, Latin American and Latino/a Studies, Middle Eastern and South Asian Studies), and (3) providing more institutional support (i.e., increase tenure lines) for smaller language programs like French and Francophone Studies. Often strapped for resources, French and Francophone Studies faculty struggle to manage all of their professional obligations while providing highly individualized attention to students.

Nevertheless, some of the observations noted in the previous program review hold true today: French is still the second most studied foreign language in American colleges and universities after Spanish; French and Francophone Studies continue to evolve in response to changing demographics and technological advances; French programs across the nation continue to move toward a more integrated understanding of language, literature, and culture; French programs nationwide no longer emphasize literature, but rather prioritize intercultural communication, language pedagogy, and professional practice.

Responses to previous program review recommendations

After the last program review, the Academic Planning Committee (APC) found the B.A. in French to be in good standing. The APC nevertheless made the following recommendations to be addressed during the current program review cycle: (1) building on recruitment and retention successes during the last eight years, continue efforts to increase program enrollment beyond current levels; (2) continue to monitor and adjust the curriculum to meet student needs; curricular changes in course content and pedagogy to improve speaking and listening skills of teacher education majors and speaking and writing skills of non-teacher-education majors; (3) promote increased participation in the Honors program, study abroad programs, and co-curricular activities relevant to French and Francophone Studies, including service opportunities; (4) explore opportunities for collaboration with the College of Business to provide students opportunities to study and be credentialed in business French; (5) develop and implement a plan to recruit for gender diversity in the student population. The French Section has made a conscientious effort to address each of these recommendations.

In response to the APC’s recommendations, the faculty have taken the following initiatives: (1) the curriculum was modified to meet student learning needs and to ensure healthy enrollments, particularly in 2017 with the extensive program revision for both major sequences; (2) program faculty expanded the availability of French tutoring by designating all faculty as tutors for all levels and by hiring international GAs (e.g., Moroccan) to staff the French Grammar Help Desk when available; (3) faculty improved speaking and listening skills of teacher-education (and

general) majors with the creation of FRE 215; (4) the program implemented strategies for maintaining language proficiency of students at the 200 and 300 levels such as requiring student participation in conversation groups outside the classroom and including more oral projects (podcasts, classroom debates, presentations, Talk Abroad, Share Ami, etc.) within classes; (5) faculty promoted increased participation in study abroad programs and co-curricular activities through aggressive and sustained promotional strategies (flyers, class visits, attendance at the study abroad fair, etc.); (6) the program added courses in linguistics (FRE 341: History of the French Language¹¹) and film (FRE 386) to ensure curricular balance with extant literature and culture courses; and (7) increased student involvement in service learning and community outreach projects with volunteer/internship opportunities at the Community Health Care Clinic and Immigration Project.

In addition, (1) faculty redoubled recruitment efforts by visiting local high schools, as well as meeting individually with all students enrolled in classes to discuss how best to incorporate French into their plans of study; (2) program faculty revised and streamlined the curriculum so that it better reflected current trends in the discipline and responded to student demand; (3) faculty balanced the curriculum so that diversity issues were addressed more frequently and organically in all of the program's courses; (4) the program further explored service learning/internship opportunities with local and international partners (e.g., the Community Health Care Clinic, Immigration Project, the Unity Community Center, the McLean County Circuit Court, the Normal Police Department) and nontraditional study abroad opportunities (e.g., Al Akhawayn University in Ifrane, Morocco); (5) FRE 236 (French for Global Business) was added to the curriculum and established Illinois State University as an accredited test center for Diplomas in French for Professions; (6) faculty redesigned a 200-level grammar course (FRE 235: Advanced French Grammar, now FRE 215: Advanced Grammar and Oral Proficiency) in order to improve students' oral proficiency in the target language; and (7) the program began negotiating a unilateral exchange with a French university (Université Rennes 2) to add a different native French speaker to the program as a GA each year. Nevertheless, the French Section – much like the University as a whole – must continue to focus on encouraging greater gender diversity in the student population.

Major findings

Representative of national trends, French and Francophone Studies enrollments have been in steady decline since the last program review cycle. However, the program has recently observed a modest increase that the faculty will continue to encourage. The demographic profile for French and Francophone Studies has remained largely unchanged and reflects the overall undergraduate degree-seeking student population at the University. In addition, French and Francophone Studies faculty continue to make contributions to students enrolled in other programs via courses intended to fulfill the foreign language graduation requirement, the AMALI (formerly Global Studies) graduation requirement, and various General Education requirements. While the program is no longer able to offer as many sections of 100-level courses as before due to recent and seemingly permanent reductions in instructional capacity (particularly where tenure-line faculty are concerned), these classes continue to meet maximum enrollments. Surveys sent to majors, minors, and alumni reveal an overall satisfaction with the curriculum and faculty expertise. They find faculty to be highly knowledgeable, approachable, and invested in student success. Unsurprisingly, many indicated a desire for more course offerings each semester. The surveys also identified two areas for improvement that remain within the faculty's control: (1) sustained focus on the development of students' speaking proficiency, particularly in colloquial French; and (2) the integration of grammar instruction in 300-level courses.

Initiatives and plans

Based on the findings of the present self-study, French and Francophone Studies faculty have identified the following initiatives for the coming program review cycle: (1) explore the possibility of creating a French and Francophone Studies course in English to promote the program and recruit students whose plans of study do not have a language requirement; (2) investigate the feasibility and interest of establishing a certificate in French and Francophone Studies that has fewer requirements than the minor and will appear on student transcripts; (3) capitalize on existing and/or create new internship opportunities with University partners that would allow French and Francophone Studies students to use French professionally; (4) focus recruitment efforts on nursing and pre-med students through the creation of a medical French course or the designing of a thematic unit on language and healthcare in FRE 236 and other courses; (5) redouble the program's efforts to establish non-traditional study abroad experiences in North Africa and/or sub-Saharan West Africa; (6) maintain connections with local partners

in the Bloomington-Normal community and explore the addition of a community service requirement to the major and minor and/or the integration of civically minded assignments into existing courses; and (7) develop and implement a plan to include students in research and creative activities.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the B.A. in French and Francophone Studies program in the Department of Languages, Literatures, and Cultures to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive, evidence based, and critical self-study report that included input from multiple stakeholders including from an alumni advisory board.

The committee notes that the program's enrollments have declined during the period covering the program review (from 20 in 2014 to 16 in 2021). These declines in enrollments are consistent with other language programs nationally. However, the committee also notes that the program attracts students enrolling in the program as a second major (typically adding 3-4 additional students) and minor (averaging in over 30 French minors each Fall during the period of review). The program faculty indicate a desire for controlled growth of the program with continued student interest and opportunities for graduates. The committee commends the program faculty for efforts that have led to high levels of gender and racial/ethnic diversity among its students. The percentage of students identifying as women has fluctuated during the period of review (between 54 and 83 percent). The percentage of undergraduate students from groups traditionally underrepresented in the discipline has consistently remained well above the University average (ranging between 33 and 56 percent for the program). The committee commends the department for their comprehensive recruitment plan that includes the use of personal interviews and letters with area high school students and offering special events that highlight the major (e.g., the French Film Series, and hosting invited speakers).

The committee commends the program faculty for their efforts to support the success of their students. We commend the program on its ability to continue to limit enrollments in many of its courses following best practice guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL) and the Association of Departments of Foreign Languages (ADFL). This practice is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee commends the program for aligning their creative and varied co-curricular with their program learning objectives and assessment plan. These opportunities allow students to engage with the community, learn from experts in the field, and network with potential employers. These varied opportunities include volunteer and internship opportunities at the Community Health Care Clinic, the Immigration Project, and language tutoring at the UNITY Community Center in Normal. The program faculty also support a local chapter of the Honors Society in French, which sponsors a wide variety of civic and community events. We further commend the program faculty for their support of study abroad opportunities to visit diverse international cultures (e.g., France and Quebec, Canada). The committee also commends the program for the increasing student participation in the University Honors Program. These varied experiences help the program prepare students for employment and build a strong student community in the program.

The committee commends the faculty for their ongoing review and revisions to the curriculum during the period of review based on feedback from multiple stakeholders. This work included the development of a proposal for several new courses: FRE 236 French for Global Business, FRE 237 Critical Readings in French, FRE 285 Topics in French Language, Literature, and Culture, and FRE Selected Topics in French and Francophone Cinema. The program faculty also reviewed and revised the curriculum to align with current instructional capacity and disciplinary trends as well as to streamline the major, to increase flexibility by reducing the number of specific required courses, and to increase the transparency of course titles. The program faculty are commended for their work to infuse issues of equity, diversity, and inclusion throughout the program curriculum. The committee further commends the program faculty for their support of and participation in institutional programs (e.g., General Education, AMALI).

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have collected and used the evidence gathered through the student learning outcomes assessment plan to inform program changes.

The committee recognizes the faculty members of the program for their scholarly contributions to the B.A. in French and Francophone Studies. Faculty members are active researchers who publish peer-reviewed journals articles, and book chapters. Additionally, we recognize that every faculty in the program has been actively involved in advising and supporting professional student organizations demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom.

The committee appreciates the in-depth aspirational program analysis. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives as those to improve the program at Illinois State University.

The committee commends the program faculty for being accredited by both the American Council on the Teaching of Foreign Languages (ACTFL) and the Council for Accreditation of Educator Preparation (CAEP). Furthermore, we also commend the program faculty for maintaining program standards that meet the Illinois teacher licensure requirements set by the Illinois State Board of Education.

Recommendations.

The Academic Planning Committee thanks faculty members of the Department of Languages, Literature, and Cultures for the opportunity to provide input regarding the B.A. in French and Francophone Studies program 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 department faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. The committee notes that, consistent with national trends, enrollment in the program declined over the period of review. We recognize the work faculty have completed regarding their recruitment efforts and streamlining the curriculum which have resulted in an increase in the Fall 2021 program enrollments. We support the program faculty's proposed initiatives that resulted from their analysis of aspirational programs designed to continue controlled growth of the program. Furthermore, we recognize that to sustain that growth further faculty resources may be required. We recommend that the program faculty develop a plan for controlled enrollment growth that details the relationship between enrollment, resource needs, and curricular offerings. We further recommend that the plan include an analysis of the impact of service and teaching on potential barriers to faculty scholarship and student research participation opportunities.

Continue to focus on equity, diversity, and inclusion. The committee recognizes the efforts that have resulted in the diversity of faculty and students within the program and encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. 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 an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years and trying to reduce the

numbers of curricular exceptions needed). We recommend that the program faculty continue to explore future foreign university partnerships and how to enhance student engagement and participation (e.g., work with the Office of Study Abroad on funding opportunities). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups.

Continue monitoring comparator and aspirational programs. The committee strongly recommends that the program faculty continue to monitor trends and initiatives at other institutions to develop strategic action plans to respond to changes in the discipline, and to identify the unique niche that the program fills within the landscape of its comparator programs in the state. The committee requests that program faculty ensure that the aspirational goals align with student need/demand and the department's mission/strategic plan

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.

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 French and francophone studies to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the Department and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. 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.

Develop a plan for alumni tracking and engagement. The committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. 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, employers, and other external stakeholders in providing input regarding the program and in mentoring students and providing employment opportunities for program graduates.

REVIEW OF THE B.A. IN GERMAN

Classification of Instruction Programs (CIP) Code: 16.0501
German Language and Literature

OVERVIEW

The **B.A. in German** program at Illinois State University is housed in the Department of Languages, Literatures, and Cultures within the College of Arts and Sciences. The Department of Languages, Literatures, and Cultures houses four degree programs: a B.A. in French and Francophone Studies, B.A. in German, a B.A. in Spanish, and M.A. in Language, Literatures, and Cultures. In addition, the department offers minors in Classical Studies, East Asian Studies, French and Francophone Studies, German, Italian Studies, and Spanish and an Instructional Technology in World Languages graduate certificate. The last review of the B.A. in German program occurred in 2013-2014.

The B.A. in German program offers a dynamic interdisciplinary lens for exploring the diverse cultural productions of the German speaking world: language, literature, the arts, politics, philosophy, and other fields of human inquiry and creative expression. Students engage closely with faculty in small seminars and regularly study abroad. Graduates in German studies demonstrate language proficiency, intercultural competencies, and analytical skills. Students enrolling in the B.A. in German select from either the German sequence or the German Teacher Education sequence.

Enrollment by Plan of Study, Fall Census Day, 2014-2021

B.A. in German, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
German sequence	7	3	6	5	3	3	6	2
German Teacher Education sequence	4	3	4	2	6	8	6	4
No subplan		7						
Total	11	13	10	7	9	11	12	6

Degrees Conferred by Plan of Study, 2014-2021

B.A. in German, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
German sequence	2		2	5	1	1		1
German Teacher Education sequence	1					1		
Total	3	2	2	5	1	2	0	1

Table notes: Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2017, fall 2017, and spring 2018.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The B.A. in German provides students with advanced language skills and knowledge of German culture, literature, language, and pedagogy. These skills and knowledge will enable them to be intelligent and responsible citizens of a globalized world and to successfully pursue careers in teaching, business, government, or non-governmental organizations.

Student learning outcomes

The student will demonstrate:

1. competency in speaking, writing, listening, and reading German;
2. knowledge and critical understanding of the literature, culture, society, and history of the German-speaking countries;
3. application of knowledge and critical understanding of German-speaking literature, culture, society, and history to the individual student's personal and professional plans;
4. In the case of teacher education majors knowledge of current theories, methods and issues in foreign language education and professional journals and organization/sources; competency in critical thinking about those theories, methods and issues; and successful practical application of their knowledge and skills in classes, clinical experiences and student teaching.

Program curriculum (2021-2022)

Graduation requirements (General German sequence):

120 credit hours including 35 credit hours for the degree program and 39 credit hours for General Education. The 35 credit hours for the degree program include 35 credit hours of German.

Graduation requirements (German Teacher Education sequence):

120 credit hours including 67 credit hours for the degree program and 39 credit hours for General Education. The 67 credit hours for the degree program include 26 credit hours of German courses, 6 credit hours of Languages, Literatures, and Cultures courses, 9 credit hours of German elective courses, and 26 credit hours of professional education courses external to the Department of Languages, Literatures, and Cultures.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)

16 tenure track faculty members (8 Professors, 7 Associate Professors, and 1 Assistant Professors)

13 non-tenure track faculty members (9 full-time, 4 part-time, totaling 11.4 FTE)

Undergraduate student to faculty ratio: 4 to 1

Undergraduate student to tenure-line faculty ratio: 7 to 1

Specialized accreditation

The German Teacher Education sequence in the B.A. in German program, as one of the teacher education programs at Illinois State University, is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The last accreditation review was conducted in October 2019, and the University successfully met all five of the national standards for educator preparation. The German teacher education sequence is also approved by the American Council on the Teaching of Foreign Languages (ACTFL), a specialized professional association affiliated with CAEP. The teacher education sequence is subject to annual review and approval by the Illinois State Board of Education. There is no specialized accreditation for the non-teaching sequence in the German program.

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

At other institutions in the state and across the country, German programs have shifted emphases to accommodate cultural, economic, and socio-political changes by offering multi- or interdisciplinary majors such as German Studies which include courses from other disciplines. The German faculty has initiated an even more versatile and broader interdisciplinary B.A. Program in European Studies to attract a highly motivated, internationally oriented group of students to Illinois State University and to complement an individual student's interests in various fields of study (see Section V). The European Studies major is taught by a wide range of faculty in various departments and co-exists with the current German program. To broaden the scope and appeal of the program, the faculty intend to ultimately transition from a primarily disciplinary to a more interdisciplinary perspective by allowing students to incorporate a set number of German related courses from across the disciplines into the German major.

Responses to previous program review recommendations

In their Review Outcome of 2014, the Academic Planning Committee commended the German program particularly for its well-developed assessment plan resulting in curricular changes to ensure sustainable viability of the program and in a clearer focus without sacrificing program quality. The program faculty members were also commended for their contributions to the discipline at the national and international levels through their numerous scholarly accomplishments during the last program review period. Since the last review, the German program continued to build on its successes and addressed the Committee's recommendations as follows:

1. To continue making further program improvements on the basis of the student learning outcomes assessment plan by further adjusting the curriculum to meet student needs and changes in the discipline. To increase flexibility in responding to student interest and needs and to ensure cultural and linguistic diversity as well as a greater coherence within the German curriculum, faculty created a new topics course at the 200-level (GER 285, similar to the existing 385 course) which can be offered each semester and repeated with different course content. In addition, and in order to improve both the instruction and student performance in German 115-116 (incl. speaking skills), the faculty redesigned the second-year level as a sequence with a focus on specific topics using a course pack featuring selected authentic German texts and films as primary materials in conjunction with a grammar textbook as well as midterm oral tests and end-of-the semester presentations.

