ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN
2024-2029

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 8, 2024

Submitted to the Board of Trustees of Illinois State University
July 26, 2024

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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 2024-2029* is the 51st 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 2024, 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

ACADEMIC PLAN
2024-2029

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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 seven colleges: Applied Science and Technology, Arts and Sciences, Business, Education, Engineering, Fine Arts, and Nursing. Administration of graduate programs offered by the colleges is coordinated by the Graduate School. The 2023-2024 university catalog describes 76 undergraduate degree programs, 48 master's degree programs, 10 doctoral programs, and 41 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 40 specialized accreditation associations that accredit or otherwise recognize the quality of academic units or plans of study. Approximately 40 percent of the 315 sequences of study offered by Illinois State are recognized by one or more of those professional associations (as of July 1, 2023). 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 2023 the institution enrolled 20,989 students, 88 percent (18,450) of whom were undergraduate students and 12 percent (2,539) of whom were graduate students.

Just over 81 percent of first-time-in-college students entering the University in fall 2022 returned for the fall 2023 semester. Sixty-six percent of students who enrolled in the University as first-time-in college students in fall 2017 graduated within six years. In Fiscal 2023 the University conferred 5,223 degrees.

In fall 2023 Illinois State University employed 1,498 departmental faculty members (tenure track and non-tenure track), an increase of 69 faculty members from fall 2022. The undergraduate student-to-faculty ratio is 19:1. Hallmarks of Illinois State University include individualized attention to students and faculty involvement of students in collaborative research at both the graduate and undergraduate level.

UNIVERSITY STRATEGIC PLAN

A MESSAGE FROM PRESIDENT TARHULE

Dear Friends,

I am pleased to present Illinois State University's strategic plan, Excellence by Design: 2024-2029. This plan is a shining example of our commitment to shared governance, with faculty, staff, students, and campus stakeholders playing an active role in contributing to the creation of this document. Guided by a strong foundational design and building on our past strategic plan, *Educate • Connect • Elevate: Illinois State—The Strategic Plan for Illinois' First Public University 2018-2023*, the plan emphasizes Illinois State's commitment to excellence through continued improvement to shape an exciting future.

A 22-member task force was commissioned in the fall of 2022 to review, revise, and update our strategic plan. Through campus consultations, stakeholder feedback, and thoughtful analysis, the task force updated Illinois State's mission and vision statements and core values for an evolving era. Goals and objectives are outlined within four Strategic Directions that inspire and prioritize success for the next five years.

Excellence by Design: 2024-2029 will serve as a practical guide for all units within the University for planning and resource allocation decisions, while also providing actionable tracking for our stated goals. This plan will guide Illinois State as it forges a new educational path across the next five years. I, along with the rest of the University community, look forward to taking this journey with our Redbirds. After all, excellence does not just "happen" at Illinois State University; it is there by design.

Respectfully,

Aondover Tarhule, President
Illinois State University

INTRODUCTION

Welcome to *Excellence by Design: 2024-2029*, the strategic plan for Illinois State University. Strategic planning has been at the forefront of the University for several decades and has guided it through growth and success as a nationally recognized leader in higher education.

The University finds itself uniquely positioned to build and expand on the successes of our rich past to take the necessary steps to respond to the needs of future students while still providing our inimitable Redbird culture and learning experiences.

Since our founding as a modest normal school in 1857, Illinois State University has continually evolved to meet the growing needs of students from the state of Illinois and beyond. Expanding on its founding mission to educate the next generation of teachers, Illinois State University provides higher education in multiple disciplines to meet the complex demands of a continually changing world.

This plan is the next phase in our maturation as an institution of higher education and charts a course for expanding our efforts for continuous improvement through collaborative, designed excellence.

After spending a year in extensive consultation with campus stakeholders and community partners, the task force crafted a strategic plan that serves as a broad document, intended to create a guiding framework for all university divisions, colleges, and units to further our shared vision. The strategic directions and the core values they convey are inspired by our campus partners and are instrumental in the next phase of *Excellence by Design*.

While the strategic directions, goals, and objectives are flexibly crafted to allow campus partners latitude to accomplish them, divisions, colleges, and units will come together to develop specific actions for each goal of the plan, as well as coordinate the metrics for both accountability and success. In this way, *Excellence by Design* is a plan that truly embodies Illinois State University's rich history and commitment to shared governance, bringing all of campus together to accomplish, as President Richard Edwards so eloquently stated in 1867, the "grandest of enterprises."

Excellence by Design serves as a dynamic strategic plan, with flexible actions that will adjust, grow, and refine as goals are met and conditions change. *Excellence by Design* seeks to ambitiously strive for growth and success in new endeavors, while continuing to provide the quality education and fiscal responsibility that Illinois State University is known for.

This document is the result of extensive input from the campus community, including surveys, forums, and group discussions. The engagement in this process from all university stakeholders—students, faculty, staff, alumni, community friends, and partners—is a shining example of Illinois State University's current success and heralds our future achievements.

OUR MISSION

Illinois State University prepares diverse, engaged, and informed members of society through collaborative teaching, scholarship, and service.

OUR VISION

Illinois State University will be a national leader in student-focused education connecting teaching, research, innovation, and intercultural understanding.

OUR VALUES

Excellence in Teaching, Learning, and Scholarship

Illinois State University students, faculty, and staff excel in the pursuit of learning as an active, lifelong process through a balanced model of teaching, research, creative productivity, and experiential learning.

Individualized Attention

Illinois State University provides a supportive, student-centered environment that maximizes each student's potential. The University fosters academic and personal growth, recognizes unique educational aspirations, and values each faculty and staff member's contributions to student success.

Equity, Diversity, Access, and Belonging

Illinois State University upholds and models a campus culture of belonging dedicated to equity, diversity, access, and social justice for all.

Collaboration

The Illinois State University community works collaboratively through shared governance to ensure a culture of success, development, and continuous improvement. The University partners with business, industry, government, and educational entities to expand outreach and provide leadership expertise in local, statewide, national, and international initiatives.

Community and Civic Engagement

Illinois State University prepares students to be informed, ethical, and engaged global leaders who will shape, uphold, and advance civic engagement as a lifelong responsibility for the betterment of society.

Respect

Illinois State University fosters a culture that embodies mutual respect, openness to new ideas, different cultural perspectives, and a synergistic approach to problem-solving. Faculty, staff, and students promote understanding, acknowledge each other's rights to express differing opinions, and listen and respond to opposing views with civility.

Integrity

Illinois State University promotes the highest levels of ethical standards and accountability in personal and professional actions in all endeavors.

OUR STRATEGIC DIRECTIONS

Illinois State University's strategic plan, *Excellence by Design: 2024-2029*, was drafted with four strategic directions:

I. Cultivate a Culture of Success and Belonging

II. Foster a Culture of Responsible Stewardship

III. Elevate Our Institutional Excellence

IV. Expand Mutually Beneficial Partnerships

Each strategic direction includes a set of specific strategic goals supported by objectives and actions designed to help support the overarching target expressed by the strategic direction. These strategic directions are of equal importance to Illinois State University and are ordered in no specific hierarchy.

STRATEGIC DIRECTION I: Cultivate a Culture of Success and Belonging

Illinois State University actively cultivates and promotes a culture of success and belonging for all members of our campus community. By promoting a culture of well-being; championing student success; nurturing equity, diversity, access, and belonging; and bolstering faculty and staff, our Redbirds have an environment to flourish and thrive.

GOAL A: Champion Student Success

   OBJECTIVE 1: Prioritize initiatives designed to shorten time to degree completion

   OBJECTIVE 2: Expand student support resources for both personal and academic success to increase retention

   OBJECTIVE 3: Elevate career development and readiness

   OBJECTIVE 4: Encourage student engagement through cocurricular involvement

GOAL B: Nurture Equity, Diversity, Access, and Belonging

   OBJECTIVE 1: Evaluate and expand incentives that cultivate equity, diversity, access, and belonging

   OBJECTIVE 2: Enhance campus internationalization efforts and global engagement experiences

OBJECTIVE 3: Implement outcome-driven, best practice strategies that bridge gaps impacting underserved students, faculty, and staff

OBJECTIVE 4: Expand support services and programming to meet the unique needs of varied student communities

GOAL C: Promote a Community of Well-Being

OBJECTIVE 1: Highlight, promote, and expand student services

OBJECTIVE 2: Broaden support to meet Redbird mental health needs

OBJECTIVE 3: Create infrastructure that supports and promotes programs and initiatives that enhance the well-being of students, faculty, and staff

GOAL D: Bolster Faculty and Staff Success

OBJECTIVE 1: Enhance learning and development programming to promote employee growth and skill-building

OBJECTIVE 2: Attract and retain talented faculty and staff through various compensation strategies

OBJECTIVE 3: Expand on a maximally adaptive and flexible workforce

STRATEGIC DIRECTION II: Foster a Culture of Responsible Stewardship

Illinois State University is dedicated to maintaining a quality environment for past, present, and future Redbirds to enjoy in perpetuity, while simultaneously encouraging the pursuit of learning. By improving efficiencies on campus, advancing our strategic enrollment management methods, investing in campus infrastructure, and expanding our commitment to a culture of sustainability, Illinois State responsibly stewards our resources, talent, and learners for generations to come.

GOAL A: Improve Efficiencies Across Campus

OBJECTIVE 1: Optimize resource allocation and utilization in support of university goals

OBJECTIVE 2: Continually update technology to meet the needs of campus

OBJECTIVE 3: Improve business processes to create efficiencies and increase effectiveness

GOAL B: Advance Strategic Enrollment Management Methods

OBJECTIVE 1: Increase enrollment to strategically expand access to an Illinois State education

OBJECTIVE 2: Evaluate and align resources to support access, enrollment, and persistence to graduation for all students

OBJECTIVE 3: Expand innovative recruitment and retention strategies at every level

GOAL C: Invest in Campus Infrastructure and Operational Resiliency

OBJECTIVE 1: Develop a dynamic master plan that guides future growth and development

OBJECTIVE 2: Address capital renewal issues with a priority on life/safety concerns

OBJECTIVE 3: Invest in campus safety efforts

OBJECTIVE 4: Implement continuity of operations

GOAL D: Expand Our Commitment to a Culture of Sustainability

OBJECTIVE 1: Support sustainability through academic programs and scholarly activities

OBJECTIVE 2: Optimize campus operations to maximize sustainability

OBJECTIVE 3: Educate and empower faculty, staff, and students to be stewards of sustainability

STRATEGIC DIRECTION III: Elevate Our Institutional Excellence

Illinois State University seeks to elevate our institutional excellence by increasing the impact of our scholarly and creative activities, consistently meeting the needs and aspirations of today's learners, and focusing on enhancing the University's brand awareness, sharing our contributions, services, and successes with the world.

GOAL A: Increase the Impact of Our Scholarly and Creative Productivity

OBJECTIVE 1: Provide comprehensive support for increased scholarship and creative productivity

OBJECTIVE 2: Increase and reward faculty-, staff-, and student- generated scholarship

OBJECTIVE 3: Pursue important and wide-reaching outlets to showcase research and creative productivity within each discipline or areas of expertise

GOAL B: Meet the Needs and Aspirations of Today's Learners

OBJECTIVE 1: Create new programs and expand capacity in existing programs to meet the pedagogic, career aspirations, and workforce needs of students and employers

OBJECTIVE 2: Develop flexible, innovative teaching and learning experiences to support traditional and nontraditional students and working professionals

OBJECTIVE 3: Strategically increase and expand our graduate programs and offerings

OBJECTIVE 4: Pursue flexible modality options and opportunities to support student learning

GOAL C: Enhance Institutional Recognition

OBJECTIVE 1: Elevate Illinois State's branding and communication strategies

OBJECTIVE 2: Create compelling narratives about Illinois State's accomplishments and ensure wide dissemination among state, national, and global audiences

OBJECTIVE 3: Invest in first impressions of campus that inspire and delight students and visitors

STRATEGIC DIRECTION IV: Expand Mutually Beneficial Partnerships

Illinois State University recognizes that success is the result of collaboration, be it in the classroom, across the community, or around the globe. Striving to be a bastion of cooperation through coordinated internal engagement,

enhancing the culture of philanthropy, and targeted external engagement, all participants can benefit from accomplishments together.

GOAL A: Foster Coordinated Internal Engagement

OBJECTIVE 1: Leverage relationships and expertise to support collaboration across the University

OBJECTIVE 2: Encourage interdisciplinary learning and scholarship

OBJECTIVE 3: Improve campus communication and transparency

GOAL B: Enhance a Culture of Philanthropy

OBJECTIVE 1: Strengthen engagement with university alumni and friends in giving back to the University

OBJECTIVE 2: Create greater opportunities for private support of student recruitment, success, and persistence

OBJECTIVE 3: Increase faculty and staff involvement in university philanthropy

OBJECTIVE 4: Develop, plan, and initiate the next university campaign

GOAL C: Target External Engagement

OBJECTIVE 1: Enhance collaboration with legislators to advance the mission of the University

OBJECTIVE 2: Engage with partners to increase awareness and enhance research projects

OBJECTIVE 3: Strengthen and expand our corporate relationships

OBJECTIVE 4: Maintain and expand civic and local community connections and communications

OBJECTIVE 5: Foster relationships with community colleges and international institutions

Planning and Consultation Processes

In the fall of 2022, a Strategic Planning Task Force (Appendix B) was appointed by the Illinois State University president to develop a new strategic plan for Illinois State University. The task force was charged to build upon the previous university strategic plan, *Educate • Connect • Elevate: Illinois State*, and look for opportunities to further advance Illinois State as a premier institution within the state and nation. The task force was further charged to consult with campus partners and local community and business leaders to help inform the strategic plan's direction.

In the spring of 2023, the task force sought input from students, faculty, staff, alumni, and community members through a survey, group discussions, and presentations from campus partners. Approximately 17,000 unique responses were collected and reviewed. This information provided the foundation for the development of the new strategic plan draft, *Excellence by Design: 2024-2029*.

In the fall of 2023, the task force again sought input from the same constituencies on the strategic plan draft, offering opportunities to provide feedback through a survey, group discussions, and open forums. The task force carefully reflected on the feedback received and made revisions to the strategic plan draft.

Excellence by Design: 2024-2029 received approval from the president's cabinet, endorsements from the Illinois State University shared governance groups: Academic Senate, Student Government Association,

Administrative/Professional Council, and Civil Service Council, and then was approved by the Illinois State University Board of Trustees on May 10, 2024.