2. To provide additional General Education course options. During the past review cycle, the German faculty has been deeply involved again in the general education program. In addition to teaching German 115 and 116 (in the Middle Core of the general education program) each academic year, faculty also continued to teach Literary Narrative (World Literature), designed as a large lecture class with small discussion sessions for more individualized attention. The faculty value their involvement in general education as an opportunity to share their knowledge and expertise with cohorts of the student population they would not otherwise meet in their classes and to balance the smaller class sizes of the German major courses.

With regard to additional General Education course options, the most important achievement of this review period has been the establishment of the European Studies program. Faculty from German and History collaborated with colleagues from across the university in the Colleges of Arts and Sciences, Business, and Fine Arts. German faculty proposed teaching European languages within a broader interdisciplinary context across the university and created both a European Studies minor and then a major (the B.A. program in European Studies, approved by the Illinois Board of Higher Education in 2017) as an innovative model in the state of Illinois that does not require a new department but rather draws on the expertise of numerous departments across three colleges and is housed in History. The new program allows students to develop language skills and core knowledge while exploring their particular interests in interdisciplinary ways. German faculty have become members of the core faculty and Executive Committee and are currently teaching IDS 212 (Europe Today) as one of the three European Studies core courses once each academic year, alternating with colleagues in History.

3. To increase the percentage of students studying abroad. The German study abroad program continues to attract German majors and minors on a regular basis who typically attend one of the Illinois State University partner institutions in Germany (at the University of Bonn or Paderborn, the latter being predominantly chosen by students

of International Business with German as their minor) either for a full academic year or for the Spring semester. Between Spring 2014 and Spring 2020 twenty-one German majors and minors have studied abroad. Nevertheless, since the recent termination of the Junior Year/Study Abroad Program at the University of Bonn, the German faculty is currently exploring Bonn's new bilateral Global Exchange Program for international students with many course choices in both German and English which may also offer General Education equivalences as an additional incentive for students. In order to further increase the number of students studying abroad, the program also intend to expand semester abroad options and started to communicate with the program director for the Academic Year in Freiburg program which is administered in the US by UW-Madison.

4. To finalize an exchange agreement with the University of Paderborn for availability of at least one native-speaking graduate assistant each year. The German faculty finalized an exchange agreement with the University of Paderborn in 2013 which proved to be a great asset for both faculty and students. The exchange provided the program between Fall 2013 and Spring 2020 with eight native speaking graduate assistants with instruction of first-year German courses and greatly increased conversation and co-curricular opportunities for students.

Major findings

The German B.A. at Illinois State University continues to attract excellent students, enhances their job opportunities and has experienced stability while other programs in Illinois have been suspended. It remains the only baccalaureate program at Illinois public universities to still offer a strictly German major and has consistently ranked high with respect to quality. The success rates among teacher-education students in the Oral Proficiency Interview (OPI) remains high. Although the current enrollments may seem low, the University has based its continual support

of the German program on three primary reasons. The program continues to serve second majors and minors (in particular students in International Business and History) who consider German language skills and cultural knowledge as an asset for future employment. The program also continues to provide courses for the large number of non-German majors who are seeking to meet college language requirements. In addition, the implementation of further curricular changes along with an exchange agreement with the University of Paderborn (thereby adding to the international dimension of Illinois State University's mission) and most importantly the creation of the interdisciplinary B.A. Program in European Studies in response to the 2013-2014 program review, has further enhanced the sustainability of the program and broadened the reach of German study at the university.

Students enrolled in the newly approved major in the European Studies program will develop high-level proficiency in a European language other than English (equivalent to five semesters of university-level coursework plus one semester of Study Abroad) to the benefit of all languages taught in the Department. Furthermore, the electives (18 hours) include, in addition to 200 and 300 level courses in German, French or Spanish, instruction in history, literature, culture, and arts which will develop students' understanding of the cultural contexts associated with their chosen language. At present, 26 minors (4 minors from German) and 2 majors in History (so far neither of them have identified a secondary major) are enrolled in the European Studies program even though the demand for its core courses such as Europe Today is high and appeals to a great number of students as an elective for general education requirements (two sections with 30 students fill each semester with additional demands for overrides). Since the new interdisciplinary European Studies major and minor will allow students to fit these degrees into their other degree programs, it is not unreasonable to expect a significant increase in double majors and minors to

the mutual gain of both B.A. programs in German and European Studies at the time of its full implementation (in the 5th year).

In addition to the German contributions to this unique and distinctive major in the state of Illinois, the strengths of the German program further include high quality instruction in German language, literature, and culture by two professors with strong records as both teachers and scholars who are truly invested in their students and in the German program. Illinois State's small and highly compacted program allows for close relationships among students and between students and professors with a positive effect on ample opportunities for class discussions and individualized attention. The loss of two faculty members through retirement in 2018 with only one tenure-track replacement, however, has affected the program negatively with regard to the amount and diversity of course offerings and is currently also limiting contributions to the B.A. in European Studies and the General Education program overall. With an added full-time instructor, the program would not only be able to broaden and strengthen

both the disciplinary and interdisciplinary scope and appeal of the German program and increase double majors. It would also allow the program to further increase present input in general education and in European Studies in particular. A stronger involvement of German faculty and their specific knowledge in the new interdisciplinary B.A. program (including the teaching of new topics such as the literature, culture, and history in Europe of the Middle Ages by our German medievalist), would not only broaden the reach of German study and enhance the variety of topics courses in the European Studies program but add a global dimension to the university's curriculum as well.

Initiatives and plans

1. Increase the flexibility and interdisciplinary scope of the German major. The faculty intends to realign the program to adjust to changes in the discipline and societal need. The program will shift emphases by starting to offer some coursework in English to expand the reach of German Study to other departments and to serve as electives for the General Education program. Ultimately, the disciplinary German program will transition to German Studies (incorporation of a set number of German-related courses from across the disciplines into the German major), thereby providing students with a multi- or interdisciplinary education, broadening their skill-set and increasing their employability in a changing economy and society that calls for additional abilities.

2. Amplify the contribution to the general education program. In order to design a more flexible German major at Illinois State University by both expanding the reach of German Studies and increasing its interdisciplinary perspective, the faculty intends to ultimately transition to a German Studies major. As an initial step, however, the faculty plan to offer some topics courses such as History of the German Language and German Film in English so that they will serve both as a requirement for the major and as an elective for General Education requirements. Above all, the German faculty plans to intensify its vital contribution to the teaching of a variety of courses in the European Studies program and submit a request for hiring a full-time instructor.

3. Expand study-abroad options. To further increase the number of students studying abroad, the faculty plans to expand the semester abroad options after the recent termination of the Junior Year/Study Abroad Program at the University of Bonn. Bonn's new bilateral Global Exchange Program for International Students with many course choices in both German and English looks promising and may also offer general education equivalences as an additional incentive for students. In addition, the program will explore the Academic Year in Freiburg program as another study-abroad alternative to the Universities in Bonn and Paderborn.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

The Department of Languages, Literatures, and Cultures houses four degree programs: a B.A. in French and Francophone Studies, B.A. in German, a B.A. in Spanish, and M.A in Language, Literatures, and Cultures. In addition, the department offers minors in Classical Studies, East Asian Studies, French and Francophone Studies, German, Italian Studies, and Spanish, and an Instructional Technology in World Languages graduate certificate. The B.A. in German program offers a dynamic interdisciplinary lens for exploring the diverse cultural productions: language, literature, the arts, politics, philosophy, and other fields of human inquiry and creative expression. Students enrolling in the B.A. in German select from either the German sequence or the German Teacher Education sequence. The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time-period coinciding with the COVID-19 pandemic.

The committee thanks program faculty for their critical self-reflections about the current state of their program. The committee notes that the program's enrollments have remained very small during the period covering the program review (from 11 in 2014, dropping below 10 in 2017 and 2018, but recovering to 12 in 2020). While these declines in enrollments are consistent with other language programs nationally, they need to improve to sustain the program. The program faculty state that they hope to double these numbers during the next period of review, however there were no specific details presented about a plan for how this will be accomplished. The committee notes that the program has only two remaining tenure track faculty resulting from retirements during the period of review. The committee commends these faculty for their commitment to continued scholarship, while simultaneously shouldering heavy teaching and service commitments. Furthermore, the faculty are commended for their continued

support of co-curricular activities for students in the program as well as their work to infuse issues of equity, diversity, and inclusion throughout the program curriculum. The committee further commends the program faculty for their support of and participation in institutional programs (e.g., European Studies, General Education, and AMALI).

While recognizing the B.A. in German program has strengths, the committee is concerned about many aspects regarding the current state of the program and several of these issues that were highlighted in the self-study. The self-study report is candid in its recognition of the need to further evaluate the program considering these challenges as well as changes in national and disciplinary trends. Therefore, the Academic Planning Committee flags the B.A. in German program for further review. The committee requests that the Department of Languages, Literatures, and Cultures take the following actions and submit the following reports based on those actions.

Report 1: Due December 15, 2023

Submit to the Academic Planning Committee via the Office of the Provost.

Develop a new Strategic Plan. The committee asks that the faculty engage in strategic planning discussions and develop a new strategic plan for the program. In addition to standard elements of a strategic plan (e.g., vision, mission, core values, program goals, strategies, and tactics), the committee asks that it includes data informed elements to address the areas related to the other follow-up requests. The plan should include discussion about how the program interrelates with other programs in the department regarding goals, curriculum, and faculty. As part of this planning, the committee asks that the program faculty conduct an analysis of how limited faculty resources are related to curricular offerings (both what is the impact of low resources and what could be done with more resources). The committee also recommends that the program faculty analyze the impact the creation of the European Studies major has had on the German program. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in a report submitted to the Office of the Provost.

Develop a plan for recruitment and enrollment growth. 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 use of scholarships. The plan should include an analysis of what target population(s) is the program designed to serve. It should also include strategies for increasing enrollment by students from racial and ethnic groups traditionally underrepresented in the program and discipline. The committee asks that the program work with University Marketing and Communications and their college marketing director to pursue marketing strategies that target students from a variety of demographic groups. The committee asks the program faculty to evaluate the effects of recruitment efforts on enrollment and, in turn, on the ability of the program to provide high-quality education.

Complete a review and evaluation of the curriculum. The self-study report identifies some initiatives related to the program curriculum. The committee asks that the program faculty consider these as part of a comprehensive review and evaluation of the curricula across both sequences, and to examine the impact of already implemented changes, as well as to develop a plan for necessary further revisions. We note that the self-study reports that many program graduates end up working in the business sector. The committee suggests that the program faculty consider developing collaborations with programs within the College of Business. We ask that these discussions involve both internal and external stakeholders as well as comparisons with the curricula of programs at comparator and aspirational institutions. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in a report submitted to the Office of the Provost.

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 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 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. Such enrollments could also enhance the program's goals for diversity and inclusion.

Report 2: Due October 1, 2024

Submit to the Academic Planning Committee via the Office of the Provost.

The Academic Planning Committee asks the Department of Languages, Literature, and Cultures to submit an update regarding actions that the faculty have taken in continuing to offer the B.A. in German program, 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, 2024.

The report should address:

- Strategic plan
- Recruitment and enrollment growth.
- Comparator and aspirational program analyses.
- Changes to the curriculum and impact of these changes.

REVIEW OF THE B.A. IN SPANISH

Classification of Instruction Programs (CIP) Code: 16.0905
Spanish Language and Literature

OVERVIEW

The **B.A. in Spanish** program at Illinois State University is housed in the Department of Languages, Literatures, and Cultures within the College of Arts and Sciences. The Department of Languages, Literatures, and Cultures houses four degree programs: a B.A. in French and Francophone Studies, B.A. in German, a B.A. in Spanish, and M.A. in Language, Literatures, and Cultures. In addition, the department offers minors in Classical Studies, East Asian Studies, French and Francophone Studies, German, Italian Studies, and Spanish and an Instructional Technology in World Languages graduate certificate. The last review of the B.A. in Spanish program occurred in 2013-2014.

The B.A. in Spanish program offers a dynamic interdisciplinary lens for exploring the diverse cultural productions of the Francophone world: language, literature, the arts, politics, philosophy, and other fields of human inquiry and creative expression. Students engage closely with faculty in small seminars and regularly study abroad. Graduates in Spanish studies demonstrate language proficiency, intercultural competencies, and analytical skills. Students enrolling in the B.A. in Spanish select from either the Spanish sequence or the Spanish Teacher Education sequence.

Enrollment by Plan of Study, Fall Census Day, 2014-2021

B.A. in Spanish, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Spanish sequence	41	7	36	36	29	21	24	20
Spanish Teacher Education sequence	55	51	50	41	46	54	64	43
No subplan		34		2		1		
Total	96	92	86	79	75	76	88	63

Degrees Conferred by Plan of Study, 2014-2021

B.A. in Spanish, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Spanish sequence	18		20	17	22	12	13	9
Spanish Teacher Education sequence	16		8	9	5	6	6	15
Total	34	29	28	26	27	18	19	24

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 B.A. in Spanish provides students with advanced language skills and knowledge of Spanish culture, literature, linguistics, and pedagogy. These skills and knowledge will enable them to be intelligent and responsible citizens of a globalized world and to successfully pursue careers in teaching, business, government, or non-governmental organizations.

Student learning outcomes

The specific learning objectives of the B.A. in Spanish, including the Teacher Certification Sequence, are:

1. Competency in speaking, writing, listening, and reading the foreign language. Competency will include the ability to successfully communicate orally with a fluent speaker of the foreign language, read texts of an advanced level of difficulty written in a foreign language, and write the language grammatically;
2. Knowledge of the Hispanic cultures;
3. Competency in analyzing the linguistic structure of Spanish;
4. Competency in analyzing Hispanic literature;
5. in the case of teacher education majors, knowledge of current theories, methods and issues in foreign language education and professional journals and organizations/ sources; competency in critical thinking about those theories, methods, and issues; and successful practical application of their knowledge and skills in classes, clinical experiences and student teaching.

Program curriculum (2021-2022)

Graduation requirements (General Spanish sequence):

120 credit hours including 35 credit hours for the degree program and 39 credit hours for General Education. The 35 credit hours for the degree program include 35 credit hours of Spanish.

Graduation requirements (Spanish Teacher Education sequence):

120 credit hours including 67 credit hours for the degree program and 39 credit hours for General Education. The 67 credit hours for the degree program include 26 credit hours of Spanish courses, 6 credit hours of Languages, Literatures, and Cultures courses, 9 credit hours of Spanish elective courses, and 26 credit hours of professional education courses external to the Department of Languages, Literatures, and Cultures.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face instruction, with a few courses available through online delivery.

Department faculty (Fall 2021)

16 tenure track faculty members (8 Professors, 7 Associate Professors, and 1 Assistant Professors)

13 non-tenure track faculty members (9 full-time, 4 part-time, totaling 11.4 FTE)

Undergraduate student to faculty ratio: 4 to 1

Undergraduate student to tenure-line faculty ratio: 7 to 1

Specialized accreditation

The Spanish Teacher Education sequence in the B.A. in Spanish program, as one of the teacher education programs at Illinois State University, is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The last accreditation review was conducted in October 2019, and the University successfully met all five of the national standards for educator preparation. The Spanish teacher education sequence is also approved by the American Council on the Teaching of Foreign Languages (ACTFL), a specialized professional association

affiliated with CAEP. The teacher education sequence is subject to annual review and approval by the Illinois State Board of Education. There is no specialized accreditation for the non-teaching sequence in the Spanish program.

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

The greatest change in the field is less about the discipline than the historical moment: the steady decline in enrollments for Spanish at all institutions of higher education in the United States during the review period, as reported in the Modern Language Association's (MLA) twenty-fifth language enrollment census. This decline may be due to simple demographic issues. The MLA report questions whether the decline in enrollments may be attributable in part to the loss of government funding for international education. However, societal need for Spanish-speaking professionals continues to grow, driven by occupational opportunities to serve growing Spanish speaking populations in the United States as well as abroad. Illinois is home to the fifth-largest Latino population in the country, and Latinos constitute the fastest-growing segment of state and national population. In view of the growing Latino population in Illinois and the nation, the Spanish program is uniquely positioned to help "create the most supportive and productive community possible to serve the citizens of Illinois and beyond."

Responses to previous program review recommendations

The 2013-2014 program review resulted in four recommendations.

1. Continue to develop the student learning outcomes assessment plan, particularly articulation of learning outcomes and introduction of strategies for soliciting feedback from external stakeholders; implement the plan; utilize results to make program improvements; and document how this has been done. As part of the review process, the program faculty have updated the assessment plan to more clearly articulate processes and procedures for evaluating the effectiveness of the program and student success within it, and for adjusting and making changes as needed. As regards the question of stakeholders, the faculty must note that the general Spanish major prepares students for a wide array of professional careers, which is why the program does not have a fixed set of stakeholders the program can contact in the field. However, the program does keep track of alumni employment to the best of the faculty's abilities and follow studies on what sectors of the economy most need bilingual professionals at a national level (as noted in the report by the U.S. Department of Labor statistics and other reports). At a local level and considering the need for bilingual speakers in the future, the program intends to seek relations for future employment with outlets such as The Immigration Project, the Normal-Bloomington Police Departments, the Community Health Clinic and other local hospitals and health care facilities. Additionally, the nationally accredited teacher certification process imposes rigorous standards on students, and the program faculty fully trust the accreditation agencies for the Teacher Education program as a good marker of the program's qualities. This is confirmed by the fact that schools throughout the state—the main stakeholder for the Teacher Education program—regularly contact us when they seek to fill a vacancy.

2. Regularly monitor and adjust the curriculum to meet student needs and changes in the discipline; curricular changes to consider include, but are not limited to, modifications of course content and pedagogy to improve oral proficiency of students in the teacher education sequence. The program faculty responded with a number of successful initiatives to improve the students' proficiency (a challenge for students with limited exposure to Spanish outside the classroom). The faculty learned more about explicitly teaching oral skills at all levels by hosting a workshop led by a representative from ACTFL on the Oral Proficiency Interview (OPI) and the ACTFL guidelines. Additionally, Sigma Delta Pi facilitated a workshop for students to teach them strategies to advance their oral proficiency. The Department now regularly holds orientations to the OPI and a faculty member offers individual coaching for struggling students. This has been a very successful endeavor, significantly increasing the pass rate to nearly all Teacher Education students achieving at least Advanced-low on the OPI. This is documented in the sections on assessment-based changes above.

3. Maintain varied and high-quality study abroad opportunities by replacing opportunities lost through State Department restrictions on travel to Mexico and by expanding study abroad options at institutions in Latin America. This recommendation has been fully addressed during this review period. Because the program in Taxco, Mexico, was the only program in Latin America, faculty in Spanish created additional options for students so that they would have many opportunities to Study in both Latin America and Spain. In addition to establishing a new program in Valparaiso, Chile, the Spanish program has established programs in San José, Costa Rica, and

Querétaro, Mexico, articulating courses for these programs and advising students. Likewise, the faculty in Spanish has worked to pre-articulate courses and provide advisement for students who plan to study at the Universidad Antonio de Nebrija in Madrid, Spain. The programs in San José, Querétaro, and Madrid were already popular with students at Illinois State University in other departments; because many of those students sought to pursue a Spanish minor while abroad, the faculty agreed to pre-articulate courses to facilitate this and found that these programs also offered courses in Spanish on literary, cultural, and linguistic topics suitable for Spanish majors.

4. Continue to explore access to digital humanities tools for both research and instruction. Faculty members in the program have participated in faculty development opportunities through CTLT related to digital technology and digital humanities for research and for the incorporation of these tools into instruction to help learners.

Major findings

The program faculty find that the program is working well with opportunities for growth and expansion. During this program review period the program has observed a growth in the numbers of minors, and faculty are advocating for students to consider completing a double major, both by building on the growing number of minors and through initiatives such as the aforementioned “Internationalize Your Major.” The faculty have developed sample plans of study to show students how this can be done in four years, without adding time to graduation.

Analyzing who are double majors are, program faculty can see trends: most double majors are in the fields of education and health care. Responding to this, the faculty have already proposed a course in Spanish for the Health Professions—a course many universities are offering to respond to the strong demand for bilingual health care professionals. The program is also seeing a demand for hands-on learning opportunities putting language skills into practice. The program currently has several students doing interpreting on a volunteer basis for the local Community Health Care Clinic; faculty are discussing possibilities for academic internships and otherwise strengthening this relationship that fills a community need and benefits students. Finally, since the program has a growing number of heritage-speaking students in the Spanish major, due to the increased number of Latinx students in the program, the faculty need to continue to think about the curriculum and how best to meet the needs of this group of students, which has a different linguistic profile than second language students.

The Spanish section concludes that it continues to produce excellent scholarship in its field and that the teaching and service provided by its faculty is high quality. The program also concludes that, despite recent losses among tenure lines, faculty is responding to the new challenges in ways that preserve its commitment to internationalization through the promotion of second language acquisition, the development of critical thinking, research methods and community involvement. There are clear signs that these recent efforts and initiatives are taking root: the program has higher pass rates among Spanish teacher education majors on the Oral Proficiency Interview; faculty are seeing some growth in the numbers of minors; the program continues to have substantive numbers of second majors; and students remain highly active in Study Abroad programs and civic engagement. Program faculty hope to see greater fruits of the program faculty’s labors once the new courses that have been proposed are approved by the university processes.

Initiatives and plans

Plans for next review period:

- Assess the effects of the COVID-19 pandemic on enrollments, recruitment efforts, teaching, collaborations, and language acquisition of students whose studies have been interrupted. For instance, in Spring 2020 students participating in the Granada (Spain) program had to return early to the U.S. without completing their time due to the COVID-19 health emergency. All study abroad programs at Illinois State University are currently on hold. Semester long programs are presumably expected to be open Fall 2022, depending on the state of the pandemic. Considering how many of the students study abroad, this may have some real impact on students’ language development as well as recruitment to the major. Program faculty will monitor the situation and adjust as needed.

The shift to online teaching during stay-at-home orders due to the pandemic pushed us to use technology in new ways in the program’s classes. Program faculty will discuss the effects of this shift, what has been learned, and in what ways the faculty may wish to change moving forward.

- Explore avenues to promote languages with FTICs (First Time in College Students) and encourage them to pursue languages as part of their studies. Review enrollment strategies to ensure adequate levels of seating, within constraints of current staffing and space availability.
- Building on the work initiated with the "Internationalize Your Major" initiative, continue to cultivate partnerships and collaborations with other programs to promote language study as a means of internationalization. This may include identifying those programs with students most motivated to add language study and seeking to create opportunities for those students (such as opportunities for medical interpretation for Nursing students, tutoring bilingual school children for education majors, etc.). It may also include identifying programs with strong demand for bilingual professionals, such as bilingual speech pathology for students in the Communication Sciences and Disorders major.
- Hold discussion among faculty to enhance the program's ability to promote the study of languages by better conveying the transferable skills and other "soft skills" that are found in the study of linguistics, literature, and cultures. Explicitly show students how their B.A. prepares them for a range of career options. This may include developing talking points, organizing workshops on professional development, highlighting the experiences of alumni, etc.
- Discuss the place of civic engagement, community service, and internships in the curriculum, building upon the civic engagement initiatives that already form a vital part of several of courses, as detailed in this report. To send students into the community, it is imperative that they are prepared with sufficient language skills to be of value to the organization they serve, and hence with certain coursework completed at the 200-level. Additionally, the faculty must confront the challenge of organizing sustained internship or volunteer opportunities, which is labor intensive and requires relationships of trust built with local community organizations; the program will reach out to the Office of Civic Engagement for guidance, and consider any staffing or faculty needs in this area in future budget requests.
- Due to the increased number of Latinx students and heritage speakers in the program, faculty must continue to think about the curriculum and how to best meet the specific linguistic needs of this group of students. The program must also be sure faculty are training teacher education students on how to teach heritage speakers in their future classrooms. Schools in general and Spanish classes in particular can be hostile spaces for heritage speakers, and their language abilities are often treated as a deficit to be overcome rather than an asset to be cultivated. The program faculty hope to train a future generation of teachers who will actively promote bilingualism in inclusive classrooms.
- Continue promoting and providing opportunities for study abroad in both Spain and Latin America.
- As indicated by research by Pete Swanson and Shannon Mason, *"the National Center for Educational Statistics (2017, p. 1) reported that approximately 50.7 million K–12 students entered U.S. public elementary and secondary schools. An additional 5.2 million students were expected to matriculate into private schools. While the number of students is growing, 'enrollment in teacher education programs is down significantly—falling 35 percent nationwide in the last five years' (Long, 2016, p. 1). School districts are scrambling to find certified teachers, especially in world languages (WL) (Hanford, 2017; Koerting, 2017; Motoko, 2015)."* Regarding Illinois, the ISBE in Springfield collects data annually from all Illinois school districts through a survey each fall. Each school districts' reports the number of unfilled positions in October of the reporting year. For academic year 2021, the Board of Education reported that there were 45.8 unfilled positions in Foreign Languages: Spanish. It should be noted that some of these positions are listed as half-time or part-time. For this reason, the Board reports that *"it is expected that there will continue to be jobs available for students that pursue the major in Spanish for teacher education."*

As a nationally recognized World Languages Teacher Education program, Illinois State University has a unique opportunity to address this teacher shortage. Many of the hindrances to attracting students to this major are beyond the program's control (antipathy toward both language study and teachers in the general population), and yet the economy and our society need the bilingual and bicultural skills faculty teach and

that we teach teachers to teach. The program faculty will continue to seek new ways to recruit students for this vital mission.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the B.A. in Spanish program in the Department of Languages, Literatures, and Cultures to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders including from an alumni advisory board.

The committee notes that while the program's enrollments have declined slightly during the period covering the program review (from 96 in 2014 to 88 in 2020), the program remains the largest Spanish program among the state's public universities. These declines in enrollments are consistent with other language programs nationally. However, the committee also notes that the program is also a very popular second major (typically adding 30-40 additional students) and minor (averaging in over 200 Spanish minors each Fall during the period of review). The program faculty see an opportunity for controlled growth of the program (with continued student interest and opportunities for graduates). The committee commends the program faculty for efforts that have led to high levels of gender and racial/ethnic diversity among its students. The percentage of students identifying as women has remained relatively constant during the period of review (fluctuating between 66 and 80 percent). The percentage of undergraduate students from groups traditionally underrepresented in the discipline has consistently remained well above the University average (ranging between 44 and 54 percent for the program). The committee commends the department for their comprehensive recruitment plan that includes the use of personal interviews and letters with area high school students, and collaborations with other departments and schools across campus (e.g., internationalization of the curriculum of a major grant project).

The committee commends the program faculty for their efforts to support the success of their students. We commend the program on its ability to continue to limit enrollments in many of its courses following best practice guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL) and the Association of Departments of Foreign Languages (ADFL). This practice is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee commends the program for aligning their creative and varied co-curricular with their program learning objectives and assessment plan. These initiatives provide students with opportunities to participate in activities that allow them to engage with the community, to learn from experts in the field, and network with potential employers. These varied experiences include participating as simultaneous interpreters for Spanish-speaking parents at parent-teacher meetings, visits to the National Museum of Mexican Art in Chicago, and language tutoring at the UNITY Community Center in Normal. The program faculty also support a local chapter of the Honors Society in Spanish which sponsors a wide variety of civic and community events. We further commend the program faculty for their long-standing support of study abroad opportunities to visit diverse international cultures (e.g., summer, semester, and year-long programs in Spain and Latin America). These varied opportunities help the program prepare students for employment and build a strong student community in the program.

The committee commends the faculty for their ongoing review and revisions to the curriculum during the period of review based on feedback from multiple stakeholders. This work included the development of a proposal for two new courses (Spanish for the Health Professions and SPA 119 Introduction to Academic Spanish for Spanish Speakers), establishing an internal Oral Proficiency Exam to provide greater flexibility for heritage speaker students, the revision of prerequisites for 200-level courses, and the combination of two courses (SPA 213 and 223) to allow students to move through the curriculum more quickly. The program faculty are commended for their work to infuse issues of equity, diversity, and inclusion throughout the program curriculum. The committee further commends the program faculty for their support of and participation in institutional programs (e.g., General Education, and AMALI).

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have collected and used the evidence gathered through the student learning outcomes assessment plan to inform program changes.

The committee recognizes the faculty members of the program for their scholarly contributions to the B.A. in Spanish. Faculty members are active researchers who publish peer-reviewed journals articles, and present at national and international professional conferences. Additionally, we recognize that every faculty in the program has been actively involved in advising and supporting professional student organizations demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom.

The committee appreciates the in-depth analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives as those to improve the program at Illinois State.

The committee commends the program faculty for being accredited by both the American Council on the Teaching of Foreign Languages (ACTFL) and the Council for Accreditation of Educator Preparation (CAEP). Furthermore, we also commend the program faculty for maintaining program standards that meet the Illinois teacher licensure requirements set by the Illinois State Board of Education.

Recommendations.

The Academic Planning Committee thanks faculty members of the Department of Languages, Literature, and Cultures for the opportunity to provide input regarding the B.A. in Spanish program 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 department faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. The committee notes that demand for the program remains strong despite national declines in language programs. The committee acknowledges the work faculty have completed regarding their recruitment efforts and that this work has been successful in enrolling both first-time-in-college and external transfer as first and second majors in the program. Given the time and energy that must be devoted to such recruitment activities, the committee suggests that program faculty continue to identify external student populations for recruitment as well as internal programs with likely transfers in a strategic way (e.g., programs within the College of Business).

Continue to focus on equity, diversity, and inclusion. The committee recognizes the efforts that have resulted in the diversity of faculty and students within the program and encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. 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 an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years and trying to reduce the numbers of curricular exceptions needed). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with honors have sufficient opportunities to do so.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure including assessing the impact of recent revisions (e.g., is there a relationship between student oral proficiency issues and the removal of the B or better pre-requisite for 200-level courses?). The committee asks program faculty to continue to develop and expand opportunities for student research and creative activities.

Continue monitoring comparator and aspirational programs. The committee recommends that the program faculty continue to monitor trends and initiatives at other institutions to develop strategic action plans to respond to changes in the discipline.

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 noted that the majority of the assessment plan is focused on the teacher education sequence and recommends that the program faculty review the plan to ensure that data gathered from students in both sequences are being captured by the assessment activities. 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.

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 Spanish to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the Department and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. 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.

Develop a plan for alumni tracking and engagement. The committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement. 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, employers, and other external stakeholders in providing input regarding the program and in mentoring students and in providing employment opportunities for program graduates.

REVIEW OF THE M.A. IN LANGUAGES, LITERATURE, AND CULTURES

Classification of Instruction Programs (CIP) Code: 16.0901

German Language and Literature

OVERVIEW

The **M.A. in Languages, Literatures, and Cultures** program at Illinois State University is housed in the Department of Languages, Literatures, and Cultures within the College of Arts and Sciences. The Department of Languages, Literatures, and Cultures houses four degree programs: a B.A. in French and Francophone Studies, B.A. in German, a B.A. in Spanish, and M.A. in Language, Literatures, and Cultures. In addition, the department offers minors in Classical Studies, East Asian Studies, French and Francophone Studies, German, Italian Studies, and Spanish and an Instructional Technology in World Languages graduate certificate. The last review of the M.A. in Languages, Literatures, and Cultures program occurred in 2013-2014.

The M.A. in Languages, Literatures, and Cultures program curriculum provides students flexibility to design a plan of study that best meets their academic goals. Students may focus on teaching or non-teaching areas in one or two languages.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2014-2021

M.A. in Languages, Literatures, and Cultures, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Enrollments	21	20	21	21	20	18	11	17
Degrees	12	10	10	5	5	7	9	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.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The program seeks provide all students with:

1. the opportunity to acquire advanced competency in speaking, writing, listening, and reading the foreign language through study of its linguistic features and the culture and literature of countries where the language is spoken.
2. the critical thinking and analytical skills that enable graduates to be discerning interpreters of cultural material of diverse kinds.
3. the preparation necessary to meet professional and personal goals in a variety of professions or Ph.D. programs.
4. the practical skills and intellectual training to function as responsible, knowledgeable, and engaged global citizens.

Student learning outcomes

1. for culture: acquiring the advanced knowledge and skills to interpret a variety of artifacts from high to pop culture within the social, political, and economic context in which they were produced.
2. for linguistics: the study of the history, structure, and organization of language and the cognitive processes that govern its acquisition and use.
3. for literature: the opportunity to read, analyze, discuss, and write critically on literary texts of different periods in their cultural contexts, and to conduct literary research in the target language.
4. for pedagogy: acquiring advanced knowledge of current theory, methodologies, and issues, and competency in the practical application of theory and methods in the foreign language classroom.

Program curriculum (2021-2022)

M.A. in Languages, Literatures, and Cultures requires 33 credit hours. This includes 9 credit hours of core courses, 9 credit hours of courses within an area of emphasis, and 18 credit hours in the language concentration (note that some courses may count in multiple categories). Students must complete a thesis or pass a comprehensive exam.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face instruction.

Department faculty (Fall 2021)

16 tenure track faculty members (8 Professors, 7 Associate Professors, and 1 Assistant Professors)

13 non-tenure track faculty members (9 full-time, 4 part-time, totaling 11.4 FTE)

Specialized accreditation

There are no plans to pursue specialized accreditation at this time.

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

The societal need for those with linguistic and cultural competency in Spanish has only increased over the review period, and all signs point to that need increasing in urgency. The faculty's decision to focus on Spanish in the new M.A. program is supported by extensive amounts of data and social trends.