Groups consulted by the Strategic Planning Task Force

Academic Advising Council

Academic Leadership Council

Academic Senate – Planning and Finance Committee

Administrative/Professional Council

Alumni Association Board

Bloomington-Normal Economic Development Council

McLean County Chamber of Commerce

City of Bloomington Leadership

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

Graduate Council

Illinois State University Foundation Board

Intercollegiate Athletics Leadership Team

Mennonite College of Nursing Leadership Council

Milner Library Council

Office of the President Leadership

President's Cabinet

Student Affairs Council

Student Government Association

Town of Normal Leadership

Vice President of Finance and Planning Leadership Team

Provost and Vice President of Academic Affairs Leadership Team/College Dean's Council

Vice President of University Advancement Leadership Team

Wonsook Kim College of Fine Arts Council

Strategic Planning Task Force Members

Brian Beam*, Executive Director, University Marketing and Communications

Kate Boutilier, Academic Advisor, School of Communication, Administrative/Professional Council

Dr. Indu Christopherson, Instructional Assistant Professor, Chemistry

Charley Edamala*, Associate Vice President, Technology Solutions, and Chief Information Officer

Angela Engel*, Director, Planning, Research, and bPolicy Analysis

Dr. Kristina Falbe, Assistant Professor, School of Teaching and Learning

Dr. Craig Gatto*, Associate Vice President of Academic Administration, Office of the Provost (beginning February 2023)

Dr. Shawn Hitchcock, Professor, Chemistry

Dr. Martha Horst, Professor, School of Music, Academic Senate

Dr. James Jones, Director, Katie School of Insurance and Risk Management

Dr. J. Scott Jordan, Chair, Psychology

Katy Killian*, Chief of Staff, Office of the President

Megan Kybartas, Graduate Student (beginning August 2023)

Derek Lough, Graduate Student (through July 2023)

Dr. Danielle Miller-Schuster*, Associate Vice President, Division of Student Affairs

Dr. Judy Neubrander, Dean, Mennonite College of Nursing

Dr. Jamie Neville, Assistant Director for Facilities, University Housing Services, Civil Service Council

Nona Richardson*, Executive Associate Athletics Director, Intercollegiate Athletics (through November 2023)

Chris Roberts*, Planning Coordinator, Planning, Research, and Policy Analysis

Zach Roy, Undergraduate Student, Student Government Association

Anne Shelley, Assistant Professor, Milner Library (through July 2023)

Dr. Christina Soyoung Song, Assistant Professor, Family and Consumer Sciences (through April 2023)

Dr. Iuliia Tetteh, Associate Professor, Agriculture (beginning May 2023)

Rick Valentin, Professor, Creative Technologies, School of Music

Dr. Ani Yazedjian*, Vice President and Provost, Academic Affairs (through February 2023)

*Indicates Steering Team Member

Task Force Support

Holly Johnson, Data Communications Coordinator, Planning, Research, and Policy Analysis

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, 2023 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 2022-2023 Program Reviews in this document.

> ***Changes made to this program inventory during the year ending June 30, 2024 are listed in the Academic Program and Center Changes 2023-2024 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 History (B.A. only)
Art Teacher Education (B.S. 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

Computers Networking, B.S.
CIP Code: 11.0901
Computer Networking (major plan of study)

Computer Science, B.S.
CIP Code: 11.0701
General Computer Science
General Computer Science accelerated
Web Computing

Computer Systems Technology, B.S.
CIP Code: 11.1099
Computer Systems Technology

Construction Management, B.S.
CIP Code: 52.2001
Construction Management (major plan of study)

Creative Technologies, B.A., B.S.
CIP Code: 50.9999
Audio and Music Production
Creative Technologies Accelerated
Game Design
Interdisciplinary Technologies

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
Bilingual/Bicultural Teacher Education (English-Spanish)
Elementary Education (major plan of study)

Engineering Technology, B.S.
CIP Code: 15.0000
Engineering Technology (major plan of study)

English, B.A., B.S.
CIP Code: 23.0101
Creative Writing (B.A., only)
English (major plan of study) (B.A., only)
English Teacher Education (B.A., only)
English Teacher Education Accelerated (B.A., only)
Literary and Cultural Studies (B.A. only)
Publishing Studies (B.A., only)
Technical Writing and Rhetorics

Environmental Systems Science and Sustainability, B.S.
CIP Code: 03.0104
Environmental Systems Science and Sustainability (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
Earth and Space Science Teacher Education
Geology (major plan of study)

Graphic Communications Technology, 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
Integrative Health and Wellness

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
Liberal Studies

Environmental Health and Sustainability, B.S.
CIP Code: 51.2202
Environmental Health (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 Beverage Management
Food and Beverage Management Accelerated

Geography, B.A., B.S.
CIP Code: 45.0701
Geography (major plan of study)
Geography Social Science 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
Healthcare Leadership
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

International Business, B.A., B.S.
CIP Code: 52.1101
International Business (major plan of study)

Legal Studies, B.A., B.S.
CIP Code: 22.0302
Legal Studies (major plan of study)

Marketing, B.S.
CIP Code 52.1401
Advanced Marketing Analytics
Advanced Marketing Analytics accelerated
Integrated Marketing Communication
Marketing (major plan of study)
Professional Sales

Mathematics, B.A., B.S.
CIP Code: 27.0101
Actuarial Science
Data Science and Computational Mathematics
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

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

Journalism, B.A., B.S.
CIP Code: 09.0401
Journalism (major plan of study)

Management, B.S.
CIP Code: 52.1301
Entrepreneurship and Small Business Management
Human Resource Management
Organizational Leadership

Mass Media, B.A., B.S.
CIP Code: 9.0102
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-Keyboard
Choral-General-Vocal
Instrumental-Band
Instrumental-Orchestra

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
Biophysics
Computational Physics
Engineering Physics Dual Degree Program
Physics (major plan of study)
Physics Teacher Education

Political Science, B.A., B.S.
CIP Code: 45.1001
Political Science (major plan of study)

Public Relations, B.A., B.S.
CIP Code: 09.0902
Public Relations (major plan of study)

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 LBS Online
Specialist in Low Vision and Blindness

Technology and Engineering Education, B.S.
CIP Code: 13.1309
Technology and Engineering Education (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
Film and Digital Media
Musical Theatre
Production Design Technology
Theatre Studies
Theatre Teacher Education

UNDERGRADUATE MINOR PROGRAMS

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

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

MASTER'S DEGREE PROGRAMS

Accountancy, M.S.
CIP Code: 52.1399
Accountancy (major plan of study)

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

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

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

Applied Economics, M.A., M.S.
CIP Code: 45.0603
Applied Community and Economic Development
Applied Economics (major plan of study)
Electricity, Natural Gas, and Telecommunications Economics
Financial Economics
Quantitative Economics

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

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

Athletic Training, Master of (M.A.T.)
CIP Code: 51.0913
Athletic Training (major plan of study)

Biological Sciences, M.S.
CIP Code: 26.0101
Behavior, Ecology, Evolution, and Systematics
Bioenergy Sciences
Biological Sciences (major plan of study)
Biomathematics
Biotechnology
Conservation Biology
Neuroscience and Physiology

Business Administration, Master of (MBA)
CIP Code: 52.0201
Corporate MBA
Panama MBA
Traditional MBA

Business Education, Master of Science (M.S.B.E.)
CIP Code: 13.1303
Business Education (major plan of study)

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

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

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

Clinical-Counseling Psychology, M.A., M.S.
CIP Code: 42.2803
Clinical-Counseling Psychology (major plan of study)

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

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

Computer Science, M.S.
CIP Code: 11.0701
Computer Science (major plan of study)

Creative Technologies, M.S.
CIP Code: 50.9999
Arts Technology (major plan of study)

Criminal Justice Sciences, M.A., M.S.
CIP Code: 43.0104
Criminal Justice Sciences (major plan of study)

Educational Administration, M.S., M.S.Ed.
CIP Code: 13.0401
Educational Administration (major plan of study)
Principal (M.S.Ed. only)
Teacher Leader (M.S.Ed. only)

English, M.A., M.S.
CIP Code: 23.0101
English (major plan of study)

English Education, M.A., M.S.
CIP Code: 23.9999
English (major plan of study)

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

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

Low Vision and Blindness, M.S.Ed.
CIP Code: 13.1009
Low Vision and Blindness (major plan of study)

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

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 Experimental Psychology
Developmental
Industrial-Organizational-Social
Quantitative

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

Sociology, M.A., M.S.
CIP Code: 45.1101
Applied Community and Economic Development
Sociology (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: 40.0605
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

Marketing Analytics M.S.
CIP Code: 30.7102
Marketing Analytics (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
Leadership and Management

Political Science, M.A., M.S.
CIP Code: 45.1001
Applied Community and Economic Development
Global Politics
Political Science (major plan of study)
Public Service

Public Health, Masters of (M.P.H.)
CIP Code: 51.2201
Public Health (major plan of study)

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

Spanish, M.A.
CIP Code: 16.0905
Spanish (major plan of study)

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
Project Management
Quality Management and Analytics
STEM Education and Leadership
Technology (major plan of study)
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
Behavior, Ecology, Evolution, and Systematics
Biological Sciences (major plan of study)
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
BSN to Ph.D.
Nursing (major plan of study)
Post Master's

Nursing Practice, Doctor of (D.N.P.)
CIP Code: 51.3818
Nursing Practice (major plan of study)
Post Master's
Leadership and Management
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 2023-2024 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)
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)
Specialist in LBS1 Online Graduate Certificate (13.1001)
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)
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, 2023, Illinois State University had 8 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, 2023.

In addition to these 8 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 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/

Radio Station WGLT

Reports to: School of Communication
Website: http://wglt.org/

ACADEMIC PROGRAM AND CENTER CHANGES 2023-2024

The following changes to plans of study and research and service centers at Illinois State University were approved during the period beginning July 1, 2023 and ending June 30, 2024. The responsible unit and effective date are indicated for each change.

NEWLY-ESTABLISHED PLANS OF STUDY OR CENTERS

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

Engineering, B.S.
College of Engineering
Effective May 20, 2025

Electrical Engineering, B.S.
Department of Electrical Engineering, College of Engineering
Effective May 20, 2025

Mechanical Engineering, B.S.
Department of Mechanical Engineering, College of Engineering
Effective May 20, 2025

Physics, M.S.
Department of Physics, College of Arts and Sciences
Effective May 20, 2024

STEM MBA
College of Business
Effective May 20, 2024

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

Sport Management (Online), M.S. in Kinesiology and Recreation
School of Kinesiology and Recreation, College of Applied Science and Technology
Effective May 20, 2024

Artificial Intelligence (AI) and Decision Making, B.S. in Information Systems
School of Information Technology, College of Applied Science and Technology
Effective May 20, 2024

Public Health accelerated, B.S., B.S.Ed. in Health Promotion and Education
Department of Health Sciences, College of Applied Science and Technology
Effective May 20, 2024

Traditional Geology accelerated, B.S. in Geology
Department of Geology, Geography, and the Environment, College of Arts and Sciences
Effective May 20, 2024

Traditional Environmental Systems Science and Sustainability, B.S. in Environmental Systems Science and Sustainability
Department of Geology, Geography, and the Environment, College of Arts and Sciences
Effective May 20, 2024

Environmental Systems Science and Sustainability accelerated, B.S. in Environmental Systems Science and Sustainability
Department of Geology, Geography, and the Environment, College of Arts and Sciences
Effective May 20, 2024

Legal Studies: Language Integration, B.A., B.S. in Legal Studies
Department of Politics and Government, College of Arts and Sciences
Effective May 20, 2024

General Legal Studies, in B.A., B.S. in Legal Studies
Department of Politics and Government, College of Arts and Sciences
Effective May 20, 2024

Minors

Early Childhood Education, Minor in
School of Teaching and Learning, College of Education
Effective May 20, 2024

Learning Behavior Specialist 1, Minor in
Department of Special Education, College of Education
Effective May 20, 2024

Certificates

Sport Coaching and Leadership (Online) Graduate Certificate
School of Kinesiology and Recreation, College of Applied Science and Technology
Effective May 20, 2024

Health and Wellness Coaching Graduate Certificate
Department of Health Sciences, College of Applied Science and Technology
Effective May 20, 2024

DISESTABLISHED PLANS OF STUDY OR CENTERS

Degree Sequences

Career Specialty, B.S. in Accountancy
Department of Accounting, College of Business
Effective May 20, 2024

Teacher Leader, M.S., M.S.Ed. in Educational Administration
Department of Educational Administrations and Foundations, College of Education
Effective May 20, 2024

Certificates

Post-Baccalaureate Teacher Leader Graduate Certificate
Department of Educational Administrations and Foundations, College of Education
Effective May 20, 2024

NAME CHANGES

Academic Unit

From School of Theatre and Dance
To School of Theatre, Dance and Film
Woonsok Kim College of Fine Arts
Effective May 20, 2024

Degree Program

From: Recreation and Park Administration, B.S.
To: Recreation and Sport Management, B.S.
College of Applied Science and Technology
Effective May 20, 2024

From: Reading, M.S.Ed.
To: Reading and Literacy, M.S.Ed.
College of Education
Effective May 20, 2024

Sequences

B.A., B.S. in Human Development and Family Science
FROM: Human Development and Family Science accelerated sequence
TO: Human Development and Family Science/Child Life accelerated sequence
Department of Family and Consumer Sciences, College of Science and Technology
Effective May 20, 2024

B.A., B.S. in Communication Studies
From: Political Communication sequence
To: Public Culture and Advocacy Communication sequence
School of Communication, College of Arts and Sciences
Effective May 20, 2024

(Music) Performance, B.M.
From: Keyboard Performance sequence
To: Piano Performance sequence
School of Music, Wonsook Kim College of Fine Arts
Effective May 20, 2024

Minors

From: Recreation and Park Administration, Minor in
To: Recreation and Sport Management, Minor in
School of Kinesiology and Recreation, College of Applied Science and Technology
Effective May 20, 2024

From: Gerontology, Minor in
To: Social Aspects of Aging, Minor in
Department of Sociology and Anthropology, College of Arts and Sciences
Effective May 20, 2024

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, 2023. 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 36 specialized accreditation associations, 4 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. CAEP accreditation for teacher preparation programs will continue through December 2026. Reaccreditation through CAEP will not be sought after that date.

The tables that follow identify units and plans of study at the University with specialized accreditor affiliations as of June 30, 2023. 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 Promotion and Education, B.S., B.S.Ed., Community Health Promotion sequence	Council on Education for Public Health (CEPH)
	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. Information Systems, B.S.	Accreditation Board for Engineering and Technology/Computing Accreditation Commission (ABET-CAC)
Kinesiology and Recreation, School of	Athletic Training, M.A.T. 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)
	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)
History, Department of	History, B.A., B.S., History-Social Sciences Teacher Education	Council for the Accreditation of Educator Preparation (CAEP)
Languages, Literatures, and Cultures, Department of	French and Francophone Studies, B.A., French Teacher Education sequence German, B.A., German Teacher Education sequence Spanish, B.A., Spanish Teacher Education sequence	American Council on the Teaching of Foreign Languages (ACTFL)
Mathematics, Department of	Mathematics, B.A., B.S., Mathematics Teacher Education sequence	Council for the Accreditation of Educator Preparation (CAEP)
	Mathematics, B.A., B.S., Actuarial Science sequence Mathematics, M.S., Actuarial Science sequence	Society of Actuaries (SOA)
Physics, Department of	Physics, B.S., Physics Teacher Education sequence	Council for the Accreditation of Educator Preparation (CAEP)
Politics and Government, Department of	Legal Studies, B.S. Legal Studies, Minor in	American Bar Association (Standing Committee on Paralegals Approval Commission) (ABA)
Psychology, Department of	School Psychology, Ph.D. Pre-doctoral internship in Professional Psychology at Illinois State University Student Counseling Services	American Psychological Association (APA)
	School Psychology, Specialist in (S.S.P.) School Psychology, Ph.D.	National Association of School Psychologists (NASP)
Social Work, School of	Social Work, Bachelor of (B.S.W.) Social Work, Master of (M.S.W.)	Council on Social Work Education, Commission on Accreditation (CSWE/COA)

COLLEGE OF BUSINESS

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

COLLEGE OF EDUCATION

UNIT	ACCREDITED PROGRAM(S)	ACCREDITOR
Educational Administration and Foundations, Department of	Educational Administration, M.S., M.S.Ed. Educational Administration, Ed.D., Ph.D., P12 concentration General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate	Educational Leadership Constituent Council (ELCC)
Special Education, Department of	Special Education, B.S., B.S.Ed. Director of Special Education, Post-Master's Graduate Certificate	Council for the Accreditation of Educator Preparation (CAEP)
Teaching and Learning, School of	Early Childhood Education, B.S., B.S.Ed.	Council for the Accreditation of Educator Preparation (CAEP)
	Middle Level Teacher Education, B.S., B.S.Ed.	Association for Middle Level Education (AMLE)

WONSOOK KIM COLLEGE OF FINE ARTS

UNIT	PROGRAMS	ACCREDITOR
Art, Wonsook Kim School of	Art, B.A., B.S. Art, B.F.A., Art, M.A., M.S. Art, M.F.A.,	National Association of Schools of Art and Design (NASAD)
Creative 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 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)
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

REAFFIRMATION OF UNIVERSITY ACCREDITATION

The University was last reaccredited in 2015. Planning for University reaccreditation began in spring 2023 with the establishment of seven work teams and a steering committee led by the Associate Provost. Due to leadership changes at the University, the Assistant Vice President for Academic Planning assumed leadership of the steering committee in March 2023. During the past year, teams worked diligently to draft a request to the Higher Learning Commission (HLC) for reaccreditation of the University. The committee involved more than 40 administrators and faculty members representing all four University divisions. The steering committee collected more than 1,000 documents from units across campus to evidence University compliance with HLC accreditation standards. Feedback was solicited from all divisions and from University leadership and the draft assurance argument was endorsed by the Academic Senate in Spring 2024. The final draft will be presented to the Board of Trustees in summer 2024 and the final report will be submitted to HLC in early fall 2024. The University looks forward to the completion of a successful peer-review team site visit on October 28-29, 2024.

ACADEMIC PROGRAM SUPPORT AND GROWTH

Illinois State University continues to meet the needs of the State's students, families, and employers by developing new programs, hiring new faculty and staff to support programs (existing and new) and improving our institutional infrastructure (e.g., Canvas – new learning management system, Data Portal – streamlined access to internal data sources). The Division of Academic Affairs also continues to explore strategies to effectively fund program development and growth and provide training opportunities for staff and administrators to utilize data more effectively in decision-making.

Meeting the Needs of New Learners in New Ways

To meet the needs of new populations of learners more effectively, Illinois State University is committed to developing more fully online programs to serve adult re-entry learners, working professionals, and others. Staff in the Office of the Provost spent the 2023-2024 academic year developing a framework for a new unit of online and extended learning. To support that organizational structure, the team has recommended transitioning the current practice of online courses being independently taught by individual faculty members for their own exclusive use to a more strategic, systematic, and scalable process for program and course development. To meet its goals of increased online programs and enrollments, Illinois State University plans to employ online master course development via partnerships with faculty subject matter experts (who create the course content) and instructional designers (who build and configure the courses and provide consultation to the faculty in online best practices). Consistent with the equity mission of the university, the team has also recommended that instructional designers be centralized, allowing them to work will all academic programs that need their services. During the 2024-2025 academic year, the team will continue to work with stakeholders to identify a sustainable funding strategy for the proposed unit and collaborate with campus partners to finalize details for a successful implementation of the proposed organizational structure.

Approval for Differential Tuition

Implementing differential tuition for specific academic programs has become a widespread practice among various public universities in Illinois, as well as among peer institutions, cross-applicants, and regional competitors. This approach serves to generate additional revenue for programs with elevated instructional expenses. Universities employing a differential tuition framework determine tuition rates based on factors such as a student's chosen field of study, the market value of the degree, demand for the major among students, and the cost of delivering instruction. Differential tuition aims to maintain the equity and competitiveness of Illinois State University by ensuring that some majors are not financially subsidizing others. This approach enables the University to retain and

attract talented faculty while meeting market demands. Moreover, it facilitates improved student learning experiences by investing in enhancements to lab equipment, research facilities, and innovative technologies required for programs with higher operating costs.

In January 2024, the Illinois State University Board of Trustees approved a plan to allow differential tuition for specialized academic programs. After reviewing cost of classroom and laboratory instruction by major and program and analyzing the supporting enrollment strength of each, the University recommended that certain majors and programs be priced at a per credit hour rate higher than the base tuition charged to the general student body. Specifically, the board approved a 15 percent differential above base for students in these targeted undergraduate majors and programs for all courses taken. There is no impact on units that will not be charging differential tuition. As part of the model, 25 percent of the additional revenue the university receives from differential tuition will go back to students who demonstrate need as part of their financial aid packages. This is anticipated to affect approximately 1,000 out of the 4,000 first-time-in-college students if enrollment numbers remain comparable to fall 2023.

Expanding Capacity in the Mennonite College of Nursing

The undergraduate Nursing program at Illinois State University has historically experienced high student demand. However, space limitations have traditionally led to the rejection of otherwise highly qualified students who apply to the Mennonite College of Nursing (MCN). When rejected from the program, these students have then attended other institutions. In May 2021, the Board of Trustees approved a resolution to fund construction for a new building of an $18M and approximately 16,000 square feet, that would enable MCN to enroll an additional 400 students. Construction of the new Simulation Center is underway and the new building will be available for student use by Fall 2024.

MCN will continue into its second year of a partnership with Memorial Health to serve Illinois State nursing students in Springfield, Illinois. The collaboration addresses a need for more nursing professionals to serve health care needs throughout Central Illinois. As part of this partnership, Memorial Health has subleased approximately 10,000 square feet of space in proximity to their facilities to offer upper-level undergraduate nursing students an opportunity to complete their Bachelor of Science in Nursing degree in Springfield. When fully implemented, the new location will allow MCN to serve an additional 100 students.

Establishing the College of Engineering

Following the approval for the creation of a new College of Engineering and Departments of Electrical and Mechanical Engineering by the Illinois State University Board of Trustees in 2021 and the Illinois Board of Higher Education (IBHE) in 2022, the Division of Academic Affairs convened a committee of faculty experts from across campus to develop the curricula for three new undergraduate programs (Bachelor of Science in Electrical Engineering, Bachelor of Science in Mechanical Engineering, and Bachelor of Science in Engineering). The engineering curriculum committee developed these degree programs using a robust feedback process which involved peer review, external review by academic and industrial experts, internal review by an ad-hoc committee of senior Illinois State faculty and academic planning professionals, and review by the University Curriculum Committee and University Senate. On November 15, 2023, the IBHE approved Illinois State's three applications for new degrees in electrical, mechanical, and general engineering enabling the University to begin actively recruiting its first cohort of students for Fall 2025. Founding chairs for the two new departments – Dr. Nesrin Ozalp, Chair of Mechanical Engineering, and Dr. Vijay Devabhaktuni, Chair of Electrical Engineering – began in Fall 2023. Additionally, the College hired Dr. Matthew Alderman to be the Associate Dean and Mr. Brandon Delk as its first Director of Equity, Inclusion and Student Success. The first cohort of faculty will begin in Fall 2024.

Established a New School of Creative Technologies

A proposal to elevate a program of two interdisciplinary degree programs to create a new School of Creative Technologies was approved by the Academic Senate (March 8, 2023) and the Board of Trustees (May 12, 2023) and by IBHE on November 28, 2023. The new School will serve as the administrative and academic structure for current degrees in Creative Technologies, support continued enrollment growth, and attract and retain faculty from a range of disciplines whose scholarly and creative activities will continue to position the unit as a leader in these

emerging technologies. The program currently offers bachelor's degrees with three sequences; an accelerated master's degree; and a traditional master's degree. The sequences available to undergraduate students include Game Design; Audio and Music Production; and Interdisciplinary Technologies. The STEM-based curriculum prepares students for career outcomes in occupations such as software engineers and developers, video and audio editors, web content specialists, special effects artists and animators, digital content developers, and marketing and recruitment managers. The new School will be operational beginning July 1, 2024 and enrollment is projected to reach 400 full-time students at steady state.

Approval of the STEM Master of Business Administration

A proposal for a new Master of Business Administration program within the College of Business was approved by the Illinois Board of Higher Education (IBHE) on August 1, 2023). The 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. The program will be administered by the College of Business and will prepare professionals to obtain a more technology-oriented graduate degree with advanced training in data-driven analysis and decision-making while also providing education in all functional areas of business to better situate themselves for positions in upper management. The first cohort will enroll in Fall 2024.

Approval of the Master of Science in Physics

A proposal for a new Master of Science in Physics program within the College of Arts and Sciences was approved by the Illinois Board of Higher Education (IBHE) on; March 13, 2024). The proposed M.S. program will build on the success of the department and its mentorship of undergraduates by offering opportunities for education and research to graduate students. The program will provide an ideal platform for students to be trained in a wide range of growing fields in the STEM workforce, such as optics and photonics skills, nanotechnology, and material science and will be administered by the Department of Physics in the College of Arts and Sciences.

Proposed Interdisciplinary Bachelor's Degree Program in Data Science

A proposal for a new interdisciplinary degree program in Data Science has been approved by the Academic Senate (April 14, 2023) and the Board of Trustees (May 12 2023). The program prepares students with the technical knowledge and computational skills to meet current and future problem solving and analysis of large data sets. The Data Science major is an interdisciplinary major with three core areas of curricula including: 1) mathematics and statistics, 2) information technology and computer science, and 3) an applied sequence for contextual application in an area linked to the future career path of the student. The sequences include 1) Big Data and Computational Intelligence, 2) Business Analytics, 3) Population Health, 4) Social Demographic/Public Policy analytics, and 5) Individualized Plan of Study. A program proposal is currently under review by the IBHE in in anticipation of enrolling the first cohort of students in Fall 2025.

Proposed Bachelor's Degree Program in Sports Communication

A proposal for a new degree program in Sports Communication has been approved by the Academic Senate (December 6, 2023) and the Board of Trustees (February 16, 2024). The proposed new program builds students' knowledge, skills, abilities, and attitudes in the ideation, planning, implementation, and evaluation of communication efforts specifically meant for sports and athletics organizations. Students will gain a robust foundation of theory and practice to understand why and how ethical and effective communication in the context of sports/athletics has a great impact on society. This broad-based program will prepare students for the variety of careers as a sports communication professional, such as sports brand manager, sports promotion (public relations or advertising), broadcasting, sports agent, blogger, and many others. A program proposal is currently under review by the IBHE in anticipation of enrolling the first cohort of students in Fall 2025.

GRADUATE EDUCATION

Over the past academic year, there has been a strategic focus in recruitment and marketing for graduate education. Meetings were held with every department/school on graduate admissions and enrollment trends over the past 5 years, recruitment, and growth opportunities, as well as graduate student finding. Professional development opportunities were offered in writing support, mental health, and thesis and dissertation support. The Graduate School utilized a centralized application system to improve students' experience of applying to programs. Graduate School tuition scholarships were implemented to increase recruitment efforts, offering over 300 $2000 scholarships and 26 scholarships specifically for international students to cover the difference between in-state and out-of-state tuition.

Accelerated Master's Degree Programs

Illinois State University continues to support the development of 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. That reduction is possible by allowing undergraduate students to take a limited number of graduate courses and to count up to 12 credit hours or 33 percent, whichever is greater, 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 and benefit the University by retaining its most talented undergraduate students.

Since 2018-2019, twelve departments have developed eighteen accelerated programs (e.g., Criminal Justice Sciences, Geography, Geology and the Environment, Family and Consumer Sciences, Health Sciences, History, Mathematics, English, Creative Technologies, Marketing, Information Technology, Politics, and Sociology and Anthropology). Additionally, several other departments (Art Education, Athletic Training, Spanish, Kinesiology and Recreation, and Economics) are currently exploring the possibility of developing their own accelerated master's degree programs.

Initial findings indicate these programs are successful at recruiting and retaining students to the University's graduate programs. The average time to degree over the past 3 years was 5.2 years, with an average graduation rate of 87 percent. The number of students enrolling in accelerated programs over the past 3 years has doubled, with an upward trend to triple next academic year.

RESEARCH AND CREATIVE SCHOLARSHIP

Illinois State University has a proud tradition in research and creative scholarship as a campus that works in tandem with our proud history as a leader in education. The University continues to pursue strategies to improve infrastructure to support research and creative scholarship while also identifying new ways to reward faculty for their scholarly engagement. These efforts will be even more explicit with the new goals outlined in *Excellence by Design*, Illinois State's new strategic plan. In the past year, the Office of Research & Graduate Studies (ORGS), Research and Sponsored Programs (RSP), the Graduate School, and the Center for Integrated Professional Development have partnered to provide workshops for faculty with professional development offered on grant seeking, grant writing, artificial intelligence in research, human subjects research, and workshops designed for new faculty. More grant writing workshops and writing bootcamps are scheduled for Summer 2024. ORGS also hosts "Fourth Fridays" for faculty to gather and dedicate time to scholarship. In addition, ORGS has continued to work with Academic Senate to identify efficiencies in policies and technology, updating the Restricted Research and Intellectual Property policies along with other policy updates still in development. Illinois State increased contracts with community partners (including industry), which resulted in several research collaborations being formalized in FY24.

Supporting Interdisciplinary Research – The Accelerating Research and Creative Scholarship Program

This year marked the first cohort of the Accelerating Research and Creative Scholarship (ARCS) program. In FY23, the Provost committed over $3M over the next 7 years to support big, bold interdisciplinary research ideas

proposed by the teams themselves. This type of research seeks to solve some of the world's most complicated problems, often termed "wicked problems." The program provides internal seed funding through a competitive application, allowing three faculty teams to transition from dependence on internal support to major external funding support. The ARCS program fosters innovation of research and creative scholarship activities at Illinois State through greater coordination, alignment, and strategic investments, which in turn increases competitiveness and transformational potential of applications for external funding. Managing wicked problems requires interdisciplinary approaches and scholars who can think outside of traditional disciplinary boundaries to create transformative solutions. The outcomes from these projects will amplify the university's core strengths and expertise areas, help Illinois State University develop a national brand identity, and enable Illinois State to impact society in beneficial and transformational ways. In addition to the three teams supported by the Provost eight additional teams were supported by the Office of Research and Graduate Studies to help build capacity of interdisciplinary teams for future rounds.

SUPPORTING SUCCESS FOR FACULTY, STAFF, AND STUDENTS IN ACADEMIC AFFAIRS

Faculty Diversity Enhancement Program

In FY 23, the Office of the Provost launched the first of five cohorts for its $4.5 million Faculty Diversity Enhancement Program (FDEP). FDEP is aimed at recruiting outstanding new faculty to help diversify disciplinary fields and to recruit and retain faculty who promote equity, diversity, inclusion, and access (EDIA) through their research, teaching, service, and/or mentoring. This collaborative effort uses university 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. FDEP includes two alternative avenues for funding and supporting candidates' growth and development: Educational Diversity Enhancement Program (EDEP) and Strategic Diversity Enhancement Program (SDEP).

The program's goals are to enrich student experiences 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.

Provost Fellows Program

During the Spring of 2023, the Provost announced the new Provost Fellows program, a leadership opportunity available to any tenured faculty member at Illinois State. Through the one-year, part-time appointment, selected faculty members had the opportunity to take responsibility for an initiative that would have a broad impact across the university. FY24's inaugural cohort of five Provost Fellows took the lead on several critical initiatives in the Office of the Provost and the impact of their efforts was felt across campus.