Demography

There are 490 million people in the world who speak Spanish as their native language and Spanish is the official language of 18 countries. Unlike other languages, like Chinese, varieties of Spanish are mutually intelligible, meaning a student who speaks Spanish develops the very real skill of being able to communicate with half a billion people on the planet. Additionally, after English, Spanish competes with Mandarin as the top language in the world that people choose to learn. At U.S. universities, Spanish has the highest enrollments of any world language, according to the Modern Language Association's most recent report (2016). The Pew Research Center reports that "between 2010 and 2019, the Latino share of the total U.S. population increased from 16 percent to 18 percent" and that "Latinos accounted for about half (52 percent) of all U.S. population growth over this period." In Illinois, 1.6 million people, 13 percent of the state's total population, speak Spanish at home. The US is currently the second largest Spanish-speaking country in the world.

Employment

The American Council on the Teaching of Foreign Languages (ACTFL) recently published a report that highlights the employment benefits of speaking a second language. According to the report, 9 out of 10 U.S. employers rely on employees with languages skills other than English. Fifty-six percent of employers say their world language demand will increase in the next five years. Not surprisingly, Spanish skills are a prized asset: "Eighty-five percent of U.S. employers say they're reliant on Spanish, making it by the far the most sought-after language." This need for employees with world language skills is not limited to countries beyond the borders of the United States. Forty-seven percent of employers have a need for language skills *exclusively* for the domestic market. A quarter of employers report having lost business due to a lack of language skills. The Department of Defense continues to list Spanish on its Strategic Language List.

The Illinois State Board of Education (ISBE) published a report in 2018 that demonstrated the acute need in Illinois for qualified teachers in languages other than English, especially Spanish.

More than Google Translate

The new M.A. in Spanish will do more than just polish students' Spanish language skills. It will promote a nuanced and robust understanding of the cultures and histories of the Spanish speaking world. Neither languages nor people

exist in a vacuum; they exist in ever evolving contexts. The ability to recognize and make sense of these contexts is vital to today's students and tomorrow's leaders. As recent current events make clear, we live in a time of intense and increasing polarization. In the public sphere, logical fallacies abound, ad hominem attacks overshadow grounded argumentation, and intellectual humility in the face of complex problems gets lost in a culture of memefication. Amidst such disconcerting trends, what is all too often lacking is the sort of cross-cultural understanding that by its nature the new M.A. in Spanish will promote and facilitate.

Responses to previous program review recommendations

The APC made three major recommendations resulting from the previous program review. The first two were aimed at improving program coherence, the third at assessment of student learning outcomes.

1. The first was to *consolidate the number of advising tracks*. Prior to the previous program review, a student could choose from among nine distinct tracks (e.g., Spanish literature, Linguistics, Transatlantic studies). In response to APC recommendations, faculty redesigned the program to have two tracks, which is the current configuration: 1) literary/cultural studies and 2) theoretical/applied linguistics. The existence of nine tracks gave the false impression that a student could become a specialist in that area upon completion of the M.A. degree. The APC also worried whether students would receive adequate advising in so many tracks. Faculty broadly agreed that the M.A. degree is best conceived as a generalist, rather than a specialist, degree. The two tracks of the current program reflect the broader professional division within language studies in the academy.

2. The second recommendation was to *adopt a required core of courses that would provide students with foundational knowledge and help to create a sense of community among the graduate students*. This recommendation was viewed as important in part because the program had graduate students in different languages. Although the new program that will take effect in May 2022 will be an M.A. in Spanish, the program has retained the core courses requirement. In fact, the new core will be four courses instead of the previous three:

1. LAN 405 Introduction to Cultural Studies
2. LAN 475 Foreign Language Teaching Methodologies or 480 Topics in Foreign Language Instruction
3. LAN 485 Selected Studies in Linguistics
4. LAN 490 Topics in Literary Studies

The new core will require students to take two courses in each of the areas of emphasis in the new program: theoretical/applied linguistics and literary/cultural studies. Moreover, other than LAN 475 and 480, which will continue to be taught in English, as English is the language of preference in the discipline in the U.S., the other three core courses will be taught in Spanish, which will help students continue to develop their Spanish language skills.

3. The third recommendation asked us to *clarify student learning outcomes*, which the faculty did. The faculty also linked the outcomes more coherently to the assessment plan. As the May 31, 2016 follow-up report to the previous program review indicates, program faculty responded to the APC's recommendation to the previous program review by adopting five student learning outcomes. Students who graduate from the program will have the ability to:

1. analyze, interpret, and evaluate cultural/literary texts/artifacts critically and in accord with disciplinary standards
2. apply knowledge of the linguistic system and history of the language to understand the morphology, phonology, semantics, syntax and/or pragmatics of the target language
3. apply second language theory and principles in the teaching of foreign languages
4. conduct original and/or empirical research on cultural/literary/linguistic topics
5. state and defend arguments in the target language and in accord with disciplinary standards

The program adopted a Course Assessment Report to track how student learning outcomes map onto graduate courses. After each semester, faculty submit to the graduate coordinator a Course Assessment Report for every graduate course they taught that semester. Students demonstrate these learning outcomes through a number of direct methods: research projects, examinations, presentations, portfolios, etc. The program developed a curriculum map that shows how the student learning outcomes map onto the graduate courses. Assessment data gathered for the review period indicate that courses continue to be linked closely to our program learning outcomes. In addition,

the faculty made the thesis a realistic option in 2016 in order to provide students an additional means to achieve the program's learning outcomes. The program's learning outcomes now undergird all program requirements.

Major findings

1. Many faculty believe the program already had many positive elements. The revised program reflects important improvements, but the foundation was sound, as attested to by the success of students in the program and their continued successes after they graduate.
2. The consolidation of the advising tracks and the creation of a core of courses were recommendations from the previous program review that faculty found valuable. The revised program retains both features.
3. As evidence by the revisions to the program, faculty regularly take stock of the program as they look for ways to improve it and better serve the students. The creation of a third exit option for the program reflects the faculty's sensitivity to questions of equity among all the program's constituents. Creating a more robust core of courses to be offered in Spanish instead of English and no longer requiring the M.A. exam of all students, which frees up students to write a thesis, all strengthen the connection between program requirements and specific student learning outcomes.
4. The elimination of the Salamanca (USAL) exchange program laid bare a certain realpolitik within university administration. Whatever the university's stated goals vis-à-vis internationalization, such goals face numerous constraints. Unfortunately, the USAL program was not deemed a high enough priority to receive university support.
5. Very few programs offer a single M.A. degree with multiple language concentrations/tracks. By revising the program to an M.A. in Spanish, the program align itself with what is common practice in our fields. Faculty are hopeful that the program will be more visible to potential applicants as a result. Those who search for "Spanish graduate program programs" will no longer potentially overlook the program simply because of its name.

Initiatives and plans

1. The most significant initiative is to implement and track the success of the new M.A. program as detailed above.
2. Faculty are interested in increasing and broadening the provenance of international applications and improving recruitment efforts among juniors and seniors.
3. Faculty recognize the challenges of maintaining relations with and tracking program alumni. The faculty will seek ways to do this more effectively.
4. Despite the fact that 1) less than a third of college graduates work in a field related to their degree, 2) college graduates on average change jobs four times in the first decade after graduation, and 3) college graduates can expect to change jobs 12 times over their lifetime, the idea that college is primarily concerned with vocational training looms large in the minds of students. Faculty will continue to promote the value of transferrable 'soft' skills, which have been identified as the most valuable benefit of college. At the same time, we see an opportunity to offer more concerted advising about career options.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the M.A. in Languages, Literatures, and Cultures program in the Department of Languages, Literatures, and Cultures to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders including from an alumni advisory board.

The committee notes that the program's enrollment during the period covering the program review cycle has stayed relatively constant (with a drop in 2020, but a bounce back in 2021), but is below the stated target of 30 students. We commend the program faculty for their work to substantially redesign the program in response to the changes

to the discipline, and state and national contexts. The committee commends the Department faculty for efforts to increase the gender and racial/ethnic diversity among its students. The number of men and women in the program is consistently balanced over the period of review (since 2017, the percentage of students identifying as women has ranged from 45 percent to 65 percent). The percentage of graduate students from groups traditionally underrepresented in the discipline has decreased over the review period (from 38 percent in 2017 to 27 percent in 2020) during the period of review. The committee notes that the program primarily draws from three populations: Illinois State University undergraduates, international students, and secondary education professionals from the surrounding areas. Many students are awarded graduate assistantships and teach introductory undergraduate language courses. The committee commends the program faculty for their strong support of graduate student teaching (e.g., the Graduate Teaching Assistant Orientation, the mentoring program, required LAN 475 Foreign Language Teaching Methodologies course, and structured assessment processes).

The committee commends the program faculty for their efforts to support the success of their students. We commend the program on its ability to continue to limit enrollments in many of its courses following best practice guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL) and the Association of Departments of Foreign Languages (ADFL). This practice is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee notes that the program provides its graduate students the opportunity to participate in the same activities afforded to undergraduate students which allows them to learn from experts in the field, network with potential employers, and improve their language skills (e.g., events and activities hosted by the national honors societies, and the Spanish and French clubs). The self-study report provides examples of some of the opportunities for student participation in research opportunities, including co-authored conference presentations. These varied opportunities help the program prepare students for employment and build a strong student community in the program.

The committee commend the faculty for their substantial work to revise the curriculum during the period of review based on changes to the discipline, feedback from multiple stakeholders, and anticipated state and national needs. The largest example of this is the restructuring of the program to become an M.A. in Spanish. These revisions included the removal of the French track, the development of three exit options (thesis, comprehensive exam, or additional coursework), and four core courses in Spanish (covering literary studies, cultural studies, theoretical linguistics, and applied linguistics). Additionally, the program faculty have developed new 400-level courses (graduate) corresponding to existing 300-level courses (undergraduate). The new curriculum is designed to help students develop competency (academic reading, writing, research, and oral presentation) in the areas of (1) theoretical and applied linguistics and (2) literary and cultural studies. Furthermore, the program faculty are commended for their work to infuse issues of equity, diversity, and inclusion throughout the program curriculum.

The committee notes that the program faculty continue to revise and implement their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes.

The committee recognizes the faculty members of the program for their scholarly contributions to the M.A. in Languages, Literatures, and Cultures. Faculty members are active researchers who publish peer-reviewed journals articles, and present at national and international professional conferences. Additionally, we recognize that every faculty in the program has been actively involved in advising and supporting professional student organizations demonstrating their commitment to facilitate learning and educational experiences of our students outside the classroom.

The committee appreciates the analysis of comparator and aspirational programs. It was clear to the committee that the revisions to the program was informed by examining multiple institutions, both within the state and nationally. We commend the faculty for developing and implementing specific action plans to improve the program at Illinois State University.

The committee commends the program faculty for being accredited by the American Council on the Teaching of Foreign Languages (ACTFL). Furthermore, we also commend the program faculty for maintaining program standards that allow students to meet state language requirements for teaching at community colleges.

Recommendations.

The Academic Planning Committee thanks faculty members of the Department of Languages, Literatures, and Cultures for the opportunity to provide input regarding the M.A. in Languages, Literatures, and Cultures program 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 department faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. The committee notes that demand for the program has been strong, resulting in relatively steady enrollments. The committee acknowledges the work faculty have completed to revise the program to increase enrollments to address state and national needs. In light of the substantial revisions of the program structure, we recommend that the program faculty revisit their recruiting and enrollment plans.

Continue to focus on equity, diversity, and inclusion. While the committee recognizes the efforts to increase the gender and ethnic diversity of faculty and students within the program, the committee encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline.

Continue to focus on student success and retention. 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 an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates. The committee encourages the program to continue developing opportunities for student research and creative activities as well as graduate student focused co-curricular opportunities.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum. In light of the substantial revisions of the curriculum, the committee strongly recommends continued periodic review of the impact of these changes (e.g., new sequences, reduction of required hours) and to ensure that the content remains current with changes in the field. We also recommend that the program faculty examine the impact of having the early language courses taught by graduate students on the oral proficiency issues of undergraduate students enrolled in those courses. The committee encourages the program to continue developing opportunities for student research and creative activities. We strongly recommend that the program faculty continue to explore avenues for the diffusion of equity, diversity, and inclusion issues into the program’s curriculum.

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. We strongly recommend that the program faculty collaborate with University Assessment Services to improve the linkage between the objectives and the tools used to measure those objectives across the curriculum. Of particular focus should be examining the impact of the new curricular structures that have been recently developed are now in operation. 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.

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 accountancy to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the Department and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. 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 faculty to continue to refine their plan for tracking program alumni (not only department-wide, but also specifically at the graduate program level) and use this system to enhance alumni networking and engagement. 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, employers, and other external stakeholders in providing input regarding the program and in mentoring students and providing employment opportunities for program graduates.

REVIEW OF THE M.B.A. OF BUSINESS ADMINISTRATION

Classification of Instruction Programs (CIP) Code: 52.0201
Business Administration and Management, General

OVERVIEW

The M.B.A. in Master of Business Administration program at Illinois State University is housed in the College of Business. The last review of the M.B.A. program occurred in 2012-2013.

The curriculum of the M.B.A. program prepares students for successful careers in positions of leadership in business and other organizations competing in domestic and international markets. The integrative curriculum is designed to provide a thorough understanding of the functional areas of business, to ensure that students develop an analytical framework for evaluation and decision making, to encourage them to apply that framework with a sense of integrity, and to strengthen interpersonal, leadership, and communication skills. The program strives to imbue graduates with an appreciation of the continuing challenges of globalization, of the legal and sociopolitical environments, and of expanding technology. The Illinois State M.B.A. prepares graduates to manage these future challenges and opportunities successfully.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2014-2021

M.B.A. in Master of Business Administration, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Enrollments	111	114	103	104	141	188	191	161
Degrees	43	72	53	43	54	35	104	84

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

- Goal 1: M.B.A. Students will be persuasive communicators
- Goal 2: Students will behave ethically
- Goal 3: Students will be able to make business decisions that reflect a global understanding
- Goal 4: Students will use technology tools to support data-driven decisions
- Goal 5: Students will be knowledgeable of the global business environment

Student learning outcomes

- Objective 1.1: Students will collaborate with peers to accomplish a goal
- Objective 1.2: Students will write persuasively
- Objective 1.3: Students will speak persuasively
- Objective 2.1: Students will demonstrate ethical behaviors
- Objective 3.1: Students will analyze problems and create opportunities
- Objective 3.2: Students will recommend potential solutions
- Objective 3.3: Students will develop an implementation plan
- Objective 4.1: Students will incorporate appropriate technology applications
- Objective 5.1: Students will demonstrate advanced knowledge of the global business environment

Program curriculum (2020-2021)

M.B.A. requires 36 credit hours. This includes 15 credit hours of core courses, 9 credit hours of skill courses, 9 credit hours of 400-level graduate business courses, and a 3 credit hour capstone course.

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.

College faculty (Fall 2021)

Unlike the other programs in the College of Business, the Master of Business Administration program does not employ its own faculty. Faculty from the four academic departments are assigned to teach business administration courses and thus, the numbers below reflect the faculty of the entire College of Business.

75 tenure track faculty members (29 Professors, 31 Associate Professors, and 15 Assistant Professors)

46 non-tenure track faculty members (24 full-time, 22 part-time, totaling 34.9 FTE)

Specialized accreditation

Accreditation of the Master. in Business Administration program is included with the Association to Advance Collegiate Schools of Business-International (AACSB) accreditation for the College of Business as a whole. The College was reaccredited for a five-year period (2022-2027).

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

Less focus on M.B.A. As was noted in the last program review, employers are continuing to rely more on in-house training. In the current rapidly changing environment, businesses find that training in the skills and knowledge needed to succeed must be developed constantly. Academic institutions are often slow to respond to such demands and it is no wonder that the M.B.A. is valued less in some quarters than it once was.

More focus on certificates and specialized master's programs. Increasing complexity in the business environment has also prompted the development of graduate business courses bundled as certificates. Some have emerged in response to the demand for new skills, such as data analytics. Others have been developed to meet specialized demand such as leadership certificates for technical workers seeking to move into management roles. There has also been an increase in entire graduate business programs being designed around particular industries and themes such as nursing and entrepreneurship.

Move toward fully online programs. The movement toward fully online programs has been steady for several years. COVID-19 rapidly accelerated the adoption of online teaching tools. Though in-person contact is still valued by many students, the trend will likely continue toward offering more online classes in the next few years.

Demand for more flexible ways to complete a degree. The emergence of certificate programs has prompted the development of stackable certificates. Applicants who are unsure of their willingness and ability to complete an entire M.B.A. degree may opt for shorter certificate programs. Many institutions take advantage of this fact and seek to recruit certificate holders to finish the entire M.B.A. degree.