To illustrate, Dr. Lea Cline (WKCFA) focused on policy revision and issues of equity. She edited five policies (in collaboration with a variety of offices on campus) bringing those policies up to date with institutional practice and regulatory requirements and evaluated the Faculty Diversity Enhancement Program (FDEP). Dr. Emily Jones (KNR) developed a framework for growing online and extended learning infrastructure and offerings at Illinois State University and explored the feasibility of offering micro-credentials and digital badging at Illinois State. Dr. Roy Magnuson (MUS) focused on disruptive technologies in higher education; specifically centering his work around generative artificial intelligence (AI). Dr. Magnuson presented his talk "Reimagining Learning: Navigating Higher Education in the Age of AI" over 50 times across the Illinois State campus to faculty and staff and in the local community and helped form the *Committee for the Responsible Use of AI at Illinois State University*. Dr. Mike Mulvaney (KNR) focused on collecting, analyzing, and summarizing assessment and institutional data for planning and implementation purposes and provided support in drafting Illinois State's 35,000-word self-study narrative for the Higher Learning Commission. He also completed benchmarking projects of Full-Cost Recovery Programs and differential tuition. Dr. Jason Whitesel (SOA) coordinated several professional development series

for Illinois State University leaders in academic affairs, including new administrators, and was part of the team organizing the inaugural two-day Women in Transformational Leadership event featuring three accomplished alumnae. Over the two-day event, 150 individuals attended the panel for faculty and staff, and the networking breakfast and lunch for students.

Student Success Community of Practice

To ensure ongoing communication across units, limited duplication of services, and strong collaboration, the Student Success Community of Practice (SSCP) was formed. The SSCP brings together student success thought leaders across campus, meeting regularly to enhance collaboration and help address challenges impacting retention and graduation. The SSCP held the second Student Success Think Tank on May 18, 2023, which brought together 75 faculty and staff from all divisions to develop an action plan for the campus. Work from this day-long interactive session included a review of accomplishments since the 2019 event, discussions about barriers to student success, and goals for the next several years. The result of the Think Tank was 53 action items categorized into 7 themes including academic achievement; data and technology; career development; policies, practices, and processes; faculty and staff; student interaction, expectations, and programming; and collaboration and communication.

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. The new College of Engineering has hired its leadership team and is in the process of hiring the first cohort of faculty and will begin a strategic plan in the near future.

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.

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 is currently underway with a planned release of Fall 2024 in parallel with the institutional plan.

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

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

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

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

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

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

The Planning Process

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

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

The Strategic Plan Steering Committee

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

MISSION STATEMENT

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

VISION STATEMENT

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

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

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

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

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

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

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

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

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

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

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

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

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

AREAS OF STRATEGIC FOCUS

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

Strategic Focus 1: Facilitate academic excellence.

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

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

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

Strategic Focus 1: Facilitate academic excellence

Goal 1.1 Develop and maintain rigorous and inclusive academic curricula.

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

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

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

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

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

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

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

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

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

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

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

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

Action 1.3.3: Foster and support development of and administrative support for inter- disciplinary teaching and scholarly collaborations.

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

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

Strategic Focus 1: Selected Accountability Measures

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

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

Goal 2.1 Enhance communication and collaboration to support academic excellence.

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

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

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

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

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

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

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

Goal 2.3 Enhance physical infrastructure to support academic excellence.

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

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

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

Strategic Focus 2: Selected Accountability Measures

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

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

Goal 3.1 Increase funding from external research grants and contracts.

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

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

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

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

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

Action 3.2.2: Engage in cooperative learning experiences with businesses.

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

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

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

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

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

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

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

Action 3.4.2: Promote use of resources for mentoring of underrepresented groups Action 3.4.3: Provide recognition or awards to departments/faculty/staff who engage in diversity and inclusion training programs

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

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

Strategic Focus 3: Selected Accountability Measures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategic Focus 4: Selected Accountability Measures

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

COLLEGE OF BUSINESS
STRATEGIC PLAN 2023-2028

College of Business Strategic Plan

Purpose:
At the Illinois State University College of Business, our purpose is to provide quality education, informed by scholarship, to a diverse group of students so that they become ethical businesspeople who positively impact society.
Our focal areas of societal impact are improving the well-being of stakeholders, providing quality education, and promoting equity and empowerment for all. We pursue these impacts through innovation in curriculum, scholarship, and service.

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

Mission:
Prepare students for success in a global business environment by providing excellent instruction and transformative learning opportunities within a diverse and innovative academic community that values excellence in teaching, research, and service.

Core values:
diversity, equity, inclusion, belongingness, professionalism, honesty, and respect

Goal 1:**Improve the well-being of our stakeholders**

Strategy 1: Promote personal and professional growth within the college
Tactics:
- Increase student awareness and participation in personal and professional opportunities such as internships, study abroad, RSOs and other college activities.
- Recognize stakeholder contributions via awards, competitive compensation, promotions
- Explore new and evaluate existing programs for growth

Strategy 2: Promote personal and professional growth beyond the college
Tactics:
- Support participation in programs leading to wellness (e.g., mindfulness, meditation classes, nutrition consultations)
- Provide and promote professional development and continued education opportunities
- Promote value of social consciousness to stakeholders
- Support student, faculty, staff, alumni involvement outside of the COB

Strategy 3: Promote environmental sustainability
Tactics:
- Evaluate ecological resources used in COB and suggest improvements
- Support research that includes environmental sustainability.
- Develop, evaluate, and promote academic programs in sustainability.

Goal 2: **Offer a quality education to stakeholders**

Strategy 1: Maintain AACSB Accreditation
Tactics:
- Faculty update Watermark Faculty Success (formerly known as Digital Measures) periodically as part of annual review
- Faculty assess and report the results for Assurance of Learning activities
- Faculty assess program through external benchmarking

Strategy 2: Provide relevant business learning experiences

Tactics:
- Provide relevant classroom experiences
- Provide relevant learning experiences beyond the classroom

Goal 3: **Promote equity and empowerment of all stakeholders**

Strategy 1: Support initiatives that encourage diversity
Tactics:
- Support diversity of opinions (e.g., invite diverse guest speakers from the industry).
- Provide funding to support initiatives (workshops, conferences, course development, or community services) that encourage diversity.
- Increase focus on diversity, equity, and inclusion in classrooms.

Strategy 2: Create an environment of equity and empowerment
Tactics:
- Increase scholarships available for diverse groups
- Increase efforts for diverse hiring of faculty and staff and diverse admittance of students.
- Empower community by meeting demands of non-traditional and next generation students

Strategy 3: Support an environment of equity and empowerment
Tactics:
- Ensure that faculty and staff are suitably empowered.
- Create research/travel funds for each faculty member.
- Communicate equity and empowerment success with alums and stakeholders.

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

WONSOOK KIM 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

Vison Statement, Mission Statement, and Values Statement

<u>Vision Statement</u>

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

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 unequitable 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 2022-2027

The Graduate School of Illinois State University
Illinois State University
Fall 2022

INTRODUCTION

The purpose of this study was to utilize stakeholder input to make informed decisions in establishing an updated strategic plan to best utilize Graduate School resources and elevate graduate education at Illinois State University over the next five years.

Process:
The research aspect of this study included three phases: a series of stakeholder focus groups; a survey distributed to graduate faculty members; and graduate council reviewing themes and setting goals.

Results:
The results indicate how stakeholders perceived the role of the Graduate School, graduate programs, and graduate student services. Of particular interest was that the graduate faculty continue to support and value graduate programs, and graduate programs significantly contribute to be a reason faculty work at ISU.

Please evaluate the following items, with 5 being strongly agree and 1 being strongly disagree	2021	2016
The Graduate programs add value to the university.	4.60	4.7
Graduate programs contribute to scholarship at ISU.	4.51	4.64
The Graduate programs add prestige to the university.	4.45	4.64
Graduate programs deserve more institutional recognition than they currently receive.	4.37	4.32
Having a graduate program in my department/school was an important part of my decision to work at ISU.	4.22	4.34
Faculty should be involved in recruiting students into a graduate program.	4.22	4.38
The Graduate program in my academic unit contributes to my job satisfaction at ISU.	4.19	4.31
I would not want to work at a university that did not have graduate programs.	4.01	4.24

A 5 Year Vision:

In 5 years, the Graduate School will:
- Have 3,000-3,500 students.
- Have graduate faculty, graduate program support staff, graduate students, or Graduate School staff involved in committee work at all levels of the University to represent graduate education.
- Have at least 20 percent of all graduate students from historically marginalized populations.
- Have at least 25 percent of all graduate students from international countries.
- Increase offerings of non-tradition programs/degrees, such as accelerated master's degree programs, online programs, stackable certificates, and microcredentials.
- Obtain external grants to support graduate students and programs.

Strategies and Tactics:
Ten strategies (goals) and accompanying tactics (objectives) were developed from the research findings. The tactics will be used to form the annual work plan for the Graduate School. They are as follows:

1. Improve financial support for graduate students at and beyond the department/school level
    a. Collect annual financial support information for graduate students at the department/school/university level. (ongoing)
    b. Identify historical funding sources for department/school level funds for common and unique themes. (ongoing)
    c. Use historical source data to improve funding opportunities for students in poorly supported department/schools.
    d. Identify and publicize external fellowship/grant opportunities for graduate students. (FY 24)
    e. Report and publicize successes by students obtaining internal/external funding. (FY 25)
    f. Create a faculty mentorship award in research to support graduate students (FY 26)
    g. Create merit-based funding to be used for recruitment during admission (FY 27)
2. Assist in recruitment and enrollment efforts at and beyond the department/school level
    a. Work with the chairs/directors to establish recruitment and enrollment targets for each graduate program (FY 24)
    b. Work with the Deans to establish graduate student scholarships from alumni and donors (FY 26)
    c. Create graduate student and faculty spotlights to showcase to perspective students. (ongoing)
    d. Collaborate with University Advancement on fundraising efforts for graduate students. (FY 27)
    e. In consultation with Advancement, put together a stand-alone event to fundraise for the Graduate School. (FY 27)
    f. Create promotional materials and advertise programs at the program level for targeted audiences using electronic databases, social media, and other avenues. (FY 25)
3. Advocate for graduate students, student services, and student scholarship and creative activity
    a. Survey graduate students to identify strengths and weaknesses in student services (FY 24)
    b. Expand university wide annual competition for awards for graduate student research and creative scholarship (FY 25)
    c. Obtain funding through corporate sponsorship to support research events and award winners. (FY 26)
    d. Collaborate with the Office of Student Research to expand support for graduate students, including travel support to conferences. (FY 25)
    e. Collaborate with Research and Sponsored Programs on a research newsletter outlining funding opportunities for graduate students. (FY 26)
    f. Investigate a different payment plan structure for graduate students, where the first payment is after the first distribution of student employment stipends. (FY 27)
    g. Create an internal research tools certificate for graduate students (FY 26)
4. Maintain standards of graduate programs across campus
    a. Develop survey, in collaboration with schools/departments, on graduate student satisfaction, as well as understand why students do not attend ISU. (FY 23)
    b. Review accelerated master's degree program requirements and collaborate with the Registrar on seamless transition of courses between undergraduate and graduate careers. (FY 24)
    c. Work with programs on recruitment strategies to increase the quality of the applicant pool, as well as develop a university-wide recruitment plan. (FY 24)
    d. Implement Graduate Education Manager for every graduate student, establishing retention rates for programs, communication with research committees, and assess faculty research load. (FY 24)
    e. Collect annual progress reports for every graduate student. (FY 25)
    f. Review the graduate catalog on an annual basis to address barriers to graduate students from an EDI lens (ongoing)
5. Assess market value for graduate programs, including quality and feasibility of programs
    a. Collaborate with EAB to identify high-demand programs and best practices forcertificates and micro-credentials. (FY 24)
    b. Increase marketing and resources for programs that are targeted to grow enrollment or establish new programs (ongoing)
    c. Work with human resources and labor relations on competitive graduate assistant stipends among comparator schools. (ongoing)

d. Assess graduate assistant allocations, tuition waivers, and operating budgets for graduate programs. (FY 23)

6. Elevate the position of Graduate Education within Illinois State University

    a. Add Dean of the Graduate School to the title of the Director of the Graduate School, or create a stand-alone Associate Vice President position for Graduate Education. (FY 27)

    b. Work with student affairs on opportunities for graduate student specific services and events, including writing resources and support. (FY 24)

    c. Develop a plan to establish a Graduate School Advisory Board, with representation of current students and alumni from all colleges. (FY 26)

    d. 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 24)

    e. Add an EDI subcommittee to the Graduate Council (FY 24)

7. Collaborate with International Studies on student support and resources

    a. Advocate for increased graduate international student housing, including options for family housing. (ongoing)

    b. Coordinate communication efforts and information between international and graduate students.

    c. Expand funding opportunities for international graduate students to use in the recruitment process. (FY 26)

    d. Collaborate on professional development opportunities, including academic integrity, writing support, and faculty mentorship. (FY 24)

    e. Assist with recruitment efforts internationally, expand academic partnerships abroad, and establish guidelines for graduate degree sharing programs. (FY 24)

8. Capitalize on establishing/growing programs that meet the demands of potential students and the job market

    a. Establish interdisciplinary graduate degree programs housed in the Graduate School, to provide students more options for workforce development. (FY 25)

    b. Collaborate with academic programming and online education on parameters for online course/program development, assessment, and quality. (ongoing)

    c. Collaborate with enrollment management, undergraduate education, and student services on resources and student support for online and adult learner programs.

    d. Create stackable certificates for graduate students to build to a master's degree (FY 25)

9. Support graduate faculty in mentorship of graduate students

    a. Provide graduate faculty with monthly quick tips on graduate student mentoring. (FY 23)

    b. Host annual speaker series on graduate student mentorship. (FY 24)

    c. Host once per semester a journal club and social on hot topics in graduate student mentoring. (FY 25)

    d. Utilize Graduate Education Manager and Graduate Student Success Dashboard for mentorship interventions (FY 24)

10. Track graduate student retention and progress toward degree

    a. Eliminate ProQuest and use ISU ReD as the repository for thesis/dissertation/capstones. (FY 24)

    b. Understand retention rates for doctoral students and determine why students drop out, at what point they drop out, and if historically marginalized students drop out at higher rates (FY 25)

    c. Provide training each semester on the Graduate Student Success Dashboard and Graduate Education Manager (ongoing)

    d. Work with PRPA to collect graduate student data on retention at the program, college, and university level. (FY 25)

    e. Collect data annually using a student survey about the graduate school experience (ongoing)

SWOT Analysis
This analysis enables the Graduate School to examine its strategic fit within the University as a whole.

Strengths:
- All staff is accessible and helpful; attentive to students and graduate coordinators.

- The Graduate School has effective communication
- Collaboration across campus and within the community
- Professional development for graduate students
- Promoting positive change with new programs, such as certificates and accelerated programs

Weaknesses
- Subordinate position of graduate education
- Perception that graduate programs are a drain on resources
- Head of the Graduate School is a Director, not a Dean
- Lack of authority in important decisions, such as in enrollment
- Support for international students and unique circumstances

Opportunities
- Interdisciplinary programs
- International student recruitment
- Online programming
- Expansion of adult learners
- Stackable certificates
- Expansion of accelerated programs

Threats
- Competition for other graduate programs (funding, online programs)
- Lack of support for online programs
- Funding for graduate assistants
- Negative publicity of graduate teaching assistant union
- Declining number of high school students
- Undergraduate student loans as barrier to graduate school

SECTION IV

PROGRAM REVIEWS

SUMMARIES OF 2023-2024 PROGRAM REVIEWS

During academic year 2023-2024, program review self-study reports were submitted by 11 academic programs. Three research or service centers were scheduled for review during the 2023-2024 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 2022-2023 and submitted to the committee in fall 2023. The Academic Planning Committee extensively discussed the self-study reports beginning in October 2023 and continuing through April 2024. In April-May 2024, 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 2023-2024 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.S. IN RECREATION AND PARK ADMINISTRATION

Classification of Instruction Programs (CIP) Code: 31.0301
Parks, Recreation, and Leisure Facilities Management, General

OVERVIEW

The **B.S., in Recreation and Park Administration** program at Illinois State University is housed in the School of Kinesiology and Recreation within the College of Applied Science and Technology. The School of Kinesiology and Recreation houses five degree programs: a B.S., in Recreation and Park Administration**,** a B.S or B.S.Ed. in Physical Education, a B.S. in Exercise Science, an M.S in Kinesiology and Recreation, and a Masters of Athletic Training (M.A.T.). In addition, the school offers minors in Athletic Coaching, Exercise Science, and Recreation and Park Administration. Students enrolling in the B.S., in Recreation and Park Administration select either the Recreation Management sequence or the Therapeutic Recreation sequence.

Enrollment, Fall Census Day, 2014-2021
B.S. in Recreation and Park Administration, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Recreation Management sequence	205	207	198	191	178	171	159	131
Therapeutic Recreation sequence	101	100	88	72	72	74	56	42
No-subplan				1				
Total	**306**	**307**	**286**	**264**	**250**	**245**	**215**	**173**

Degrees Conferred, Graduating Fiscal Year, 2015-2022
B.S. in Recreation and Park Administration, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Total	103	86	113	107	119	91	81	75

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

Self-Study Process

The Recreation and Park Administration (RPA) Assessment Committee led the RPA faculty through its usual student learning outcome data process throughout the 2022-2023 school year, which helped to inform this self-study. Throughout the 2022-2023 school year, the Program Director used regular RPA faculty meetings to collect data and discuss topics related to the self-study. In addition, data was collected from a variety of sources such as the office of Planning, Research, and Policy Analysis; Research and Sponsored Programs; the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT); and similar academic programs at other universities. As RPA's 7-year review for our accrediting body, COAPRT, was completed in the 2021-2022 school year, we also relied heavily on the data and analysis represented in that self-study report, where appropriate. Others who contributed to this report include RPA undergraduate students, the School Director, academic advisors, and the Milner library liaison. RPA Advisory Council members also provided input on several issues during our Fall 2022 and Spring 2023 meetings.

Program Curriculum

The curriculum for the program is strongly influenced by standards established by COAPRT and the National Council for Therapeutic Recreation Certification (NCTRC). There are two sequences in the RPA program that are both within the 120-credit hour graduation limit: Recreation Management (RM) and Therapeutic Recreation (TR). The RM sequence requires 55 credit hours and students graduating from that sequence are eligible to sit for the Certified Parks and Recreation Professional exam. Students in the TR sequence take 70 total hours and are eligible to sit for the Certified Therapeutic Recreation Specialist exam. Standards for progress in both sequences include a minimum 2.00 cumulative GPA and completion of all required courses with a grade of C or better.

Program Faculty

The RPA faculty currently consists of eleven full-time faculty. Of these eleven positions, four are non-tenure track faculty lines and seven are tenure-track faculty lines. The RPA faculty has seen considerable change during the review cycle due to retirements, people moving into administrative positions at ISU, and individuals moving on to new positions. RPA faculty continue to be productive scholars, student-centered instructors, active service contributors, and continual learners via substantial professional development activity.

Program Goals and Quality Indices

The RPA program goals are an extension of strategic plans of Illinois State University, the College of Applied Science and Technology, and the School of Kinesiology and Recreation, and are reflected in the RPA Strategic Plan. The goals are to: 1) Foster a positive culture within RPA that promotes collegiality, professional growth, and internal & external relationships; 2) Prioritize commitment to diversity, inclusion, and social justice; 3) Ensure the success of a new generation of students with diverse interests and academic needs; 4) Cultivate innovative curriculum, excellent teaching, and high-impact research across all academic programs; and 5) Create opportunities to enhance external relationships. During the program review process, RPA faculty identified four aspirational programs from which to learn: Clemson University, SUNY Cortland, University of New Hampshire, and University of Wisconsin – La Crosse. ISU RPA offers the fewest number of concentrations and minors, compared to the aspirational institutions, which has motivated the RPA faculty to consider the feasibility and utility of introducing similar features to increase student demand. Examining the aspirational programs' websites has generated a variety of ideas for the ISU RPA program to use in our planned update of our own website, with the aim to increase the visibility of our program in web searches to reach more prospective students and parents. An examination of state peer programs indicated that the RPA program has experienced a smaller percentage of decline in enrollments than all but one of the IBHE comparator programs. The RPA program remains the second largest recreation degree program in Illinois, as well as the program conferring the second highest number of degrees in Illinois.

Student Learning Outcomes Assessment Plan and Process

The RPA student learning outcomes (SLOs) assessment plan incorporates student learning outcomes established by COAPRT. This plan includes details of the learning goals measured, assessment methods and metrics used, and actions taken from data analysis. The COAPRT SLOs include a series of four standards designed to elicit evidence of student learning in foundations of the profession, provision of services and experience opportunities, and management/administration. Since the last RPA program review, assessment outcomes have resulted in multiple curriculum changes, as well as updates to the metrics and measures themselves. In addition to the COAPRT provided SLOs, the RPA faculty have identified five other SLOs we plan on incorporating into the RPA assessment plan during the next review cycle including advocacy for our field, professional etiquette, being an inclusive and equity-minded professional, technology skills, and facilitation skills. The RPA faculty also aim to add measures related to students' sense of belonging, sense of transferability of their skills, and sense of professional connections to the assessment plan as well, to obtain a more complete picture of whether the program is enacting our newly developed definition of student success.

Specialized Accreditation

The RPA program is accredited through COAPRT. Both the RPA core and the Therapeutic Recreation sequence were granted continuing accreditation on October 28, 2022. The RPA program received the commendations in a variety of areas including recognition of 37 years of continued accreditation, being a campus leader in assessment and using assessment to enhance student learning, having collaborative and student-centered faculty, fostering a deeply committed network of stakeholders, and deep understanding of the assessment of SLOs. The re-accreditation process will next take place in 2029.

Responses to Recommendations Resulting from the Previous Program Review

The 2015 program review resulted in a variety of recommendations for program improvement. During the review cycle, the RPA program saw a significant drop in the student to faculty ratio, an increase in the racial/ethnic diversity of its faculty and students, and a complete overhaul in the assessment data collection, analysis, and action process. RPA initiated a number of strategies to address other recommendations such as curriculum changes to allow students to move more quickly through our required courses, the creation of an assessment committee, and the development of an undergraduate recruitment plan. The RPA faculty will be continuing to find solutions to increase and better document student research and Honors involvement, to increase the percentage of students graduating in four years, and to more systematically collaborate with the library on information fluency.

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

During the review period, the most significant external factor that impacted the program was the COVID-19 pandemic, which impacted the availability of agencies for student service learning and internship opportunities, the enrollment in recreation programs nationwide, and the use of technology-enhanced learning. The NCTRC also made changes during the review cycle that necessitated a full review of TR learning outcomes and where they appear in the RPA curriculum, as well as the addition of a new 3-credit course to the TR curriculum. Recent employment data projects a steady or increasing job outlook for several of the career sectors RPA students enter after graduation. Despite the alarming decline experienced by most other comparator programs in Illinois, RPA experienced a markedly slower slope and remains the second strongest program in Illinois in our discipline.

Major Findings of the Program Review Self-Study

This program review process affirmed for RPA faculty the multitude of strengths that exist in our program. These strengths include, but aren't limited to, the dedication of the RPA faculty to student success and Equity, Diversity and Inclusion (EDI) -related initiatives, an enthusiastic and engaged alumni base, a robust and continuous plan to collect and use SLO data, a focus on applied and experiential learning that allows students to gain the knowledge and skills they need in their future jobs, and high student retention rate once students start their major courses with us.

In preparing the self-study for this review process, the RPA faculty saw four themes emerge in terms of areas we need to, and need support to, build upon.
- The need to focus on enrollment and recruitment to bring numbers closer to our target enrollment numbers.
- The need to focus on student belongingness and inclusion, making sure students feel like they belong and that the unique needs of historically underserved students are met. Further, we need to continue to consider the time-to-degree for our program and the retention of FTIC students who declare early for our program but will not take our classes right away.
- The need for a comprehensive curriculum review. This program review process has highlighted it is the right time for a curriculum review to identify where and how we are addressing our SLOs, how course content is sequenced across the curriculum, what overlaps might exist, and what gaps might need to be filled.
- The need to locate or generate data that can support our program's strong focus on continual program improvement. This program review underlined certain areas of data we currently do not have regular access to and new data we need to collect including data on new SLOs and student success indicators, data related to EDI efforts, internal transfer student enrollment and graduation numbers, civic engagement and student research activities, and post-graduation employment rates and paths.

Initiatives and Plans for the Next Program Review Cycle

The findings of the RPA program review have highlighted additional initiatives that will become a focus of the strategic plan over the span of the next review period.

- Collect data from students regarding belongingness and inclusion.
- Explore opportunities to expand partnerships with on-campus units to support RPA strategic initiatives to avoid faculty burnout.
- Investigate best practices in student recruitment targeted toward increasing student diversity.
- Collect data to better understand the needs and experiences of historically underserved student populations while in our program.
- Develop more robust methods to assess the infusion of EDI-related content into the RPA curriculum.
- Research best practices in tracking data regarding the effectiveness of EDI-related recruitment and retention efforts.
- Explore opportunities for off-campus recruitment efforts in partnership with high schools and community colleges.
- Discuss barriers to and strategies to support decreasing time-to-degree for RPA students.
- Develop strategies to better retain FTIC students who have declared RPA as their major but have yet to start RPA courses.
- Communicate the name change to Recreation and Sport Management to internal and external stakeholders.
- Establish access to reliable data regarding enrollment and recruitment of internal transfer students.
- Explore the expansion of RPA-specific scholarship opportunities.
- Investigate options for RPA-specific funding opportunities for declared RPA students in their first and second year at ISU.
- Redesign the RPA website to increase the visibility and appeal of our program in prospective student and parent web searches.
- Complete full curriculum review.
- Incorporate the newly developed SLOs and student success definition into the RPA assessment plan.
- Develop methods to track student participation in civic engagement, research activities, and other high impact practices.
- Investigate the feasibility of introducing concentrations, minors, and/or certificates into the RPA curriculum.
- Establish process to regularly collect post-graduation employment rates and paths.

Develop more formal methods to connect with the RPA alumni base.

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 Recreation and Park Administration to be in Good Standing.

The Academic Planning Committee commends the program on the development of a thorough self-study report that substantiates claims with insightful evidence. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders.

The Academic Planning Committee commends the program for its strategic planning efforts, particularly for annual monitoring of plan implementation. The committee also commends work done by faculty to compile a student learning outcomes assessment plan that includes learning outcomes that align with outcomes established by Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT), direct and indirect assessment methods, rubrics, and a process for analyzing data and making program modifications. The committee congratulates the program on its ongoing relationship with the COAPRT and for recent reaccreditation of the

program by the council for an extended seven-year period. This accreditation evidences the quality of the program and ultimately benefits students seeking employment in recreation management or therapeutic recreation.

The committee commends the program faculty for their in-depth analysis of enrollments during the period of review. We note that the program's enrollment during the program review cycle has been in decline (from 306 in 2015 to 181 in 2023). We note that the COVID-19 pandemic had a large impact on employment sectors (e.g., resorts, events, etc.) associated with the occupations sought after by program graduates. We commend the development of an undergraduate recruitment plan in 2021 and are encouraged that the plan is revisited annually. The committee notes the school faculty's efforts to increase the racial/ethnic diversity among its students. The percentage of undergraduate students from groups traditionally underrepresented in the discipline has also increased (from 19.6 percent in fall 2015 to 34.1 percent in fall 2022).

The committee was impressed with the program faculty's collaborative work to formalize a definition and metrics of student success. Plans to integrate student success into the program's learning outcomes along with the development of key performance indicators to measure impact was also noteworthy. We applaud the program faculty for establishing student inclusion and belongingness as a priority. The number and quality of co-curricular and civic engagement experiences for students were also recognized by the committee. The committee commends the program for retention rates at or above institutional averages. We also note that licensure rates for CPRP exam rates have been on the increase.

The committee commends the program for the review of the significant curricular work that had been done during the previous eight years. The analysis highlighted not only what changes were made, but also why they were made and how they impacted broader program-level changes. Several of these curricular changes were outlined in the report, including curriculum mapping.

The committee recognizes efforts to provide flexibility for students and the program as well as to integrate and infuse Equity, Diversity, Inclusivity, and Access issues into several curricular changes. We further commend the program faculty for the numerous civic and community engagement opportunities that have been embedded within courses as well as in required fieldwork experiences.

The committee concurs with the COARPT review findings that the School of Kinesiology and Recreation is a campus leader in assessment. This program has a clearly developed assessment plan and goals, with demonstrated evidence of considerable work being done in this area since the last review. The committee recognizes the mix of direct and indirect measures used within the assessment plan. We applaud the development and inclusion of additional learning objectives not required by the program accreditor but deemed critical by the program faculty for evaluating student success We also commend the development of new strategies implemented to encourage collection, management, and analysis of student learning outcomes data to be more consistent and actionable.

The committee recognizes the faculty members of the program for their scholarly contributions to the School of Kinesiology and Recreation. Faculty members are active researchers who publish peer-reviewed journals articles and present at national and international professional conferences. The committee commended faculty for their engagement across numerous professional development experiences that spanned a variety of topics.

The committee appreciates the 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 to improve the program at Illinois State University. Actions planned as a result of these analyses include the development of new concentrations, a future analysis of the current minor, and a plan for redesigning of the program webpages and other recruiting materials to attract students to the program earlier.

Recommendations. The Academic Planning Committee appreciates the work of the Recreation and Park Administration faculty and staff in developing this self-study report. Overall, the report was well-written, thorough, and provided insightful information about the program's current initiatives and future plans. The committee congratulates the B.S. in Recreation and Park Administration program on a successful eight years.

In addition to the program's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2031.

Continue to refine your plan for enrollment management. 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 2023 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 further faculty resources may be required if such growth were to be sustained.

Continue to focus on equity, diversity, inclusion, and access. The committee recognizes the efforts that have resulted in increasing 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.

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). We suggest that the program faculty consider developing more touch points for contacting first-time-in-college students during their first year. The committee recommends that the program continue monitoring student retention and graduation rates and student participation in research and scholarly activities; we further recommend that the program collaborate with the Center for Civic Engagement on campus? in the future to track such student participation.

Continue to review and revise the curriculum. 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, including assessing the impact of recent revisions.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue their 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. We 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.

Further, the committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection 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 library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students.

REVIEW OF THE M.S., IN COLLEGE STUDENT PERSONNEL ADMINISTRATION

Classification of Instruction Programs (CIP) Code: 13.1102
College Student Counseling and Personnel Services

OVERVIEW

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

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2014-2021
M.S., in College Student Personnel Administration, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Enrollments	50	41	42	49	43	36	40	29
Degrees	24	26	20	15	21	21	17	19

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

Self-study process

The self-study process began with the faculty coordinator, assistant coordinator, a doctoral graduate assistant and the Gamsky Fellow reviewing the materials provided by the Provost's office. We met regularly as a committee to collect and review data and engage stakeholders during the 2022-2023 academic year. Data collected for review during this time included the data dashboard, exit interviews of graduates, and an alumni survey.