More international students. International students make a valuable and unique contribution to M.B.A. programs. Though the trend continues to favor the recruitment of international students, the political appetite for issuing visas and making students feel welcome has varied in the recent past. It is likely that the program will see a return to positive regard for international students as the political tide turns over the next few years.

The STEMpede. Since 2017, there have been numerous programs seeking STEM designation. This option is especially attractive to international students who can stay in the country an extra two years if their program is STEM certified. The program faculty have drafted a proposal through the work of the STEM M.B.A. Task Force

and plan to submit it to the IBHE this fall. The program will exist as a new program alongside the existing M.B.A. program.

Responses to previous program review recommendations

The 2012-2013 program review resulted in three recommendations.

1) Continue efforts to provide students opportunities to network with fellow students, faculty, alumni, business leaders, and potential employers. The program has continued to involve students in several networking activities, including student organizations, formal and informal meetings with faculty, and class visits from the business leaders who see students as potential employers. The M.B.A. students from the Panama program visit the Illinois State University campus each fall (barring a pandemic) and have a chance to interact with current domestic students. M.B.A. students may also participate in the Innovation Consulting Community, a program where both graduate and undergraduate students work together on consulting projects for real companies.

2) Continue to meet program enrollment targets while improving the quality of students accepted into the program and diversifying the student body through the recruitment of females and US citizens from underrepresented racial/ethnic groups. After the disappointing trough in enrollments that bottomed out in 2013, the program has managed to bring enrollments up to well within the program's goal of 150-200 students, including a steady increase in the percentage of women and underrepresented groups.

M.B.A. Students by Gender					
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Male	121	107	128	135	156
Female	71	83	105	131	140
Non-binary/not disclosed	-	-	-	-	-
Percentage Female	37%	44%	45%	49%	47%

From Planning, Research, and Policy Analysis (PRPA) Fall 2020 Academic Profiles

3) Continue to utilize data collected through program assessment to make program improvements and document how that has been done. The program has continued to administer the ETS exam. The program faculty have also completely revamped the assurance of learning program in the last year. The previous system used was cumbersome and did not really capture the data that program faculty wanted for the programs. The new assurance of learning process begins Fall 2021 and will assess student learning at the program level.

4) Assess effectiveness of the Chicago M.B.A. program in attaining its goals, document results of the assessment in a progress report compiled after the third program year and modify the program through implementation of progress report recommendations. The Chicago M.B.A. program was discontinued due to lack of enrollment. The program graduated one cohort of 14 students in 2013-2015. Issues with the space the program had rented in Chicago prompted a search for new facilities. Renting a more suitable space would have been prohibitively expensive, causing the breakeven to be around 25 students. Recruiting students became difficult as well. With only four admits for the second cohort, it was decided to discontinue the program to focus on the CMBA program in Decatur and the M.B.A. program in Panama.

5) Explore the feasibility of further expanding the program through establishment of a dual-degree program with nursing through establishment of other non-traditional program offerings and through creative packaging and marketing of existing and new program delivery options. The program explored the possibility of a joint M.S.N./M.B.A. program. However, feedback from EBI suggested that there was insufficient demand for the program to be financially viable. That experience was instructive, though, as the program explored other options with undergraduate programs across the Illinois State campus. Discussions with the College of Arts and Sciences about 4+1 programs revealed a way to set up plans of study for students so that if there were enough non-major general electives available in a major, students could start taking their M.B.A. courses in their senior year and finish a dual degree in five years. This means that any department on campus could conceivably set up their

major/s to allow a student to earn a dual <major>/ M.B.A. degree in five years. The program faculty are currently working out the details of how to set up the admission process.

The program offers five graduate certificate programs that can either be completed alone or in conjunction with the M.B.A. program:

- Audit and Control Specialist
- Business Analytics
- Data Scientist
- Forensic Accountant
- Organizational Leadership

The Data Scientist Graduate Certificate has been offered fully online for three years. The Organizational Leadership Graduate Certificate is being developed as a fully online option as well. The program's marketing efforts have included creating a web landing page for social media ads.

6) Monitor the program curriculum, including structure, content, and frequency of course offerings, for changes needed to maintain relevancy, currency, responsiveness to student needs, and student satisfaction. As described above, the program faculty removed two courses from the former requirement of 42 hours, moved to a blended format, and initiated a task force to examine moving to create a STEM M.B.A. program.

The Blue Ribbon Committee formed in 2013 focused on five topics as set by the Dean:

- a. Determine an appropriate target market for the on-campus M.B.A. program.
- b. Review the M.B.A. core and elective courses and determine if they are providing the quality and relevance necessary for the program's target market.
- c. Explore and recommend options for course delivery.
- d. Explore and recommend options for concentrations or specialty areas.
- e. Suggest strategies for increasing enrollment from 107 to 160 students

Recommendations the following May (2014) were:

- 1) To "target mid-level professionals with relevant work experience in a 70-mile radius of Normal." This included Bloomington-Normal, Peoria, Urbana-Champaign, Springfield, and Decatur. It was also noted that the program should enhance its presence in the international community, especially India, China, Africa, and the Middle East.
- 2) It was recommended that foundational courses be offered in a flexible manner. In 2013, classes for students who came from non-business backgrounds were required to take several foundational courses to make sure they were ready for M.B.A. -level work. At the time, there were nine courses in the core curriculum. The committee recommended dropping Research Methods (MQM497) and replacing it with two new courses: Economic Applications to Business and Finance (MBA411) and Statistics for Business (MBA416).
- 3) The committee strongly recommended that classes be delivered in an eight-week format and that they be delivered in a blended modality—partly in-person and partly online. It was also recommended that students be able to finish the program in four semesters, including one summer.
- 4) The committee recommended the introduction of three sequences: Risk Management, Project Management, and Business Analytics.
- 5) Strategies for increasing enrollment included:
 - a. Targeting feeder companies such as State Farm, COUNTRY, ADM, Caterpillar, Afni, and GROWMARK.
 - b. Enhancement of M.B.A. web site to effectively capture potential applicants; information and provide follow up.
 - c. Traditional advertising should be increased in the state and local markets. Social media marketing should extend beyond local boundaries.
 - d. International promotion should commence, coupled with a commitment to providing GA positions for full-time international students.
 - e. Individual follow up

Follow up to the 2014 recommendations were:

- 1) The program worked to establish contacts with area companies. From 2017-19 the program ran a CMBA program in Decatur targeting students in that area. Twelve students enrolled in the cohort. In FAL19 the program faculty decided that the blended format in Normal (which eliminated students' having to come in on both Friday night and all day Saturday) might attract Decatur students, so the program eliminated the separate program. The program's international student recruitment efforts were enhanced by the INTO program and by graduates of the program spreading the word in their home countries.
- 2) Foundational courses were converted to online modules delivered by Ivey Software. Students who need these kinds of courses take them online on their own schedule. The Associate Director of the M.B.A. program determines which courses each student needs and makes sure they are completed on time. Each course takes about 15-25 hours to complete.
- 3) The eight-week format suggestion met with considerable resistance from M.B.A. faculty. The main argument was that M.B.A. projects and assignments often require an extended period of time dedicated to teamwork and that eight weeks made that difficult.
- 4) Of the three sequences suggested, only Business Analytics was created. However, as noted above, four other different ones have been created.
- 5) The program faculty have worked with the Graduate School to automate follow up with applicants, reach more markets through social media, and hold regular information session both in-person and online.

The removal of the two courses was to correct a mistake the program made with the Blue Ribbon Committee. The program chose to increase the number of hours by six at a time when the trend was headed in the opposite direction. The subsequent M.B.A. Task Force recommended taking the six hours away, which the program faculty did.

Responsiveness to students' needs is what led us to move to a blended format: 50 percent in-person and 50 percent online. Numerous other programs, both in Illinois and elsewhere, started moving toward partly or fully online programs. Alumni consistently remarked to us that the greatest value they received from the program was the ongoing contact with their professors. The program faculty felt that was a core part of the program's identity and were hesitant to jettison in-person classes altogether. On the other hand, a fully in-person model failed to provide the flexibility that was emerging from other schools. After considerable deliberation, the M.B.A. Task Force decided that reducing the in-person contact hours by half and delivering the other half online asynchronously made the most sense.

7) Continue to develop and implement career planning and job search services for students and alumni. Career planning and job searching is centralized at the Career Center. The program encourages the students to use Career Center resources such as; Hire-A-Redbird, Resume Critiques, Professional Development Workshops, and Professional Career Advising. The program notifies students of upcoming internship and job fairs each semester. And, as we can, program faculty connect students with Alumni through Business Week, Class presentations, and Early Career Achievement events.

8) Encourage presentation by students of their research and creative works through the Graduate Research Symposium and other appropriate venues. M.B.A. students are encouraged to participate in the Innovation Consulting Community where they make presentations on their research of real-world business problems posed by the companies that participate in the program each year.

9) Develop goals and implement strategies for maintaining and enhancing the graduate assistantship program as a means of supporting faculty teaching and research and recruiting exceptional students to the program. Support for GA positions has been reduced in the past two years. These positions and the accompanying tuition waivers are essential for attracting international students. Money from the Provost's Office is divided among the departments in the College of Business. The program also uses the Academic Talent Waiver provided by the Graduate School to support exceptional students. The program is going to have to seek donor contributions to bolster those resources.

Major findings

The M.B.A. market space is evolving rapidly. The most powerful driver of this evolution has been technology. Teaching methods have been changing and will continue to change at a dramatically faster rate than in the past. Compared to the last M.B.A. Program Review, the program faculty have seen a multitude of new program designs emerge. The program's challenge in this regard is to maintain flexibility in responding to the changing demands of students. While the program faculty still believe that face-to-face contact with students is a unique and valuable characteristic of the program, the program faculty have learned through the COVID experience that educational quality need not be diluted by the intelligent incorporation of online tools. Finding and maintaining that balance will remain a challenge.

Assessment of learning in the M.B.A. program is undergoing substantial revision. The program's work with the AACSB consultant and the Associate Dean for Accreditation and Operations has allowed us to develop an AoL program that conforms to established standards and integrates well with the learning goals of the College of Business.

The program has an enormous amount of potential in developing dual degree and accelerated programs. The program's increased involvement with other academic units across campus will hopefully provide students with more opportunities to couple a graduate business degree with a degree in line with students' non-business interests.

Initiatives and plans

Establish more online graduate certificate programs. The first step will be to develop a set of stackable certificates from courses within the core that will enable us to market the M.B.A. program "piece by piece." Students can earn credit in M.B.A. classes without committing to the program. Hopefully, these courses will spark interest in applying to the full M.B.A. program. The second step will be to develop more "outside-the-core" certificates to appeal to specialty skill areas.

Develop 4+1 programs. The first step will be to set up a program that allows undergraduate students from the program to finish the M.B.A. in one year. Then the program will look at cross-campus opportunities. In initial conversations with the College of Arts and Sciences, the program has determined that any department with enough non-major electives in its degree plan can get students ready to take three M.B.A. courses senior year and then finish up the M.B.A. within 15 months.

Develop specialty master's programs in business. Some possibilities are:

- Entrepreneurship
- Health care
- Data analytics
- Theater and performing arts

Establish at least one program like the Panama program in another location. Faculty would travel to deliver at least a portion of each course on location. Possible locations include Vietnam, Morocco, Dubai, and Singapore.

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 Business Administration (M.B.A) program to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a long-term, comprehensive, and critical self-study report that included input from multiple stakeholders including from two assembled faculty committees (a blue-ribbon committee and an M.B.A. task force), and their accrediting body.

The committee notes that the program's enrollment during the period covering the program review cycle has steadily increased (from 114 in 2015 to 191 in 2020). The program indicates that, with current resources, this enrollment level is nearing the program's ideal target of 200 students. We commend the program for their well-developed recruitment plan that includes face-to-face and virtual information sessions as well as other coordinated activities with the Graduate School, University Marketing, and local industry partnerships. The committee commends the program faculty for efforts to increase the gender and racial/ethnic diversity among its students. The percentage of students identifying as female has varied (initially showing a steady increase from 45.6 percent in fall 2015 to a high of 50.5 percent in fall 2019 but dropping to 41.6 percent in 2021). The percentage of domestic graduate students from groups traditionally underrepresented in the discipline has remained relatively flat (ranging between 6 percent in fall 2018 to 11 percent in fall 2020). The committee also commends the program faculty for their recruiting efforts that have resulted in a relatively high number of international students (ranging between 16.7 percent in Fall 2015 to a high of 36.9 percent in Fall 2018).

The committee recognizes the program faculty's commitment to activities that support student success. The committee commends the program for the variety of opportunities for direct community involvement both inside and outside of the classroom. Notable examples of these opportunities include the Innovation Consulting Community program, and the Friday Night Live international student group (a program designed to increase global awareness for all M.B.A. students). The committee also commends the program advisors for their efforts to identify struggling students early and provide additional support to these students.

The committee commends the program for the creative and varied curricular options it provides its students to meet their education and career goals. We note that there is clear evidence that the program actively revises the program curriculum in response to assessment data as well as changes to the discipline and the actions of comparator institutions. The committee recognizes the program for maintaining and expanding industry partnerships for the benefit of the program, its students, and its faculty. We further commend the College of Business, and by extension the M.B.A. program, on their continued accreditation by the Association to Advance Collegiate Schools of Business (AACSB) and wishes them well for their reaccreditation efforts.

The committee recognizes that the program faculty continue to work on the development and implementation of their plan for the assessment of student learning outcomes which is a challenging task especially in light of the additional challenges of operating within a program that has coursework and faculty that span the entire college. The current 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.

The committee notes that the M.B.A. program is an interdisciplinary program delivered by faculty from all units within the College of Business. We commend these faculty members for their teaching and scholarly contributions to the M.B.A. program. Faculty members are active researchers who publish peer-reviewed journals articles, submit grant proposals, and present at national and international professional conferences.

The committee appreciates the in-depth analysis of aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that program faculty have developed specific action plans to implement similar initiatives as those to improve the program 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 AACSB, and in implementing the assessment plan to address these standards and modify the curriculum. However, the self-study report suggests that implementation of the plan has been stalled. The committee notes that it is stated in the self-study report that the assessment processes have recently resumed. The committee asks that the program faculty submit a progress report regarding the implementation of the assessment plan to the Office of the Provost by May 15, 2023.

Tracking impact of faculty participation in the program on faculty productivity. The Academic Planning Committee recognizes that the M.B.A. program is an interdisciplinary program that relies on faculty from all departments within the College of Business. It was unclear to the committee that there is a systematic way to monitor the impact of participation in the program on these faculty. While the committee notes that the Panama program is considered a model for international partnerships and revenue stream, we ask that the program analyze the impact of faculty participation in the program as well as their ability to be accessible to students in the program. The committee asks that the program submit a plan that allows for the tracking of participating faculty's scholarly and creative productivity and collaboration and supervision with M.B.A. students to monitor the impact of their participation in the program. The committee asks that the program faculty submit a progress report regarding the implementation of the productivity plan to the Office of the Provost by May 15, 2024.

Recommendations.

The Academic Planning Committee thanks faculty and staff members of the College of Business for the opportunity to provide input regarding The Master in Business Administration (M.B.A.) program 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 participating in delivering the program. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Align the program goals with the College of Business Strategic Plan. The committee asks that the faculty engage in strategic planning discussions and determine how the program goals align with the goals of the College of Business.

Continue to monitor comparator and aspirational programs to adapt to a rapidly changing discipline. While the committee appreciated the aspirational analysis presented in the self-study, we strongly recommend that the program faculty revisit their comparator analysis to identify the unique niche that the program provides. As reported in the self-study, the discipline is changing rapidly and continued monitoring of and adapting to those changes will ensure that the program remains strong.

Continue to monitor enrollment trends and refine the plan for recruitment and enrollment growth. 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 University. The committee supports faculty efforts to explore further expansion of program enrollment and recommends that the program consider expanding their advertising and promotional strategies beyond a sixty-mile radius of Normal. We encourage the program faculty to look to their comparator and aspirational institutions for indicators of enrollment growth impacts on program quality. The committee encourages the program to continue to develop and implement a plan for student recruitment, including strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline.

Continue to focus on equity, diversity, inclusion, and access. While the committee recognizes the efforts to increase the gender and ethnic diversity of faculty and students within the program, the committee encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from domestic groups who are traditionally underrepresented in the program and discipline. Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. 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 an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates. We encourage the program faculty review the program's mechanisms that support timely graduation of students.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field. The committee encourages the program to continue developing opportunities for student scholarship and creative activities. We strongly recommend that the program faculty continue to explore avenues for the infusion of equity, diversity, and inclusion issues (including issues related to domestic as well as international diversity) into the program's curriculum. We support the program's plans to explore hybrid and online methods of course delivery, but strongly recommend that the program faculty develop assessment processes to monitor the comparability between the different delivery methods. Finally, the committee recommends that the college re-examine course restrictions that may block non-business students from courses. Doing so may allow for opportunities for the development of accelerated and cross-disciplinary pathways into the program (e.g., economics or agriculture students).