Program Curriculum

Our curriculum has remained relatively unchanged in its requirements since our last self-study with the exception of the replacement of one course. With this change, the program has also been able to offer the opportunity for students to simultaneously complete the program and a graduate certificate in Women, Gender, and Sexuality Studies (WGSS). All CSPA courses are offered at the 400 level. There are three pathways for students to complete the program based on their interests with part-time students most often taking the comprehensive exam option and full-time students taking the capstone course option. No students have selected the thesis option during the timeframe of this self-study.

CSPA Program Curriculum			
Thesis Option	Comprehensive Exam Option	Capstone Course Option	Courses
Hours Required			Year 1
3	3	3	428.01 Foundations of Student Affairs Work
3	3	3	461 Student Development in Higher Education

3	3	3	462 Organization & Administration of Student Affairs Functions in Higher Education
3	3	3	463 College Students and Their Cultures
			Year 1 or 2
3	3	3	410 Research Methods/Statistics
3	3	3	466 College Students and the Law
3	3	3	473 Organization and Administration of Community Colleges
3	3	6	464 Practicum in College Student Personnel Administration
6	6	6	Electives
			Year 2
3	3	3	413 Social Justice & Social Theory
3	3	3	467 Issues & Skills for Counseling College Students
0	0	3	482.01 Capstone Seminar in CSPA
3-6	0	0	499 Thesis Hours
39-42	36	42	Total Hours Required

Program or academic unit faculty

Since 2018, the core faculty of the CSPA program have been Dr. Phyllis McClusky-Titus (retired in 2022) and Dr. S. Gavin Weiser. Courses not taught by these two have largely been taught by non-tenure-track faculty who are hired due to their demonstrated excellence as student affairs practitioners. Over the time period of this review, four additional departmental faculty and five NTTs (including the Assistant Coordinator) have taught required coursework.

Program goals and quality indices

The CSPA program provides graduates with the knowledge and skills necessary to:
- be conversant in the historical, philosophical, organizational, and student developmental issues in higher education and student services;
- be committed to the continual education, growth, and understanding of college students;
- facilitate the success of college students and staff through effective management of personnel, resources, and facilities;
- work successfully in student service settings at 2- and 4-year colleges and universities;
- fulfill the obligation to educate him/herself in order to become a more informed consumer of research in student affairs and higher education;
- assess, evaluate, and improve student services in colleges and universities.

Our vision of student success within the CSPA program is for students to graduate in a timely manner and leave the program with gainful employment within the field of their choosing. To measure our ultimate vision, we track student and alumni employment, professional association involvement, and degrees pursued after program completion.

Student learning outcomes assessment plan and process

The assessment plan indicates that CSPA faculty has mapped the nine program goals to courses and assignments within the curriculum. The assessment process that includes annual student exit interviews, curriculum mapping of national competencies with course outcomes and assignments, regular program review using national norms and competencies, assessment of student learning through a survey developed by students and faculty, and discussions with program advisory board members and other professionals in the field. Some changes from this plan have occurred due to departmental turnover and this specific document not being given to new program leadership prior to this self-study cycle.

Specialized accreditation

Student affairs graduate programs have no professional licensure or accreditation process. There is a voluntary process to assess compliance with "best practices" from the Council for the Advancement of Standards (CAS), a consortium of professional associations. In addition to meeting these standards, program coursework incorporates an established common set of professional competency areas for student affairs educators designed by ACPA and NASPA, the two primary professional associations of our profession.

Responses to recommendations resulting from the previous program review

Our response to the five recommendations from the previous review can be summarized as follows:
- Our ability to respond has been limited by a lack of faculty capacity and the changing landscape of higher education post-pandemic.
- We are working to enhance support specific to the increased number of part-time students enrolled in the program.
- There is a need to clarify the unique purpose of the capstone experience that differs from other graduate programs. In this program, the capstone experience is not a project, but a course that synthesizes the learning that has occurred over the past two years, as well as anything that is occurring within the field. Hence, no changes were made.
- We are working to incorporate more opportunities for our students to become engaged with research with efforts to do so disrupted by the pandemic.

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

The field of student affairs and higher education has experienced significant change over this review period. NASPA's 2023 survey of graduate preparation programs identifies trends observed in our program, including increased diversity among students and more students interested in attending part-time while working full-time. Programs reported considering changes associated with reducing time to degree completion, incorporating more critical perspectives, offering micro-credentials, and hiring new faculty to replace retirees. Challenges reported include low enrollment, budget stress, low wages for graduate assistants with decreased offerings, and lack of support for recruitment and marketing.

Major findings of this program review self-study

Through the process of engaging in this self-study, it is evident that our program graduates have a deep passion and love for their experience at ISU within the CSPA program. One thing that has shifted since the last review is the number of graduates who have taken their degrees, knowledges, and experiences outside of higher education. In addition, there are increased numbers of working professionals enrolling as part-time students. Moving forward, we have learned that we need to be more intentional with recruitment and increase tenure-line faculty.

Initiatives and plans for the next program review cycle

Given the historical strength of the CSPA program, the overwhelming passion graduates have for this program, as well as what we have learned from this self-study, we propose six initiatives and plans for the next review cycle:
- Investment in recruitment and marketing
- Supporting part-time students
- Continued opportunities for graduate assistantships within and beyond Illinois State University
- Support for at least one additional TT faculty line
- Increase faculty-supervised individual and small group research projects for students
- Ongoing minor course revisions

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

The Department of Educational Administration and Foundations houses three degree programs and three graduate certificate programs: M.S. in College Student Personnel Administration; M.S., and M.S.Ed. in Educational Administration, Ed.D., and Ph.D. in Educational Administration, Post-Baccalaureate Teacher Leader Certificate, Post-Master's Graduate Certificate for Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate for Chief School Business Official. The committee thanks program faculty for their critical reflections about the current state of their program.

The self-study reports that enrollment for the M.S. in College Student Personnel Administration program has seen a steady decline over the period of review (52 students in 2014 to 40 in 2021), which is consistent with similar programs within the state and nation. The committee commends the program faculty for their actions that have resulted in increased diversity within the program students; students from underrepresented groups increased (from 32 percent in 2016 to 45 percent in 2022). We note that the program has maintained high retention rates (typically above 90 percent) throughout the period of review and has excellent placement rates of their graduates. The self-study indicates that the program regularly engages with their advisory board.

While recognizing the M.S. in College Student Personnel Administration 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 M.S. in College Student Personnel Administration program for further review. The committee requests that the Department of Educational Administration and Foundations take the following actions and submit the following reports based on those actions.

Report: Due September 1, 2026
Submit to the Academic Planning Committee via 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 during the next program review cycle. The committee notes that the program has begun to develop and implement a plan for student recruitment. The committee recommends that the program work with University Marketing and Communications to pursue additional methods of recruiting.

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

Develop a plan for curricular review and revisions. The committee encourages faculty to complete a comprehensive review of coursework in the program to ensure that it is aligned with the changes in the discipline mentioned in the self-study. As part of this review, the committee asks that the program faculty include insights from their examination of the curricula of comparator and aspirational programs. We also recommend that the program develop processes that will allow improved tracking of student scholarship and civic and community engagement activities.

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

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.

Revise the initiatives and plans for the next program review cycle section. The committee asks that the program faculty expand the discussion of each of the initiatives listed in this section of the self-study report. We ask the program faculty to describe plans to implement these initiatives. We strongly recommend that these plans are aligned with the department's strategic plan and suggest that the program consider developing an aligned strategic plan to ground the need for more resources by clearly outlining how the program fits into the overall unit.

REVIEW OF THE B.A., B.S. IN CREATIVE TECHNOLOGIES

Classification of Instruction Programs (CIP) Code: 11.0899
Visual and Performing Arts, Other

OVERVIEW

The **B.A., B.S., in Creative Technologies** program at Illinois State University is housed in the Wonsook Kim College of Fine Arts. The Program consists of two degree programs: a B.A., B.S. in Creative Technologies, and M.S in Creative Technologies. Students enrolling in the **B.A., B.S., in Creative Technologies** select from one of four sequences: Audio and Music Production, Creative Technologies accelerated, Game Design, or Interdisciplinary Technologies.

Enrollment, Fall Census Day, 2015-2022
B.A., B.S. in Creative Technologies, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Audio and Music Production sequence	-	-	-	-	-	-	-	22
Creative Technologies accelerated sequence	-	-	-	-	-	-	-	3
Game Design sequence							54	106
Interdisciplinary Technologies sequence							27	53
Default sequence	42	87	111	129	133	108	57	19
No-subplan	31	2	2	-	-	-	1	-
Total	**73**	**89**	**113**	**129**	**133**	**108**	**139**	**203**

Audio and Music Production & Creative Technologies accelerated sequences began in 2022
Game Design and Interdisciplinary Technologies sequences began in 2021
The default sequence is in sunset with the creation of the new sequences

Degrees Conferred, Graduating Fiscal Year, 2015-2022
B.A., B.S. in Creative Technologies, Illinois State University
First Majors Only

	2016	2017	2018	2019	2020	2021	2022	2023
Total	25	16	24	30	50	26	32	44

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

Self-study process

This document is the outcome of comprehensive discussions and evaluations among Creative Technologies program faculty, students, administration, and external stakeholders over multiple years. The study began in the fall of 2022 with meetings with CTK faculty led by the University's Assessment office and the Academic Planning Committee. Collaboration on the document involved the program's director, assistant director, three faculty members representing each of the College's Schools, and input from the entire Creative Technologies faculty. The substantive writing process, was initiated at a faculty retreat at the end of Spring 2023 and continued during the

summer of 2023, using collaborative online platforms. Meetings throughout the summer and into the fall were conducted to review and then finalize the findings.

Program curriculum

The Creative Technologies program spans from sophomore to senior levels, offering an expanding array of courses focused on diverse digital interactive experiences. These include web development, game design, UI/UX, VR and XR, music composition, computer programming, motion graphics, audio engineering, and Design Thinking. Students choose coursework from three sequences: Game Design, Audio and Music Production, and Interdisciplinary Technologies, and take foundational courses housed within the College's fine arts curriculum. The program's three sequences were instantiated over the past review cycle with 30 new courses added to the catalog during that time.

The CTK Game Design sequence consists of structured studies in programming development, artistic and aesthetic design, and team management. The Audio and Music Production (AMP) sequence accommodates students aspiring to excel in the music industry without conventional classical training, offering them a more comprehensive liberal arts education than the usual limited, vocational music production path. The Interdisciplinary Technologies sequence grants the freedom to create one's own path through the diverse array of CTK electives. CTK further includes an accelerated master's degree, providing an avenue for candidates interested in advanced education. In curriculum, the program has a notable highlight - the CTK380 "Selected Topics" course, present from the program's inception. This course is offered in a wide variety of subjects that dynamically respond to industry innovations, allowing faculty to rapidly prototype experimental courses that delve into cutting-edge themes.

Program or academic unit faculty

The Creative Technologies Program has 9 full-time tenure-track faculty members assigned to deliver its curriculum. Each faculty member has their locus of tenure in one of the three schools in the Wonsook Kim College of Fine Arts. Peers in their respective "home" school review faculty members. All tenure-track faculty members in the program have a strong arts and digital media practice and/or theory-based scholarship and hold either an MFA or a PhD in a fine arts, digital media or technology discipline. The program seeks faculty with wide-ranging interests and welcomes those who blur disciplinary boundaries.

Program goals and quality indices

- Promoting the fusion of fine arts and technology through the creation of digital media, interactive installations, VR/XR experiences, music and video production, and game design.
- Encouraging conceptual exploration while fostering the development of essential skills.
- Facilitating research and innovation in collaboration with other units and industry partners.
- Teaching methods of interdisciplinary collaboration.
- Cultivating critical thinking, analytical skills, empathetic and ethical considerations.
- Investigating the cultural and societal impact of art + technology.
- Emphasizing project-based learning, professional development, and active civic engagement.
- Supporting the mental and emotional well-being of our students.

Quality indices include quality of student applications, student retention, successes in program assessment, student and faculty success, outward-facing program endeavors, and student job placement rates.

Student learning outcomes assessment plan and process

- **The Creative Technologies Program assesses the following learning goals:**
- **Verbal and Written Articulation.** Ability to communicate work persuasively and coherently to both industry experts and the public. Ability to construct robust arguments that elucidate their decision-making processes and the significance of their work through diverse written formats, including artist statements, essays, and work descriptions.

- **Technical Skills.** This includes basic levels of fluency in standard multimedia software apps such as Adobe Photoshop, Adobe Illustrator, Adobe Audition, and Ableton Live; web development; coding and programming; music and sound design; and video production.
- **Aesthetic Decision-Making.** Ability to make sound compositional judgments when producing multimedia work. Ability to analyze their work and the work of others based on the value of its content and its artistic merit beyond technical proficiency.
- **Cultural and Ethical Discourse.** Ability to use technology to create new forms of expression, to challenge traditional notions of art and culture, and to examine the social and ethical implications of the outcomes (of work and critique).
- **Professional Skills.** Adeptness in collaborating and acknowledging different perspectives, ability to problem-solve, envision the future, and adapt to real-world challenges, ability to consistently produce work that aligns with professional standards and showcase their work in professional settings.

The Creative Technologies Program uses the following assessment indices:
Project critiques and evaluations, quizzes and exams, portfolio and CV/resume reviews, peer review and capstone projects, student self-assessments, participation in student art installations, concerts, publishing and presenting at peer-reviewed regional and international conferences, feedback from internship placements, and alumni success and feedback.

Specialized accreditation

The program will be reaccredited in the next year by the National Association of Schools of Art and Design (NASAD) in conjunction with the Wonsook Kim School of Art, under the academic category, Disciplines in Combination. When the program becomes a School, it may explore other accreditation bodies.

Responses to recommendations resulting from the previous program review

- **Formalize recruitment plan.** Our enrollment is growing steadily due to curricular changes and participation in university recruiting efforts.
- **Increase research output**. Faculty and faculty-student participation in national and international professional conferences has increased. The addition of a research paper requirement in grad-level courses and adding new faculty into the program has helped with this endeavor.
- **Formally track alumni.** We now track alumni through social media and alumni events.
  Concern regarding the current system of external faculty evaluating CTK faculty. Resolved through greater communication with external colleagues resulting in greater respect paid to CTK faculty. The entire problem will be resolved by CTK becoming a School.
- **Increase representation of underrepresented groups in faculty.** The two CTK hires at the beginning of this cycle were both non-Caucasian, one representing LGBTQIA+ and one female. All faculty members are committed to push for recruiting racial/ethnic diversity in new faculty.
- **The self-study report describes numerous deficiencies in facilities and equipment currently available to the program.** CTK has increased and improved its facilities through internal grants, awards for enrollment increases (RERIP), and use of its general revenue funding.
- **Continue to utilize data collected through student learning outcomes assessments to make program improvements and to document how that has been done.** Student learning outcomes assessments are now collected in our program through faculty discussion and reflection on yearly portfolio reviews, test scores, research published, and evaluation of forward-facing student exhibitions. Extensive changes have been made to our curriculum through these evaluations.

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

Over the past review cycle, the following trends have developed.
- Advancements in emerging technologies (VR, AR, AI, machine learning, internet of things)
- Increased accessibility and democratization of media tools
- Rise of creative coding and generative design

- Increased focus on user experience and human-centered design
- Growing awareness of ethical considerations (data privacy, algorithmic bias, digital rights, and the ethical implications of technology use)
- Collaborations with other disciplines and industries (The field is increasingly partnering with sectors such as healthcare, education, entertainment, marketing, and social impact)

Program demand is growing as evidenced by our enrollment increase. We continue to add newly demanded sequences and explore new topics in Creative Technologies.

Major findings of this program review self-study

- CTK is actively striving to effectively manage the challenges posed by rapid growth.
- Becoming a School will solve problems by providing a support staff and a "home" tenure line for our faculty.
- Diversity of faculty could be improved. ASPT requirements and TT requirements might need to be altered to provide a greater pool.
- Easing program entry requirements necessitates accommodations for less-prepared students. A mentoring program or increasing minimum GPA could offer viable solutions.
- We hope to organize an additional sequence in digital animation since we are already teaching these topics and have prospective students asking for this sequence.
- The program's external visibility could be enhanced.
- Graduate assistant assessment, advisement assessment, program assessment, and student creative and research activity tracking can all be improved.

Initiatives and plans for the next program review cycle

- CTK anticipates becoming a School in the next year or two. We will be spending time developing a proper mission statement, ASPT, by-laws, committees, hiring staff, and all other necessary activities for moving to School status.
- We hope to develop our Softtecc initiative which will enhance diversity in our program.
- We would like to develop a visually concentrated sequence for students who are interested in pursuing drawing and animation.
- We would like to identify funding sources for student travel to conferences.
- We would like to create an incubator and forward-facing operation so students can experience the business side of their creative output.
- We want to continue to provide opportunities for student and faculty research and continue to develop partnerships with industry.
- Facilities – we wish to continue to develop a full Music Production suite, an efficient and inviting administrators' suite, and a "hang-out" space for our students.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS
FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Creative Technologies to be in <u>Good Standing</u>.

The Academic Planning Committee congratulates the program on the efforts and activities that led to becoming a school. The committee commends the program on the development of a thorough self-study report that substantiates claims with insightful evidence. The self-study report indicates multiple stakeholders were engaged

with evidence of collaborative and inclusive practices such as, the faculty retreat and parent breakfast event, being used throughout the self-study process. Ongoing meetings were also held to garner faculty input and feedback on the self-study report.

Intentional efforts to link the program's goals to the University's strategic plan was appreciated by the committee. The committee also noted the clear tracking of the program's significant enrollment growth and the impact of this growth. More specifically, the program's enrollment has increased from 89 students in 2016 to 206 in 2022. Efforts to enhance the program's diversity initiatives was also recognized by the committee. For instance, the percentage of historically underrepresented students has increased slightly from 2017 (31 percent) to 2021 (34 percent) and has been consistently higher than the University's rates. The committee also commends the program's membership with Unity Academic Alliance to support students' career development.

The committee was impressed with the program's definition and metrics of student success. Plans to integrate student success into the program's learning outcomes was also noteworthy. The number and quality of co-curricular and civic engagement experiences for students were also recognized by the committee. The program has developed an effective system for tracking student scholarship/creative activity participation.

The committee commends the program for the significant curricular work that had been done during the previous eight years. Several of these curricular changes were outlined in the report, including curriculum mapping, the creation of thirty new courses, new sequences (Game Design and Interdisciplinary Technologies and Audio and Music Production), course revisions, and the development of a dedicated curriculum committee since the last review. Efforts to provide flexibility for students and the program as well as the infusion of EDI issues were intentionally integrated into several of these curricular changes which was recognized by the committee.

The program has a clearly developed assessment plan and goals with demonstrated evidence of considerable work being done in this area since the last review. The committee recognizes the mix of direct and indirect measures used within the assessment plan and work with UAS to develop two new learning goals. The committee also applauded the development of a learning outcomes map. The committee also congratulates the program on the job placement tracking of their students and the recent 100 percent placement rate of their graduates.

Faculty scholarship has steadily increased from 60 works to 150 in 2022. The committee also appreciates the program's transparency in outlining the challenges in fully tracking faculty scholarship as the program's faculty are housed across three different schools. As noted in the report, the program's transition to becoming a school might help in better tracking this data. The committee commended faculty for their engagement across numerous professional development experiences that spanned a variety of topics. A clear description of the evaluation and processes for faculty performance reviews as also appreciated by the committee.

The program's engagement and tracking of alumni was also applauded by the committee. The program's work with the Strategic National Arts Alumni Project in 2022 as well as plans to create an advisory council once it becomes a school was also commended. As noted earlier, the 100 percent job placement and list of employers is a point of pride for the program.

Recommendations. The Academic Planning Committee appreciates the work of the B.A., B.S. in Creative Technologies' faculty and staff in developing this self-study report. Overall, the report was well-written, thorough, and provided insightful information about the program's current initiatives and future plans. The committee congratulates the B.A., B.S. in Creative Technologies' program on a successful eight years.

In addition to the program's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2031.

Enrollment management, recruitment, and retention. The program is experiencing significant enrollment growth during the review period. The committee recommends the program consider how to efficiently and effectively manage this significant enrollment growth. Thoughtful planning to support this growth while maintaining student-to-faculty ratios that align with university-wide ratios is encouraged. Possible strategies to

consider include, but are not limited to, review of current admission criteria, development and implementation of enrollment management initiatives, international recruitment efforts, monitoring of student retention, exploration of new faculty hires, and adjustments or differentiating grade point average requirements for newly-admitted and continuing students.

New school adjustments. While there is considerable excitement with the new school, the committee expects there will also be a great deal of work required during the early years of its inception. The development and refinement of school policies and procedures will require considerable time and input from faculty and staff. Efforts to accurately develop and track school-level data to support various initiatives will also require an investment of time and planning. The committee recommends the program develop a strategic plan that carefully maps out the direction that school needs will have across the various resource areas.

Stakeholder engagement. Maintaining an ongoing dialogue with appropriate stakeholders throughout the college, university, and external audiences to ensure a smooth transition to becoming a school is encouraged. Consider leveraging the program's high job placement rates to further improve relationship with alumni and employers.

Formal Advisor Evaluation. The committee notes several informal methods are used to evaluate the program's advising services. As the program becomes a school, the committee recommends a formal evaluation tool is considered to better support the school's advisement services.

Student and faculty diversity. The committee acknowledges the work faculty and staff have completed regarding the tracking and action-planning within the area of student and faculty diversity. In the self-study report, the program noted the creative technologies field is dominated by white males with underrepresentation of non-Caucasian, non-male faculty. The committee commends the efforts currently underway to increase the diversity of the program's students and faculty and encourages the program to see these initiatives come to fruition. Additional strategies to enhance the student and faculty diversity within the program could include working with the University's Human Resources Department, adding school-specific RSO(s), pursuing additional recruitment strategies, networking with high schools or community college advisors, and the integration of alumni within recruitment efforts.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue their 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. 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 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 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 library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students.

REVIEW OF THE M.S. IN CREATIVE TECHNOLOGIES

Classification of Instruction Programs (CIP) Code: 11.0899
Visual and Performing Arts, Other

OVERVIEW

The **M.A., M.S., in Creative Technologies** program at Illinois State University is housed in the Wonsook Kim College of Fine Arts. The Program consists of two degree programs: a B.A., B.S. in Creative Technologies, and M.S in Creative Technologies.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2014-2021
M.S in Creative Technologies, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Enrollments	15	16	16	16	18	18	21	27
Degrees	8	6	8	7	7	9	5	10

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

Self-study process

This document is the outcome of comprehensive discussions and evaluations among Creative Technologies program faculty, students, administration, and external stakeholders over multiple years. The study commenced in the fall of 2022 with meetings led by the University's Assessment office and the Academic Planning Committee. Collaboration on the document involved the program's director, assistant director, three faculty members representing each of the College's Schools, and input from the entire Creative Technologies faculty. The substantive writing process, was initiated at a faculty retreat at the end of Spring 2023 and continued during the summer of 2023, utilizing collaborative online platforms. Meetings throughout the summer and into the fall were conducted to review and then finalize the findings.

Program curriculum

The CTK graduate program reduced its credit hour requirement from thirty-nine to thirty-three to improve degree completion and align with other programs. The program eliminated the 1-credit/semester portfolio development courses, though a public portfolio review is still required each semester and made internships optional as elective credits. It increased independent study opportunities and added a capstone or thesis option.

These changes address student needs for better continuity and relevant vocabulary in their studies. The portfolio course content is now part of the capstone and thesis experiences, supporting professional goals. Increased interest in thesis work and independent study with faculty led to these adjustments, while internships, now elective, are no longer mandatory due to frequent waiver requests.

Program or academic unit faculty

The Creative Technologies Program has nine full-time tenure-track faculty members assigned to deliver its curriculum. Each faculty member has their locus of tenure in one of the three schools in the Wonsook Kim College of Fine Arts. Peers in their respective "home" school review faculty members. All tenure-track faculty members in

the program hold either an MFA or a PhD in a fine arts, digital media or technology discipline. Faculty with a strong arts and digital media practice and/or theory-based scholarship are preferred. The program seeks faculty with wide-ranging interests and welcomes those who blur disciplinary boundaries.

Program goals and quality indices

- Promoting the fusion of fine arts and technology through the creation of digital media, interactive installations, VR/XR experiences, music and video production, and game design.
- Encouraging conceptual exploration while fostering the development of essential skills.
- Facilitating research and innovation in collaboration with other units and industry partners.
- Teaching methods of interdisciplinary collaboration.
- Cultivating critical thinking, analytical skills, empathetic and ethical considerations.
- Investigating the cultural and societal impact of art + technology.
- Emphasizing project-based learning, professional development, and active civic engagement.
- Supporting the mental and emotional well-being of our students. Top of Form

Quality indices include quality of student applications, student retention, successes in program assessment, student and faculty success, outward-facing program endeavors, and student job placement rates.

Student learning outcomes assessment plan and process

- **The Creative Technologies Program assesses the following learning goals:**
- **Verbal and Written Articulation.** Ability to communicate work persuasively and coherently to both industry experts and the public. Ability to construct robust arguments that elucidate their decision-making processes and the significance of their work through diverse written formats, including artist statements, essays, and work descriptions.
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- **Aesthetic Decision-Making.** Ability to make sound compositional judgments when producing multimedia work. Ability to analyze their work and the work of others based on the value of its content and its artistic merit beyond technical proficiency.
- **Cultural and Ethical Discourse.** Ability to use technology to create new forms of expression, to challenge traditional notions of art and culture, and to examine the social and ethical implications of the outcomes (of work and critique).
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Project critiques and evaluations, quizzes and exams, portfolio and CV/resume reviews, peer review and capstone projects, student self-assessments, participation in student art installations, concerts, publishing and presenting at peer-reviewed regional and international conferences, feedback from internship placements, and alumni success and feedback.

Specialized accreditation

The program will be reaccredited in the next year by the National Association of Schools of Art and Design (NASAD) in conjunction with the Wonsook Kim School of Art, under the academic category, Disciplines in Combination. When the program becomes a School, it may explore other accreditation bodies.

Responses to recommendations resulting from the previous program review

- **Formalize recruitment plan.** Our enrollment is growing steadily due to curricular changes and participation in university recruiting efforts.

- **Increase research output.** Faculty and faculty-student participation in national and international professional conferences has increased. The addition of a research paper requirement in grad-level courses and adding new faculty into the program has helped with this endeavor.
- **Formally track alumni.** We now track alumni through social media and alumni events.
  Concern regarding the current system of external faculty evaluating CTK faculty. Resolved through greater communication with external colleagues resulting in greater respect paid to CTK faculty. The entire problem will be resolved by CTK becoming a School.
- **Increase representation of underrepresented groups in faculty.** The two CTK hires at the beginning of this cycle were both non-Caucasian, one representing LGBTQIA+ and one female. All faculty members are committed to push for recruiting racial/ethnic diversity in new faculty.
- **The self-study report describes numerous deficiencies in facilities and equipment currently available to the program.** CTK has increased and improved its facilities through internal grants, awards for enrollment increases (RERIP), and use of its general revenue funding.
- **Continue to utilize data collected through student learning outcomes assessments to make program improvements and to document how that has been done.** Student learning outcomes assessments are now collected in our program through faculty discussion and reflection on yearly portfolio reviews, test scores, research published, and evaluation of forward-facing student exhibitions. Extensive changes have been made to our curriculum through these evaluations.

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

Over the past review cycle, the following trends have developed.
- Advancements in emerging technologies (VR, AR, AI, machine learning, internet of things)
- Increased accessibility and democratization of media tools
- Rise of creative coding and generative design
- Increased focus on user experience and human-centered design
- Growing awareness of ethical considerations (data privacy, algorithmic bias, digital rights, and the ethical implications of technology use)
- Collaborations with other disciplines and industries (The field is increasingly partnering with sectors such as healthcare, education, entertainment, marketing, and social impact)

Program demand is growing as evidenced by our enrollment increase. We continue to add newly demanded sequences and explore new topics in Creative Technologies.

Major findings of this program review self-study

- CTK needs to determine the correct size for its graduate program, and then align curricular issues pertaining to FTE and student to faculty ratios.
- Becoming a School will solve problems by providing a support staff and a "home" tenure line for our faculty.
- Diversity of faculty could be improved. ASPT requirements and TT requirements might need to be altered to provide a greater pool.
- The program's external visibility could be enhanced.
- Graduate assistant assessment, advisement assessment, program assessment, and student creative and research activity tracking can all be improved.

Initiatives and plans for the next program review cycle

- CTK anticipates becoming a School in the next year or two. We will be spending time developing a proper mission statement, ASPT, by-laws, committees, hiring staff, and all other necessary activities for moving to School status.
- We would like to identify funding sources for student travel to conferences.

- We want to continue to provide opportunities for student and faculty research and continue to develop partnerships with industry.
- Create a lab space as a communal workspace for graduate students
- Explore the possibilities of creating an MFA program
- We hope to develop our Softtecc initiative which will enhance diversity in our program.

We would like to create an incubator and forward-facing operation so students can experience the business side of their creative output.

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 Creative Technologies to be in <u>Good Standing</u>.

The Academic Planning Committee congratulates the program on the efforts and activities that led to Creative Technologies becoming a School. The program's self-study report provides insightful information on the job responsibilities of the school's director and assistant director positions. The committee also appreciates the detailed summary of the program's physical resources and breakdown of T/TT and NTT faculty. The self-study report indicates multiple stakeholders were engaged with evidence of collaborative and inclusive practices such as, the faculty retreat and parent breakfast event, being used throughout the self-study process. Ongoing meetings were also held to garner faculty input and feedback on the self-study report.

The committee noted the program's success across various fronts, showcasing its commitment to excellence and innovation. Clear links between the program and university's strategic plans were applauded by the committee. Demonstrating substantial growth, the program has seen enrollment figures rise from 16 in 2017 to 28 in 2022, indicative of its increasing popularity and effectiveness. The committee also recognizes its foresight in introducing an accelerated M.S. track to support academic advancement and student success. The establishment of a graduate faculty committee was also noted. The self-study noted the program's higher ratio of students from historically underrepresented populations and students identifying as female compared to the overall WKCFA graduate population. Overall, the program tracks and appears focused on addressing the needs of diverse student populations through the utilization of data-driven strategies. Additionally, through initiatives like the Unity Academic Alliance program and video testimonials, the program has fostered a strong sense of community and solidarity within its program. A connection to civic engagement was also noted in the self-study report.