Develop a plan to support, recognize, and monitor student research and creative activities. The committee encourages the program to continue developing opportunities for student research and creative activities appropriate to the applied nature of the discipline. We recommend that the program faculty look to clarify the applied/experienced research requirements for students in the program and provide outlets that allow them to showcase these activities. The development of a more comprehensive plan to track participation in these opportunities may lead to a better understanding of how they contribute to the success of graduates from 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.

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 business administration to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the College of Business and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the College, 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 supports the program faculty's plans to track alumni through the use of social media outreach and the development of an M.B.A. graduate survey. We encourage the program faculty to continue to refine their plan for alumni tracking and use this system to enhance alumni networking. We recommend that the program collaborate with Alumni Engagement and University Advancement. 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.

Develop a plan to monitor and evaluate graduate certificates. The committee notes the development of a number of new graduate certificates that may be attractive to students enrolled in the M.B.A. program. We recommend that the program faculty develop a plan to monitor and evaluate these graduate certificates. This plan should include information related to how the certificates are evaluated to meet program goals, enrollment trends, and how each certificate is marketed to non-majors. The self-study indicates an interest in developing more certificate options, however, the committee recommends that the program faculty evaluate the performance of the current offerings first before considering expansion.

REVIEW OF THE DOCTOR OF NURSING PRACTICE (D.N.P.)

Classification of Instruction Programs (CIP) Code: 51.3818
Nursing Practice

OVERVIEW

The **D.N.P. in Nursing Practice** program at Illinois State University is housed in the Mennonite College of Nursing. The Mennonite College of Nursing (MCN) houses four degree programs: a Bachelor of Science in Nursing (B.S.N.) Master of Science in Nursing (M.S.N.), a Ph.D. in Nursing, and Doctor of Nursing Practice (D.N.P.). In addition, the College offers a Family Nurse Practitioner Post-Master's graduate certificate, and a Psychiatric Mental Health Nurse Practitioner Post-Master's graduate certificate. This is the first review of the D.N.P. in Nursing Practice program.

The D.N.P. program prepares nurses with a blend of clinical, organizational, economic, health care improvement, and leadership skills to serve as clinical and/or administrative leaders in health care systems. D.N.P.-prepared nurses may also serve as educators in a variety of settings. As a practice-focused doctoral program, the D.N.P. program focuses on practice that is innovative and evidence-based, reflecting the application of credible research findings. Beginning in 2021 students enrolling in the D.N.P. in Nursing select from three sequence options: Post-Master's sequence, Leadership and Management sequence, and Family Nurse Practitioner sequence.

Enrollment by Plan of Study, Fall Census Day, 2014-2021 Doctor of Nursing Practice (D.N.P.), Illinois State University First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
No Sub-plan	14	16	10	13	9	14	15	10
Family Nurse Practitioner sequence								21
Leadership sequence								14
Post Master's sequence								8
Total	14	16	10	13	9	14	15	53

Table notes: Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2017, fall 2017, and spring 2018. The Post-Master's sequence, Leadership and Management sequence, and Family Nurse Practitioner sequence all began in 2021.

Degrees Conferred by Plan of Study 2014-2021 Doctor of Nursing Practice (D.N.P.), Illinois State University First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Enrollments	14	16	10	13	9	14	15	
Degrees			2	13		5	4	4

Table notes: The Post-Master's sequence, Leadership and Management sequence, and Family Nurse Practitioner sequence all began in 2020.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The program outcomes for the DNP program are congruent with expectations of the University and are derived from the College's mission and vision statements. The outcomes have been developed to reflect the professional nursing standards and guidelines presented in *The Essentials of Doctoral Education for Advanced Nursing Practice* (American Association of Colleges of Nursing, 2006).

Essential I: Scientific Underpinnings for Practice

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

Essential V: Health Care Policy for Advocacy in Health Care

Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health

Essential VIII: Advanced Nursing Practice

Student learning outcomes

- Engage in organizational and systems leadership to create practice environments that improve health care outcomes
- Participate in evidence-based practice and clinical scholarship to improve health care practice and outcomes
- Synthesize scientific, theoretical, and technological data from a variety of disciplines to improve health care systems and health outcomes for individuals and populations
- Demonstrate leadership in development and implementation of health policy
- Collaborate with intra-professional and inter-professional teams to create change in health care systems

Program curriculum (2021-2022)

D.N.P. in Nursing Practice requires 34 credit hours. This includes 18 credit hours of core courses, 3 credit hours of applied data analysis, 6 credit hours of clinical residency, and 7 credit hours of scholarly project courses. Additionally, the program requires a minimum of 1,000 clinical hours post-baccalaureate degree.

Program delivery

The program is offered on the Normal campus.

The program is delivered through online instruction.

Department faculty (Fall 2021)

21 tenure track faculty members (6 Professors, 4 Associate Professors, and 11 Assistant Professors)

63 non-tenure track faculty members (22 full-time, 41 part-time, totaling 34.5 FTE)

Specialized accreditation

The D.N.P. program at Illinois State University has been accredited by Commission on Collegiate Nursing Education (CCNE) since November 2015 and was most recently awarded continuing accreditation in April 2017. The D.N.P. program received the maximum 10-year term of accreditation and is scheduled to host an on-site evaluation in Spring 2027.

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

A major external factor affecting the program was COVID-19. Many students enrolled in NUR 560 Advanced Nursing Practice Experience were restricted from obtaining clinical hours at facilities. This required innovative ways to obtain clinical hours. Faculty worked with students and preceptors to identify alternate ways to meet the course requirements. In the Spring 2020 semester, for example, a student was restricted from coming to an acute care facility. One of her objectives was “Attend meetings such as Magnet® Program meeting and Shared Governance.” Faculty worked with her preceptor to meet this objective. Several research articles related to Magnet® Designation were emailed to the student with an assignment to complete a literature synthesis. Additionally, readings on shared governance were also assigned. Another example was a student’s objective, “Become more familiar with Excel and required software used within the leadership role.” The student was given a demonstration on basic calculation formulas in Excel via Zoom. The student was then given an assignment to create a budget for a hospital unit, such as a nurse leader would complete.

A factor affecting the academic discipline is the recommendation that the D.N.P. degree be the entry level for advanced nursing practice by 2025 by the National Organization of Nursing Practitioner Faculties (NONPF); NONPF serves as a consultant in the area of D.N.P. education for American Association of Colleges of Nursing (AACN), through which Mennonite College of Nursing is accredited via their Commission on Collegiate Nursing Education (CCNE) branch. The addition of B.S.N. to D.N.P.: Family Nurse Practitioner (FNP) sequence will support MCN to meet the recommendations.

Responses to previous program review recommendations

The last program review was the three-year new program review. The response indicated the need to continue to increase enrollment in the program and support investigation of adding a B.S.N. to D.N.P. track. However, the program continually reviews the program through our Plan for College Assessment (PCA).

1. Increase enrollment. MCN supports recruitment of D.N.P. Students through a variety of strategies, including targeted digital advertising, print advertising, social media advertising, and email marketing. More recently, MCN holds D.N.P. program virtual open houses where students can learn more about the program and ask questions. Members of MCN's marketing and recruitment team and Post-licensure Programs Academic Advisor meet with students 1:1 if requested, and students are allowed to request a phone call from MCN's graduate program director or D.N.P. Program Leader.

2. Investigation of Adding B.S.N. to D.N.P. Track. Planning for the B.S.N. to D.N.P. track began in 2013, with the goal for program proposal in Spring 2014. MCN developed the B.S.N. to D.N.P. program with two sequences: Family Nurse Practitioner and Nursing Leadership and Management. Both sequences began in Fall 2021 and current enrollment is at 39 students. The higher enrollment in the new sequences for just this fall approximates the 41 graduated or projected to graduate over the past 8 years (students enrolled Summer 2013 to Summer 2020).

Major findings

Aspects of the program that are working well include:

- Positive feedback about course faculty
- Positive feedback from students about preceptors and clinical sites
- The online program provides flexibility for our students, many who work full-time or part-time
- CCNE accreditation for the full 10 years
- B.S.N. to D.N.P. sequences were approved to start Fall 2021

Aspects of the program that could be improved:

- Faculty advising, related to students wanting earlier assignment to scholarly project advisors and continued work on section III, 2a. D.N.P. Chat feedback
- Communication with students
- Potential issues dealing with larger cohorts
- Mapping to revised D.N.P. essentials

Resources needed to achieve improvements

- Need more faculty advisors, clinical sites, and preceptors to accommodate the planned increase in numbers in the B.S.N. to D.N.P. sequences
- Resources to continue D.N.P. faculty/advisor development
- Expert consultation to match revised or new course assignments to the revised D.N.P. essentials

Initiatives and plans

Program faculty plan to take the following actions during the next program review cycle to improve the program include:

- B.S.N. to D.N.P. program implementation - In Fall 2021, 39 B.S.N. to D.N.P. students will enter the program. Investigate feasibility of the FNP and NLM Sequence leads to reach out to each student early in their first semester to address concerns or answer questions
- Continue to improve communication based on feedback from students – the program faculty will continue to review course evaluations, course recommendation forms, surveys, chats etc. to obtain ongoing feedback from students and take action to address communication issues
- Assign scholarly project faculty advisor earlier in the program – currently, upon enrollment in the program, the D.N.P. Program Lead serves as faculty advisor for students. Prior to Scholarly Project I, students may be reassigned to a different faculty advisor with experience or interest in the student's scholarly project. Based on feedback from students and advisors, reassignment earlier in the program is preferred. The program will begin this process in Spring 2022
- Continue to grow enrollment numbers and completion rate. Prepare faculty to mentor D.N.P. students with scholarly projects. Conducted an initial meeting in Spring 2021 for D.N.P. prepared faculty to review expectations of advisors. Will continue to reach out to DNP faculty to serve in this role
- Explore feasibility of admitting students outside Illinois
- Review MCN Plan for College Assessment for the D.N.P. program and revise as needed
- Map MCN D.N.P. program courses to the new AACN Essentials. This includes mapping to 8 concepts, 10 domains, including competencies and sub-competencies
- Monitor NUR 535 Applied Data Management and Analysis for improved student satisfaction after course changes
- Begin tracking percentage of D.N.P. student manuscripts accepted for publication

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 Doctor of Nursing Practice (D.N.P.) program to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time-period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders.

The committee notes that the program's enrollment during the period covering the program review cycle has fluctuated with an average of 12 to 13 students (with a high of 16 in 2015 and a low of 9 in 2018). We commend the program's development of a new BSN to DNP track that has increased enrollment numbers in 2021 (53 enrolled students). We commend the program for their well-developed recruitment plan that includes targeted digital, print, email, social media advertising, and holding virtual open houses. The committee also commends the program for annually awarding approximately 20 scholarships that financially support students. The committee notes that over the period of review the percentage of domestic graduate students from groups traditionally underrepresented minorities was 24 percent. The percentage of students identifying as male, traditionally underrepresented in the discipline, was 10 percent over the period of review which is near national rates (9.1 percent in nursing overall, 13.4 percent in D.N.P. programs). The committee notes the program faculty for efforts to increase the gender and racial/ethnic diversity among its students, including the hiring of a director of marketing and recruitment.

The committee recognizes the program faculty's commitment to activities that support student success. The program is delivered as an on-line program to primarily part-time students. Students work with their Academic Advisor to individualize the plan of study when necessary. The committee commends the program on providing students access to the College Nursing Simulation Laboratory allowing for intentional opportunities to become competent practitioners in a safe environment as well as for preparation in the new era of telehealth and other non-traditional healthcare settings. Even though the program is delivered online to primarily part-time students, there are some co-curricular opportunities available to students (e.g., Sigma Theta Tau, Xi Pi Chapter). Over the period of review, the average time to degree is 32 months (2.6 years), with a range from 24-48 months. The committee commends the program for the variety of opportunities for direct community involvement both inside and outside of the classroom through their training at clinical sites (which include hospitals, clinics, a public health agency, a nonprofit agency, and other community organizations within a 75-mile radius of the Bloomington-Normal area). Additionally, all students are involved in scholarship designed to demonstrate identification and resolution of a practice-related problem through the scholarship of application. The primary objective of the project is the improvement of health care outcomes in the practice setting.

The committee commends the program for the creative and varied curricular options it provides students to meet their educational and career goals. The committee commends the faculty's work to revise the curriculum during the period of review based on feedback from multiple stakeholders (including input from current students during "confidential chats" conducted during D.N.P. Intensive Days). This included the development of a new NUR 539 Scholarly Project Design course offered during summer terms (including revisions to NUR 543 to help accommodate the new summer course) which allows students to begin obtaining their Institutional Review Board approval earlier. The Advanced Nursing Practice Experience course (NUR 560) was revised to assist students to complete more of their required clinical hours. Additionally, the committee commends the program faculty for the infusion of equity, diversity, and inclusion issues into their program curriculum. We further commend the Mennonite College of Nursing, and by extension this program, on their continued accreditation by the Commission on Collegiate Nursing Education (CCNE).

The committee recognizes that the program faculty continue to work on the development and implementation of their plan for the assessment of student learning outcomes. The current assessment plan includes a well-developed curriculum mapping that explicitly links course assignments to program learning objectives. The plan provides for collecting evidence of student performance, especially with direct measures, and evaluating this evidence with rubrics. The self-study report provides ample evidence that evaluation and assessment findings continue to be used by faculty to design and implement program modifications. The committee commends the program faculty for developing comprehensive process for oversight and assessment of the instructional strategies and clinical work in a program that is delivered in an online format.

The committee recognizes the faculty members of the program for their scholarly contributions to the D.N.P. program. Faculty members draw on their research to mentor students with their own research and encourage their students to present their findings at external Faculty members are active researchers who publish peer-reviewed journals articles, and present at national and international professional conferences.

The committee commends the Mennonite College of Nursing and Milner Library for their continued collaboration to provide research resources and services in support of nursing students and faculty. The nursing librarian orients new students to nursing research resources and library services and teaches sessions in the research colloquium and scholarly communications courses in the program. Through the program review self-study process, the College and Milner Library have developed long-term space planning to further enhance this collaboration.

Finally, the committee commends the program faculty for their in-depth analysis of aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that program faculty have developed specific action plans to implement similar initiatives as those to improve the program at Illinois State University.

Follow-up Report.

Comparator Analysis. 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 asks that program faculty return to this analysis to identify the program niche among comparator programs at Illinois public universities and to identify actions faculty could take to enhance the program with respect to the quality indicators faculty has prioritized. Accordingly, the committee asks faculty to revisit their discussions of comparator institutions and to summarize findings of those discussions in a report submitted to the Office of the Provost by May 15, 2023.

Recommendations. The Academic Planning Committee thanks faculty and staff members of the Mennonite College of Nursing for the opportunity to provide input regarding the Doctor of Nursing Practice program 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 College faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to focus on student success and retention. The self-study report indicates that 41 of 62 students were retained during the period of review and notes that those who departed did so for a wide variety of reasons. We recommend that the program faculty develop a plan for student success and retention. 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 initiatives (e.g., retention, curriculum, alumni engagement). As part of the plan, we recommend that the program faculty consider methods to assess entering students’ prior knowledge of statistics, clearly noting all clinical hour requirements clearly in the catalog and examining the impact of graduate assistant training for both teaching and research assistants. The committee recognizes substantial work by faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure (especially with respect to course load and sequencing) and content to remain current with changes in the field and to support program retention and graduation rates. We encourage the program faculty to review the program’s mechanisms that support timely graduation of students. The committee encourages the program to continue developing opportunities for student scholarship and creative activities.

Continue to focus on diversity, inclusion, and equity. While the committee commends the College for its commitment to increase the gender and ethnic diversity of faculty and students within the program, the committee encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. The committee recommends that the College continue to refine and implement strategies for recruiting for diversity at the doctoral level and retaining those students once in the program. The College might look to its aspirational programs for guidance in developing such strategies. Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue and broaden efforts to increase faculty diversity and support faculty success. The committee recognizes the challenges faced by the College in recruiting applicants for tenure track faculty positions and in recruiting applicant pools that are diverse with respect to race, ethnicity, and gender/sex given the paucity of doctoral-prepared nurses in the U.S. We also recognize that the pandemic has only increased this challenge. The committee encourages the College to continue those efforts despite the competition from other nursing programs for faculty applicants. The committee notes that getting closer to the ideal tenure track to non-tenure track ratio is particularly important given the need for mentoring and supervision of students’ doctoral scholarship. The committee concurs with the goal articulated in the self-study report of enhancing faculty mentorship through additional faculty development opportunities, which is especially critical to the success of the D.N.P. 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.

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 nursing to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the College and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. 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 recognizes the numerous strategies deployed by the College to track its alumni and to periodically seek feedback from them regarding the program, such as through administration of surveys of students immediately prior to their graduation and again within six months of graduation. 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.

REVIEW OF THE CENTER FOR TEACHING, LEARNING, AND TECHNOLOGY

Classification of Instructional Programs (CIP) Code: 90.1313
Research and Service Center: Teacher Education and Professional Development, Specific Subject Areas

OVERVIEW

The Center for Teaching, Learning, and Technology (CTLT) was formed in 2005 when two previously existing units (the Center for the Advancement of Teaching and Faculty Technology Support Services) were merged into a single Center charged with providing support to faculty and staff who wish to improve or enhance their teaching and learning productivity, in part – and where appropriate – through the intentional and effective use of technology. The unit affiliated with the Office of the Provost at Illinois State University in the Division of Academic Affairs. The main function of CTLT is provision of support for all aspects of teaching and learning on campus. CTLT staff accomplish this work through the creation of professional development programming focused on evidence-based pedagogies, the provision of consultations for course instructors across all areas of course design and delivery, and the support of all educational technologies adopted for use on campus. The Center provides robust resources and supports to all course instructors at Illinois State.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Introduction and overview

CTLT staff conducts ongoing and regular processes central to self-study. The center's programs, resources and services are under constant review as the center collects usage and participation data, review evaluation data, and make frequent evidence-informed changes to the center's practice. This self-study is the outcome of multiple, collaborative efforts across CTLT's staff over time, with inputs from individuals representing various external units and constituencies. While CTLT's Interim Director constructed the initial draft of this report, others have contributed to shape its final form. Center staff have reviewed historical information, quantitative and qualitative evaluation data, internal processes, and routine practices to identify the primary accomplishments of the last four years and to identify strengths and opportunities for growth as a Center. This final draft is a result of the Center staff's collaborative efforts to report on efforts to serve the Illinois State University teaching and learning community for the last five years.

Accomplishments since the prior program review

The following list is a sample of accomplishments by the CTLT staff over the period of review.

- CTLT staff's involvement with the development of the Framework for Inclusive Teaching Excellence (FITE) through data collection and analysis processes was critically important to driving needed change in the types of programming offered at the Center and the focus of that programming
- CTLT leadership and staff have worked to align all programming with the FITE, which anchors the work of the Center and allows a focus on evidence-informed and relevant-to-campus pedagogies
- CTLT staff has helped support college-specific professional development through serving as mentors on the GROWTH Leadership team. Through their work with individual college administration and faculty, staff promoted the need for and integration of equitable, diverse, and inclusive teaching practices into all academic colleges at Illinois State.
- Adaptations made to the University-Wide Teaching and Learning Symposium have led to a focus on scholarly approaches to teaching as well as delivering content across modalities (face-to-face and virtual).
- New Faculty Orientation has been redesigned to offer an online orientation component and tailored professional development options for the week prior to the fall semester to meet the varied needs of new-to-Illinois State course instructors. In addition, Center staff are collaborating with the University Faculty Mentoring Network to support the needs of this group of faculty on campus.
- Programs such as the Teaching Scholars-in-Residence and Faculty Fellows have allowed for mentoring of faculty already demonstrating excellence in teaching and learning. Other programs (e.g., course

reinvention workshop series) allow for peer mentoring and CTLT staff mentoring of faculty new to professional development for teaching. Mentoring opportunities for early career faculty were expanded in the last three years, as well, with the development and implementation of the University Faculty Mentoring Network. This multi-level mentoring advances professional development and scholarly teaching.

- The creation of professional development specifically intended for graduate students has added opportunities for this cohort of course instructors that was lacking in the past. Specifically, two teaching-related certificate of completion programs were developed exclusively for graduate students interested in targeted programming aimed at evidence-informed teaching.
- The establishment of certificate programs in Foundations of Diversity and Inclusion have led to over 300 course instructors participating in at least one workshop on the topics of equity, diversity, and inclusion and 100 instructors earning certificates of completion for an entire workshop series.
- Staff doubled the number of programs and consultations to support instructors during the global pandemic, creating new and innovative ways to share information about high-quality online instruction with stakeholders across campus.
- CTLT has increased the number of course instructors involved in programming as facilitators and peer mentors in support of scholarly teaching and learning.
- Center staff have secured funds and support for a new registration system for all programming.
- Center staff managed a large and complex physical move from the ITDC building to Williams Hall.
- Center staff worked with the Provost Office on research and data analysis that provided the foundation for new initiatives related to professional development.
- Center staff supported the Provost's Office Microaggressions workshop initiative, helping to schedule and deliver workshops to all academic schools/departments on campus and analyze data collected from participants.
- Upgrades to the software programs used in OpScan have increased the efficiency of this area of CTLT and allows for increased report generating functionality for course instructors and researchers.
- Following an internal audit in the fall of 2020, the logistics of how Graphics bills and accepts payment for services was moved to an online platform, leading to increased efficiencies in logistics for the unit.

Assessment

The Center has developed and implemented an extensive plan for assessing progress toward meeting its goals. For each goal the Center has identified outcome measures, data to be collected and analyzed, benchmarks for tracking and comparing data, and a timeline for data collection. Data are discussed at Program Team, Communication Team, and Coordinator meetings on a regular basis to ensure that the data collected are used to support continuous quality improvement for the Center and the community of teachers and learners that the center staff serve. CTLT's Assessment Plan has four specific areas of focus to guide the Center's work and fulfill its mission. Each target has specific types of data that are collected in support of the Center's assessment efforts.

1. **Developing knowledge and skills:** The center offers a wide range of opportunities to help members of the campus community to develop, apply, and evaluate the application of knowledge and skills. These include intensive programs, customized workshops, consulting services, and formative instructional evaluation services.
2. **Expanding knowledge with colleagues:** The center organizes and facilitate a wide range of opportunities to participate in interactive explorations of issues and ideas. These include seminars, panel discussions, peer consulting, teaching-learning communities, and conferences.
3. **Instructional and professional support:** The center provide material, information, and financial resources to support the campus community in developing and applying expertise as well as pursuing scholarly projects. These resources include access to equipment, software, and the CTLT website and library; assistance producing instructional and scholarly materials; assistance documenting project outcomes; and grant programs.
4. **Scholarship support:** The center supports scholarship on innovative instructional and professional practices and technologies through grant programs for projects, research data analysis services, and

scholarly collaborations. The center also initiates and disseminates original research on professional and instructional practices and technologies.

Resources

The budget for CTLT has remained relatively stable since the last report. The Operational General Revenue budget funds a variety of items and initiatives, including agreements for services for work done by individuals not employed by Illinois State University, books and other materials necessary for programming, software/hardware for use in the Center, professional development for Center staff, office supplies, office technologies (e.g., copier), and other routine costs associated with the work of the Center. The Personnel General Revenue budget funds the wages and salaries of all Center staff and includes additional payments for course instructors and workshop facilitators, teaching/learning grants for course instructors, as well as additional payments to workshop participants and CTLT's share of the Outstanding University Graduate Student Teaching Awards (also funded through the Graduate School). CTLT has a full-time staff of 13 and employs six Illinois State University students (as of fall 2020). Financial support for the center comes primarily from the University. CTLT strives to be a good steward of those resources by operating within its means and, with modest funding increases, expanding the scope of its support for teaching and learning. Changes in CTLT staffing to support new and expanded programs have been managed within the context of available funding rather than through requests for additional personnel. The annual Teaching-Learning Symposium is funded primarily through grants from the Foundation budget.

Response to previous program review recommendations

1. The committee urges CTLT to continue its one-on-one work with academic units and to communicate availability of that opportunity to all campus units.

How CTLT communicates about opportunities: CTLT relies on several channels of communication to connect with instructors and staff. Chief among these are direct email messages using lists of course instructors updated through regular PRPA requests. These messages are sometimes coordinated with other groups (e.g., the Graduate School, the Center for Civic Engagement) emphasize messages with specific populations. A list of weekly events is emailed to academic departments' administrative assistants for distribution. CTLT also makes use of the University's News.IllinoisState and Events.IllinoisState web feeds. In addition, specific campaigns are targeted through the *ISU Report*, the institution-wide, weekly newsletter for faculty and staff. CTLT makes use of social media channels including Twitter and Facebook. Since late 2016, CTLT has produced episodes of *Let's Talk Teaching*, a podcast for instructors at Illinois State.

Types of targeted supports provided by CTLT: While CTLT has a robust slate of programming in the fall, spring, and summer terms each year, the Center has developed something called a "workshop by request." This is a mechanism for individual departments, schools, colleges, or other campus units to request a customized workshop or training on a topic related to teaching and learning. Since January of 2017, there has been impressive engagement on the part of the campus community with these workshops by request:

- From January 2017-September 2021 CTLT has offered 71 workshops by requests for a total of 127.5 hours of professional development programming.
- Participants from 68 different departments/schools/colleges/other units attended these sessions.
- There were 1092 total attendance records for these 71 workshops, with a total of 1949 professional hours across 806 unique participants.

Beyond workshops by request, CTLT staff played an integral role in the GROWTH teams that provide college-specific professional development for teaching in a customized and data-driven manner. Five program coordinators work with the GROWTH Leadership Team to plan for professional development and mentor faculty leaders within each college. CTLT staff provide resources, consult with college administration and GROWTH Team leaders, and help interpret data to identify specific needs for each college, related to teaching and learning supports.

2. CTLT might explore how it might best support instructors who are trying to integrate their research into their teaching or trying to promote research through the classroom. This is an emerging area of opportunity for CTLT. The current Interim Director for the Center also serves the university as the Cross Endowed Chair in the Scholarship of Teaching and Learning. With those dual roles, the Center can integrate a teacher-scholar perspective

into all the center's programming and resource development. Center leadership and staff have developed a Learn-Apply-Study continuum to guide program development efforts. With this continuum, course instructors participating in CTLT's programming can learn about a new pedagogy, work to apply it in their course(s), and then study the impacts of any changes that were applied. This work has been supported by CTLT and the Office of the Cross Chair, as is the new Teaching Scholars-in-Residence program, piloted this year to integrate expert faculty into the development of evidence-informed resources and opportunities for course instructors across campus. The annual University-Wide Teaching and Learning Symposium, organized and sponsored by CTLT, has also adapted to focus exclusively on scholarly approaches to teaching and learning.

As part of the "study" component of the continuum described above, Center staff have begun to invite participants in CTLT programming to engage in scholarship of teaching and learning (SoTL) projects to better understand the impacts of their teaching on student learning. An example of this is currently underway with seven instructors who participated in the "Reinvent Your Course for Equity, Diversity, and Inclusion" workshop series this summer. Together with CTLT staff these instructors are undertaking a collective autoethnography to analyze changes to teacher behavior following participation in this workshop series and how these changes might affect student learning.

Additionally, the interim director of CTLT serves the campus community as the Chair of the University Teaching Committee (UTC), which is a group of appointed, past teaching award winning faculty who act in an advisory capacity to the Provost. The UTC revamped their grant program for teaching innovations to integrate assessment and data collection into all proposals. Outcomes from such data collection can easily become SoTL projects which can be disseminated in a variety of ways. Additionally, the UTC revised the Outstanding University Teaching Awards to align with FITE.

For over seven years, the Office of the Cross Endowed Chair has supported an internal-to-campus journal (*Gausius*) to highlight the research on teaching and learning done at Illinois State. During the summer of 2021, an advisory group of experienced SoTL faculty and CTLT staff worked to plan a wholesale revisioning of the journal to be an open-access, peer-reviewed journal that could accept submissions from all over the world. The new journal, now titled the *Journal of Scholarly Teaching in Higher Education*, should be ready for initial submissions in the spring of 2022. In conjunction with the Cross Endowed Chair, CTLT staff will be involved in all aspects of this journal's function.

3. The committee suggests that CTLT consider expanding their consultation services. Recognizing that CTLT staff resources are limited, the committee further suggests that CTLT consider inviting faculty members from units across campus, including past winners of university teaching awards, to join a peer-to-peer consultation effort. CTLT has maintained and expanded its consultation services in the last five years, in terms of the types of consultations the center staff offer and the number of consultations the center staff have conducted. As an example of the scope of impact for the Center's consultation services, from 2017-2020, CTLT staff have facilitated over 1250 consultations with course instructors. Types of consultations include: Midterm chats, classroom observations, video advantage, ReggieNet support, blended and online course support, accessibility support, 1:1 consultations, and candidate welcomes.

During the pandemic, CTLT staff facilitated the development of a robust Online Teaching Mentors group. Over 30 experienced course instructors with advanced training in blended and online learning were invited to help mentor their peers across campus through an asynchronous online discussion board and virtual 1:1 consultations. This group has been active since March 2020, with many of the online mentors also helping to design and deliver workshops about best practices in online and blended teaching and learning in support of all instructors on campus. It should be noted that all Quality Matters-based professional development (e.g., DART, AIM, TOP) that is facilitated in the Center includes faculty mentors to support those enrolled in these programs that also focus on online and blended course development and support.

CTLT coordinators support GROWTH programming for college-specific professional development for each of the academic colleges at Illinois State. Staff are college-level leaders and work with college deans and other administrators to mentor faculty in the design and implementation of workshops and other trainings in support of teaching and learning. Staff also assist in the assessment of these professional development experiences and, in this

capacity, liaise with staff from University Assessment Services several times each year to maintain forward momentum for data collection and reporting to Provost's office staff.

Lastly, in the summer of 2021, a new Teaching Scholars-in-Residence program was piloted to address student engagement, equity/diversity/inclusion, and student success. Through a competitive process 12 faculty applied for three Scholar-in-Residence positions. Those selected have developed professional development workshops and have extended relationships with other faculty on campus as part of a planned mentoring program. Two Scholars-in-Residence were past winners of one of Illinois State's Outstanding University Teaching Awards.

4. The committee welcomes recent CTLT efforts to design and deliver programs and services that address the unique professional development needs of graduate students. The committee urges CTLT to continue and expand these efforts through collaborations with other units at the University, such as the Graduate School, individual departments/schools, the Council on General Education, and/or Milner Library. The center has strengthened existing programming for graduate students and has introduced two new certificate of completion programs tailored to the unique needs of this population. Staff have partnered with the Graduate School to promote the two certificates of completion and with Milner Library on individual workshops. This dedicated programming is designed to recognize that graduate students have multifaceted roles across campus, as students, teaching assistants, instructors, and all manner of other graduate assistantships. The overall goal of this programming is to help graduate students improve their confidence as college teachers, and the individual components are meant to work separately or together, depending upon a student's availability, interest level, and goals.

Additionally, center staff have worked with Human Resources to stop waitlisting graduate assistants for CTLT programming and to enable graduate assistants to receive the same stipends that other categories of employees receive. By eliminating barriers and treating graduate students more equitably, CTLT hopes they will feel more welcome to join events during the academic year and the summer.

5. The committee supports the CTLT goal of raising the profile of the center in the field of professional/educational development. This might be done through participation by CTLT Team members in national or international conferences or through original research. Center leadership and staff have been productive in working to raise the teaching and learning profile of the Center and of the institution, at large. These efforts have included 12 published works and 18 conference presentations by CTLT staff and collaborators. Additionally, many of the center staff members are active contributors to external committee and professional service organizations.

6. The committee asks CTLT to implement its formalized assessment plan during the next program review cycle and to report in its next self-study report about its assessment activities during the cycle, findings of those activities, changes to programs and services based on those findings, and any changes made or planned to be made to the assessment plan based on experiences of center staff with the new plan.

As requested by the Academic Planning Committee in response to the 2016 Program Review, the center staff developed a Strategic Assessment Plan. Moving forward, the CTLT leadership and staff have the following ideas to pursue in the coming year:

- The assessment plan needs to be revised to measure the impact of the work of the Center, rather than simply attendance and perceptions of programmatic quality. Thus, work is already underway to pilot different ways of collecting data from participants in CTLT programming to better understand changes in teaching behavior and student success as a result of workshops and other trainings.
- As CTLT works with Dr. Cuenca-Carlino on plans to revise the structure of professional development on campus, revisions to the assessment plan will need to be made to account for this new structure.

Major findings of this self-study

What is working?

- **Collaborations:** Collaborations with other campus units have led to expansions in the scope and depth of CTLT's programming and have allowed the expertise of staff and faculty to be harnessed to advance CTLT's mission and vision.

- **Changes to Programming:** The Learn-Apply-Study continuum has allowed for a focus on depth of programming with a move away from one-time workshops and programs to allow for participants to not only gain new knowledge and skills but to apply them in a scholarly fashion across time.
- **Changes to Events:** Adaptations made to the University-Wide Teaching and Learning Symposium have led to a focus on scholarly approaches to teaching as well as delivering content across modalities (face-to-face and virtual). New Faculty Orientation has been redesigned to offer an online orientation component and tailored professional development options for the week prior to the fall semester to meet the varied needs to new-to-Illinois State course instructors.
- **Expanded mentoring opportunities:** Programs such as the Teaching Scholars-in-Residence and Faculty Fellows have allowed for mentoring of faculty already demonstrating excellence in teaching and learning. Other programs (e.g., course reinvention workshop series) allow for peer mentoring and CTLT staff mentoring of faculty new to professional development for teaching. Mentoring opportunities for early career faculty were expanded in the last three years, as well, with the development and implementation of the University Faculty Mentoring Network. This multi-level mentoring advances professional development and scholarly teaching.
- **Establishing a signature pedagogy to anchor programming:** CTLT leadership and staff have worked to align all programming with the FITE, which anchors the work of the Center and allows a focus on evidence-informed and relevant-to-campus pedagogies.
- **Addressing an underserved constituency:** The creation of professional development specifically intended for graduate students has added opportunities for this cohort of course instructors that was lacking in the past.
- **Grounding work in equity, diversity, and inclusion:** While all programming at CTLT highlights the need to create equitable and inclusive teaching and learning experiences, programming specifically focused on equity, diversity, and inclusion has expanded to include a variety of new workshop series, learning communities, and course reinventions in alignment with the FITE and institutional needs for supporting student success.

What could be improved?

- **Physical space:** Due to the move to Williams Hall in the fall of 2019, CTLT lost physical space functionality. Graphics needs more room for print job processing and storage, and CTLT staff do not have dedicated classroom space that is controlled by the Center. These issues will likely be addressed with the Center's move to Milner Library in the next few years.
- **Assessment plan utility:** An assessment plan was developed in 2018 because of the last program review/self-study. While that assessment plan provides a great deal of information about the types of data that are collected, it doesn't have a timeline for collecting data or provide any targets for those data. Additionally, most data listed in the assessment plan point toward metrics of attendance and perceptions of quality. While attendance and quality are important, the Center needs to better understand the impact of its work in terms of changes in teaching behavior and/or student success.
- **Permanent funding for online course development:** Much of the professional development for online course design and review (e.g., DART, AIM, TOP) require over 100 hours of time to complete. Thus, participants and peer mentors for those programs earn stipends. The budget for those stipends is based on soft money requests (e.g., Provost Enhancement, AEF) and is not permanent from year-to-year. This creates uncertainty related to how these programs will be offered each year.
- **Professional Development for CTLT Coordinators:** Dedicating increased time to professional development in scholarly teaching, emerging teaching/learning technologies, and innovations in course design and teaching strategies would allow CTLT staff to stay current on the research and practices in the field of faculty development. This work would enable them to develop and deliver quality programming for campus course instructors. The professional development can take on many forms, ranging from center-based learning communities and workshops to participation in national or international conferences and workshops. The innovative programming that the center staff develops could then be shared through publications and conference presentations, which supports the CTLT goal of raising the profile of the center in the field of professional/educational development.

Initiatives for the next program review cycle

1. **Faculty development hub:** The structure of how professional development will be organized at Illinois State will be undergoing changes in the coming years, as the institution moves towards the establishment of a “faculty success hub.” CTLT leadership and staff will be working closely with Dr. Yojanna Cuenca-Carlino and others to create this hub and integrate its new structure into new and ongoing faculty and student success efforts.
2. **Move to Milner Library:** CTLT was moved from its former home (the ITDC building) to Williams Hall in 2019 to allow for the construction of a Multicultural Center for students. CTLT’s move to Williams Hall is temporary, as the long-term plan is to have CTLT housed in Milner Library. A budget for constructing the space in Milner has been approved, and an architectural firm is under contact for designing CTLT’s new physical space. It is anticipated that CTLT staff and programming will move to Milner in the next 2-3 years.
3. **Supporting a new learning management system:** A new project called “The Next LMS” launched in the fall of 2021 to explore the acquisition of a new learning management system to replace ReggieNet. CTLT staff are working closely with Dr. Yojanna Cuenca-Carlino (Provost’s Office), Dr. Rosie Hauck (Office of Academic Technology Solutions) and other staff in Technology Solutions to establish a Task Force and timeline for this work. Currently, it is expected that if a new learning management system is acquired for campus, that it would be in place in 3-4 years. CTLT staff will be involved in all aspects of the transition from one system to another and will spearhead trainings for instructors related to any new learning management system.
4. **Faculty success and student success collaborations:** Together with other campus stakeholders, CTLT leadership and staff will increase their engagement with faculty success and student success efforts, with the understanding that these are integrated efforts that should be collaborative and aligned.
5. **Reversioning assessment plan:** CTLT is moving toward establishing an assessment plan that measures impact of professional development on teaching behavior and student success. Several projects are underway in the fall of 2021 to pilot different ways to collect these data and lay the groundwork for the establishment of a new assessment plan for the Center.

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 Center for Teaching, Learning, and Technology to be in Good Standing.

The Academic Planning Committee thanks CTLT for a concise yet thorough, well-organized, and forward-looking self-study report. We recognize that many of the efforts and activities that led to the development of the self-report were accomplished during the time period coinciding with the COVID-19 pandemic. The report shows involvement by multiple stakeholders (including the Center’s leadership team, staff, graduate students, and external stakeholders) in the review process and also evidences integration of program evaluation, including the Center review process, in the ongoing work of the Center. Particularly noteworthy in the report is the analysis of comparator and aspirational centers and identification through that analysis of initiatives CTLT might undertake to enhance its contributions to teaching and learning at the University.

The committee commends CTLT for the many services it offers faculty and staff at the University in support of teaching excellence. These services include the creation of professional development programming focused on evidence-based pedagogies, the provision of consultations for course instructors across all areas of course design and delivery, and the support of all educational technologies adopted for use on campus. We recognize that CTLT is not a static unit and has restructured its operations and modified its programs in response to changing needs at the University for programs that promote teaching excellence. The committee strongly commends the work that the center staff has done to support the University in response to the rapid pivot to remote instruction during the COVID-19 pandemic. The committee commends the center staff for their many varied contributions to support the mission and vision of the University. Some examples of these contributions include: development of the

Framework for Inclusive Teaching Excellence (FITE), the adoption of the Learn-Apply-Study continuum framework for professional development, the organization of the annual teaching and learning symposium, the *Define, Align, Refine, and Teach* (DART), programs that orient and support new faculty members, support of teaching and learning communities, and support for research regarding instructional practices and technologies.

It is evident from the self-study report that CTLT has excellent assessment practices in place for the services and programs that they provide to the institution and that CTLT staff continues to use the data collected to modify those activities. In the previous review the committee asked the center staff to develop a formalized comprehensive plan for assessing the center, not only the services it provides. The committee commends the CTLT staff for the development and implementation of such a plan.

Recommendations. The Academic Planning Committee thanks the CTLT staff 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 CTLT staff. In the next Center review self-study report, tentatively due October 1, 2025, the committee asks the Center staff to describe actions taken and results achieved for each recommendation.

Continue to contribute to the academic mission of the University. The committee encourages CTLT staff to continue to pursue new, innovative programming to foster connections with Illinois State University through effective use of faculty and staff experience and the involvement of students. We note that the Center is at the early stages of yet another reorganization into a comprehensive faculty development hub and encourage the center staff to continue to monitor and assess the impact of the changes on its alignment with the academic mission of the University. The committee also recommends that the center staff work closely with university faculty stakeholders as the new faculty development hub becomes operational. The committee recommends that CTLT staff continue to explore new opportunities to identify and partner with other campus units on civic engagement, sustainability programming, and outreach activities.

Develop discipline specific programming to supplement general offerings. The committee urges CTLT to continue its one-on-one work with academic units and to communicate availability of that opportunity to all campus units. One of many strengths of CTLT is its willingness to approach units to discuss services CTLT could provide to best meet their needs in the area of teaching and learning and to then design services and programs to meet those needs, in some cases providing those services in the unit.

Continue implementing and refining the comprehensive assessment plan. The committee recognizes that the CTLT leadership and staff have developed a formalized comprehensive assessment plan and are collecting artifacts and data. We recommend that the center staff review the assessment plan with respect to how the feedback is being used to inform changes. We encourage the center staff to continue the implementation of the plan and to periodically evaluate the effectiveness of the plan to identify any modifications that the staff may deem necessary.

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 2021 through fall 2028. 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 2022, Reviewed 2022-2023 Summaries Published in <i>Academic Plan 2025-2030</i>	Self-studies due October 2023, Reviewed 2023-2024 Summaries Published in <i>Academic Plan 2026-2031</i>
Eight-year review (programs)	Eight-year review (programs)
College of Applied Science and Technology	College of Applied Science and Technology
Criminal Justice Sciences, B.A., B.S. [43.0104]	Recreation and Park Administration, B.S. [31.0301]
Criminal Justice Sciences, M.A., M.S. [43.0104]	
College of Arts and Sciences	College of Arts and Sciences
Economics, B.A., B.S. [45.0601]	Social Work, Bachelor of (B.S.W.) [44.0701]
Applied Economics, M.A., M.S. [45.0603]	Social Work, Master of (M.S.W.) [44.0701]
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]	
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 Insurance and Risk Management (Katie School)	
Adlai Stevenson II Center for Community and Economic Development	
Three-year review (progress)	
Environmental Systems Science and Sustainability, B.S. [03.0104]	
European Studies, B.A. [05.0106]	
Business Education, Master of Science (M.S.B.E.) [13.1303]	
	College of Education
	College Student Personnel Administration, M.S. [13.1102]
	Wonsook Kim 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 Technologies, B.A., B.S. [50.9999]
	Creative Technologies, 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
	Center for Child Welfare and Adoption Studies
	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
Biological Sciences Teacher Education, B.S. [13.1322]
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]
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]
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]
Computer Systems Technology, B.S. [11.1099]
Low Vision and Blindness, M.S. Ed. [13.1009]
Nutrition, M.S. [51.3101]

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 and Sustainability, B.S. [51.2202]
Health Informatics and 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)
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., B.S. [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]
Occupational Safety and Health [51.2206]
Sustainable and Renewable Energy, B.S. [15.0503]
University-wide Programs
Interdisciplinary Studies, B.A., B.S. [24.0101]
Four-year review (centers)
Adlai Stevenson II Center for Community and Economic Development
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]
Wonsook Kim 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)
Center for Child Welfare and Adoption Studies
Mary and Jean Borg Center for Reading and Literacy
Radio Station WGLT

Self-studies due October 2028, Reviewed 2028-2029
Summaries Published in *Academic Plan 2029-2034*

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]
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

Self-studies due October 2029, Reviewed 2029-2030
Summaries Published in *Academic Plan 2023-2028*

Eight-year review (programs)
College of Applied Science and Technology
Computer Science, B.S. [11.0701]
Computer Systems Technology, B.S. [11.1009]
Information Systems, B.S. [11.0103]
Computer Networking, 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]
College of Business
Business Administration, Master of (MBA) [52.0201]
Mennonite College of Nursing
Nursing Practice, Doctor of (D.N.P.) [51.3818]
Four-year review (centers)
Center for Teaching, Learning, and Technology

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.: 2028
Accountancy, M.S.: 2028
Accountancy, Integrated B.S./M.P.A.: 2028
Agriculture, B.S.: 2028
Agriculture, M.S.: 2028
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
Audiology, Doctor of (Aud.D.): 2025
Biochemistry, B.S.: 2029
Biological Sciences, B.S.: 2025
Biological Sciences, M.S.: 2025
Biological Sciences, Ph.D.: 2025
Biological Sciences Teacher Education, B.S.: 2024
Business Administration, B.S.: 2028
Business Administration, MBA: 2028
Business Information Systems, B.S.: 2028
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.: 2028
College Student Personnel Administration, M.S.: 2023
Communication, M.A., M.S.: 2024
Communication Sciences and Disorders, B.S.: 2025
Communication Studies, B.A., B.S.: 2023
Computer Science, B.S.: 2029
Computer Science, M.S.: 2023 (new program progress report)
Computer Systems Technology, B.S.: 2024 (new program progress report)
Construction Management, B.S.: 2028
Creative Technologies, B.A., B.S.: 2023
Creative Technologies, M.S.: 2023
Criminal Justice Sciences, B.A., B.S.: 2022
Criminal Justice Sciences, M.A., M.S.: 2022
Cybersecurity, B.S.: 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.: 2028
English, B.A.: 2026
English, M.A., M.S.: 2026
English Studies, Ph.D.: 2026

Environmental Health and Sustainability, B.S.: 2025
 Environmental Systems Science and Sustainability, B.S.: 2022 (new program progress report)
 European Studies, B.A.: 2022 (new program progress report), 2026
 Exercise Science, B.S.: 2026
 Family and Consumer Sciences, B.A., B.S.: 2029
 Family and Consumer Sciences, M.A., M.S.: 2029
 Fashion Design and Merchandising, B.A., B.S.: 2029
 Finance, B.S.: 2028
 Food, Nutrition, and Dietetics, B.A., B.S.: 2029
 French and Francophone Studies, B.A.: 2029
 Geography, B.A., B.S.: 2022
 Geology, B.S.: 2024
 German, B.A., B.S.: 2029
 Graphic Communications, B.S.: 2028
 Health Promotion and Education, B.S., B.S.Ed.: 2026
 Health Informatics and 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.: 2029
 Hydrogeology, M.S.: 2024
 Information Systems, B.S.: 2029
 Information Systems, M.S.: 2029
 Interdisciplinary Studies, B.A., B.S.: 2026
 Interior Design, B.A., B.S.: 2029
 International Business, B.A., B.S.: 2028
 Journalism, B.A., B.S.: 2024
 Kinesiology and Recreation, M.S.: 2026
 Languages, Literatures, and Cultures, M.A.: 2029
 Legal Studies, B.A., B.S.: 2022
 Low Vision and Blindness, M.S.Ed.: 2024 (new program progress report), 2029
 Management, B.S.: 2028
 Marketing, B.S.: 2028
 Mass Media, B.A., B.S.: 2024
 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.: 2029
 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.: 2029
 Nursing, B.S.N.: 2025
 Nursing, M.S.N.: 2025
 Nursing, Ph.D.: 2025
 Nursing Practice, Doctor of (D.N.P.): 2025
 Nutrition, M.S.: 2024 (new program progress report), 2029
 Occupational Safety and Health, B.S.: 2026
 Philosophy, B.A.: 2028
 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.: 2028
Psychology, M.A., M.S.: 2028
Public Relations, B.A., B.S.: 2024
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.: 2028
School Psychology, S.S.P.: 2028
School Psychology, Ph.D.: 2028
Social Work, B.S.W.: 2023
Social Work, M.S.W.: 2023
Sociology, B.A., B.S.: 2022
Sociology, M.A., M.S.: 2022
Spanish, B.A.: 2029
Special Education, B.S.Ed.: 2027
Special Education, M.S., M.S.Ed.: 2027
Special Education, Ed.D.: 2027
Speech-Language Pathology, M.A., M.S.: 2025
Teaching and Learning, M.S.: 2027
Teaching and Learning, Ed.D.: 2027
Technology, M.S.: 2028
Technology and Engineering Education, B.S.: 2028
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: 2022, 2026
Center for Child Welfare and Adoption Studies: 2023, 2027
Center for Collaborative Studies in Mathematical Biology: TBD (temporary center report)
Center for Insurance and Risk Management (Katie School): 2022, 2026
Center for Mathematics, Science, and Technology: 2024, 2028
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: 2023, 2027
National Center for Urban Education: TBD (temporary center report)
Radio Station WGLT: 2023, 2027

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	Nutrition, 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.
Family Nurse Practitioner Certificate, Post-Master's	Nursing, Master of Science (M.S.N.)
Forensic Accountant Graduate Certificate	Accountancy, M.S.
General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate	Educational Administration, Ed.D., Ph.D.
Hydrogeology Geographic Information Systems (GIS) Graduate Certificate	Hydrogeology, M.S.
Information Assurance and Security Graduate Certificate	Information Systems, M.S.
Instructional Technology in World Languages Graduate Certificate	Languages, Literatures, and Cultures, M.A.
Internet Application Development Graduate Certificate	Information Systems, M.S.
IS Audit and Control Specialist Graduate Certificate	Accountancy, M.S.
Library Information Specialist Certificate, Post-Baccalaureate	Teaching and Learning, M.S.
Multiple Disabilities Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.

Certificate Program	Submit program review documentation with the program review self-study report submitted for this degree program
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.
Psychiatric Mental Nurse Practitioner Graduate Certificate	Nursing, M.S.N.
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.
School Social Work Graduate Certificate	Social Work, M.S.W.
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

Degree Program	Include with the program review self-study report documentation regarding these certificate programs
	Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate
Nutrition, 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 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 Psychiatric Mental Health Nurse Practitioner Certificate, Post Master's
Nutrition, M.S.	Distance Dietetic Internship Graduate Certificate
Social Work, M.S.W.	School Social Work Graduate Certificate
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