The committee appreciates the program's approach to student success. Notably, the program has demonstrated a clear conceptualization of student success and has integrated it into their learning outcomes. The committee also valued the program's responsiveness to changing student interests and trends. The establishment of the 2023 Equity, Diversity, and Inclusion (EDI) committee that underscores the program's commitment to fostering an inclusive and equitable academic community was applauded by the committee. Furthermore, initiatives like CTK 481, the Games Showcase, and increased participation in the Illinois State University Research Symposium provide platforms for students to showcase their talents and engage in scholarly discourse. The committee also recognized the program for the addition of capstone and research courses.

The committee appreciated the program's curricular work to align with evolving educational needs and industry demands. Noteworthy achievements outlined in the self-study report included a streamlined shift to a 33-hour MS degree, the emphasis on civic engagement via CTK 481.55, and efforts to optimize efficiency and the establishment of more focused study areas. The committee also acknowledges the program's EDIA growth initiative. The committee also appreciated the program's transparent communication regarding changes and the corresponding rationale behind each modification.

The committee noted the program's efforts to develop a formal assessment plan. The implementation of two new learning goals reflects a proactive approach to enhancing student outcomes and academic rigor. The committee praised the program's assessment work, including the development of curriculum maps and updates to ensure alignment with assessment practices.

The committee applauds the faculty's scholarly and creative productivity and professional development. The self-study report highlights faculty's solid track record of consistent scholarly and creative outputs and demonstrates a commitment to advancing knowledge in the field. The committee commended the faculty's commitment to professional development, as evidenced by the numerous on-and-off-campus workshops completed since the last review.

The program's engagement with alumni was also noted by the committee. The utilization of social media and the Discord server support regular communication with the program's alumni. The committee also recognized the program's efforts to bring in alumni and industry professionals as guest speakers in their classes and used their feedback to guide current initiatives and future planning.

Recommendations. The Academic Planning Committee appreciates the faculty and staff of the M.S. in Creative Technologies in developing this self-study report. Overall, the report was organized, detailed, and a thoughtful narrative of the program's current initiatives and future plans. The committee congratulates the M.S. in Creative Technologies' program on a successful eight years.

In addition to the program's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2031.

Formalized student recruitment and retention strategies. Enrollment in the program has nearly doubled during the past five years. The committee congratulates the program on achieving and supporting this growth. Related to this growth, the committee recommends the program consider the development of formal recruitment and retention strategies or a plan to efficiently and effectively manage this significant enrollment growth. The establishment of enrollment targets or thresholds is encouraged to further maximize existing resources and strategic planning of these resources.

Degree completion timeline data. The committee recommended the program consider tracking students' degree completion timelines as this information was missing from the report. The committee also noted the limited data on student retention within the report. Tracking students' progress toward their degree could provide the program with additional information such as the identification of possible pinch points or roadblocks within the curriculum and support retention efforts.

Graduate student advising. The committee applauded the graduate coordinator's efforts in advising all graduate theses. Given the enrollment growth, the committee also expressed concern with the sustainability of this approach. As the program becomes a School, the committee recommends the program review other graduate programs across campus for insight into how graduate theses are managed. For instance, many programs have the student's faculty advisor serving as the instructor of record for the thesis experience.

Alumni tracking. With a growing program, the committee recommends working with alumni relations to further improve tracking of alumni. It is clear to the committee that the program deeply values their alumni and has plans to formally integrate these stakeholders into the program via the establishment of an Advisory Council. The committee believes this level of engagement is a point of pride for the program and recognizes the increased workload associated with tracking a growing alumni base. Alumni relations could provide additional support in helping the program remain actively connected with these stakeholders.

New School adjustments. While there is considerable excitement with the new School, the committee expects there will also be a great deal of work required during the early years of its inception. The development and refinement of School policies and procedures will require considerable time and input from faculty and staff. Efforts to accurately develop and track School-level data to support various initiatives will also require an investment of time and planning. The committee recommends the program carefully plan for the impact these new School needs will have across the various resource areas.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue their 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 plan's effectiveness in assessing student learning to identify any changes 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 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 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.

REVIEW OF THE B.A., B.S. IN ART
Classification of Instruction Programs (CIP) Code: 50.0701
Art/Art Studies, General

OVERVIEW

The **B.A., B.S., in Art** program at Illinois State University is housed in the Wonsook Kim School of Art within the Wonsook Kim College of Fine Arts. The School offers four degree programs: a B.A., B.S. in Art, B.F.A. in Art, an M.A., M.S. in Art, and M.F.A. in Art. In addition, the School offers a minor in Art History. Students enrolling in the **B.A., B.S., in Art** select a sequences of study offered by the program which include art history (B.A. only), graphic design, studio arts, and art teacher education (B.S. only). The latter sequence leads to licensure and endorsement in Illinois as an art teacher on the primary and secondary education levels. There are different undergraduate disciplines within the Studio Art sequence: Painting, Drawing, Photography, Printmaking, Video, Sculpture, Glass, Ceramics, Expanded Media, and Wood/Metal Design.

Enrollment, Fall Census Day, 2015-2022
B.A., B.S., in Art, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Art History sequence	73	16	10	11	10	7	7	12
Graphic Design sequence	24	67	53	57	112	131	127	146
Studio Arts sequence	46	61	48	45	61	52	70	69
Teacher Education sequence	36	37	68	63	77	92	89	116
No-subplan	4	3	1	-	1	1	-	-
Total	**183**	**184**	**180**	**176**	**261**	**283**	**293**	**343**

Degrees Conferred, Graduating Fiscal Year, 2015-2022
B.A., B.S., in Art, Illinois State University
First Majors Only

	2016	2017	2018	2019	2020	2021	2022	2023
Total	46	76	67	53	73	80	67	74

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

Self-study process

In Spring semester 2023, Associate Director Sarah Smelser was tasked with gathering information and initiating the self-study. After receiving the training from Planning Research and Policy Analysis (PRPA), Smelser conducted individual meetings and a retreat with faculty and staff to gather information on all degree programs in the Wonsook Kim School of Art. With some assistance from Professor Melissa Oresky, Smelser crafted drafts of the documents in the spring of 2023. Duties were then transferred to incoming Associate Director Brian Franklin, who completed the document with assistance from Director Tyler Lotz.

Program curriculum

The BA/BS curricula in the Wonsook Kim School of Art include a BA or BS in Studio Art, Graphic Design and Art Education and a BA in Art History. Each sequence is 120 hours with the exception of Art Education at 122.

Program or academic unit faculty

In the spring of 2023, school consisted of 30 tenured or tenure track faculty and roughly 10 non tenure track instructional assistant professors. Graphic Design's tenured/tenure track faculty include Assistant Professor Ladan Bahmani, Assistant Professor Katie Krcmarik, Professor Archana Shekara, Assistant Professor Sercan Sengun, and Assistant Professor Annie Sungkajun. T/TT faculty in the studio areas included, Assistant Professor Ruth Burke, Assistant Professor Greg Corness, Assistant Professor Simone Downie, Associate Professor Andreas Fischer, Associate Professor Brian Franklin, Professor Gary Justis, Professor Jin Lee, Professor Claire Lieberman, Professor and Director Tyler Lotz, Associate Professor John Miller, Professor Melissa Oresky, Associate Professor Morgan Price, Assistant Professor Jason Reblando, Associate Professor Randall Reid, Associate Professor Nathania Rubin, Professor Sarah Smelser, Associate Professor Albion Stafford, and Professor Michael Wille. Art Education Faculty included Associate Professor Daniella Barroqueiro, Professor Judith Briggs, Assistant Professor Felix Rodriquez Suero, and Assistant Professor Albert Stabler. Art History T/TT faculty included Assistant Professor Saskia Beranek, Professor Lea Cline, Associate Professor Elisabeth Friedman, and Associate Professor Melissa Johnson. Gary Justis has since retired, Sercan Sengun has resigned to take a new position, and three new tenure track faculty have been hired to begin the fall 2023 semester.

Program goals and quality indices

The Wonsook Kim School of Art faculty's vision of student success in the BA/BS program is one where students: acquire the ability to think critically and independently about their chosen artistic medium; produce high-quality artwork that is informed by historical and contemporary ideas, culture, and society; communicate and express ideas about their studio practice both verbally and in writing; and create professional exhibition proposals, and research other opportunities to disseminate their studio artwork into the larger artistic community. In addition to the vision outlined above, successful Art Teacher Education students will pass the Illinois Visual Arts Content Examination, complete and meet student teaching assessment standards, and secure and maintain employment in their field where they will engage K-12 students with culturally relevant teaching, critical reflection, and higher-order thinking. Successful art history students will develop a broad knowledge of art history, develop writing and observational skills, and develop increasingly sophisticated reading and discussion skills through seminars.

Metrics to measure student success are varied and include attendance, grades, persistence, curriculum, articulation, student support, post-graduation opportunities, and reactions to teaching. Admission into one of the BFA programs is a metric of student success, as is admission into graduate programs or job placement after graduation. Faculty can gauge student success in other ways, such as engagement and curiosity in the classroom, meeting deadlines, and arriving to class on time.

Student learning outcomes assessment plan and process

Learning outcomes for students in the BA/BS program focus on artistic skills, critical thinking abilities, and conceptual understanding. Students will develop the ability to control their creative expression and artistic theory with technical proficiency. Additionally, students should mature in their understanding of ethical and social responsibility and cultural awareness. BA/BS students in Art Teacher Education develop their understanding of culturally relevant teaching practices and issues of pedagogy and classroom management. Upon completion of the Art History BA/BS program, students are able to contextualize the function, meaning, and historical context of art from a variety of media and time periods; discuss and critique major questions addressed in contemporary scholarship on art history and theory; analyze the rhetoric and content of primary source material; and evaluate art historical narrative in depth using primary and secondary sources.

Specialized accreditation

Illinois State University's accreditation with the National Association of Schools of Art and Design, for the BA/BS degrees in studio art, art history, graphic design, and art teacher education, is currently in good standing. Our last reaccreditation was in 2014. We will submit another self-study and have a site visit Spring semester of 2025.

Responses to recommendations resulting from the previous program review

There were numerous recommendations from the previous review that the school has addressed. As a result of recruitment efforts on the school and university levels, our student population in the WKSOA has become more diverse during the reporting period. We offer courses in our curriculum that support EDIA efforts such as Art 275 - World Arts and Art 307 - Art for Diverse Populations in the Art Education curriculum. Many courses taught throughout the school incorporate themes surrounding social justice, equity and inclusivity. Our faculty has become more diverse, but more work is required to match the demographics of our student population. The Graphic Design program has been restructured to initially admit all incoming students to the BA/BS track, enrollment has grown significantly, and new tenure track lines have been added as a result. The school's web page has been overhauled and improved during the reporting period, but some challenges remain. The school maintains an undergraduate catalog entry that accurately and clearly describes available plans of study and graduation requirements. Our alumni tracking efforts continue but would be significantly strengthened if a person could be hired and the assistant to the director could shift duties. We believe that motivated and academically strong students who would otherwise be potential honors students, choose to apply to our BFA programs, as they are seen more favorably by employers and graduate programs.

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

The population of majors within the school has shifted over the past eight years: there are fewer students in the Studio Art and Art History sequences and more students in the Art Teacher Education and Graphic Design sequences. Demand appears to be shifting away from traditional studio art degrees toward programs with clear job prospects such as designer or high school art teacher.

Major findings of this program review self-study

The Wonsook Kim School of Art's programs have been strong across the board. A more robust and comprehensive Graphic Design Program has been developed and is vigorously adding enrollment. New contemporary courses, like Animation and Art Professional Practices, have been added throughout. Several areas within the school have begun or completed major curricular revisions. The school's commitment to EDIA has become a formalized priority among faculty and staff through the formation of the school Belonging and Equity Committee and its inclusion in the school bylaws. Civic engagement has increased as a priority in courses. We have hired new TT faculty in several areas including Art Education, Graphic Design, Studio and Art History. Enrollment has been increasing, with particularly robust growth for Graphic Design and Art Education. The school continues to develop and offer innovative sequences and courses that are desirable to current and prospective students. Co-curricular offerings are very strong. Our alumni have gained employment and utilized their degrees in many different fields. Graduates have been admitted to high quality graduate programs around the country. Facilities have been upgraded and the Fine Arts rehabilitation project is in progress.

Despite all of the successes of the school, there are still areas for improvement. Some faculty and staff feel underappreciated in relation to their teaching, research and service responsibilities. Academic advisors do a lot beyond their job descriptions, especially after the return from pandemic isolation. The pandemic has changed elements of student experience that need to be addressed. Students need to feel welcome, seen and cared for. Facilities including CVA lack the communal spaces for students to sit, eat, rest and engage socially. While the diversity of the student population is increasing, the demographics of the faculty and staff have been slower to change. Not all facilities in the school will be touched by the Fine Art rehabilitation project.

Initiatives and plans for the next program review cycle

The school has a number of initiatives and plans for the next cycle in no particular order. We will examine and revamp the foundations curriculum to appropriately prepare students for a modern approach to studio practices. We will increase enrollment in the school to offset projected enrollment challenges of the expected 2025-26 enrollment cliff. We will hire a new faculty member to develop a sequence in Digital Illustration and hire replacements for retired faculty in several sequences. We will work to increase diversity among faculty and staff. We will renovate existing studios and classrooms untouched by the forthcoming Fine Arts rehabilitation project, and update aging equipment and technology across the school. We will hire more student workers to offset a waning graduate assistant population and changes in school's organizational needs. We will adjust advising strategies to help alleviate pressures on overtaxed advisors. We will provide faculty and staff with resources to support their work.

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

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Review Outcome. The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Art to be in Good Standing.

The Academic Planning Committee thanks the program for their efforts in completing a comprehensive self-study report. The committee commends the program on developing a thorough self-study report that substantiates claims with insightful evidence. The program demonstrated a commendable level of inclusivity and participation in developing their self-study report. The Academic Planning Committee applauds the program's faculty retreat and ongoing meetings to discuss the self-study and to review program goals and future initiatives. The committee also acknowledges the program's use of various planning documents as well as the engagement of multiple stakeholders in making programmatic decisions.

The committee notes the program's intentional connections of its goals to the university's *Educate-Connect-Elevate* Strategic Plan. Evidence of the program's enriched focus on the university's values of individualized attention, learning and scholarship, diversity and inclusion, respect, and integrity were also recognized by the committee. The committee commends the program on its enrollment growth, increasing from 183 students in 2015 to 343 students in 2022. A large portion of this growth was attributed to the Graphic Design (24 students in 2015 to 146 in 2022) and Art Teacher Education (36 students in 2015 to 116 in 2022) sequences. The percentage of historically underrepresented students enrolled in the program also increased from 21.9 percent in 2015 to 28.9 percent in 2022. The program's establishment of Belonging and Equity Committee was also recognized by the committee. The committee also acknowledges the program's assertion that the B.A. and B.S. sequences in Graphic Design sequence are at maximum capacity. The committee congratulates the program on the expansion of its recruitment efforts that include private tours, participation in National Portfolio Day Association, the hiring of a Chicago-based recruiter in the Wonsook Kim School of Art, involvement in ArtConnectED, development of a student ambassador program, engagement in various university events, and giveaways to prospective students. The committee congratulates the program's ongoing accreditation with the National Association of Schools of Art and Design.

The committee acknowledges the program's work to support student success, including the drafting of a definition of student success. The committee also appreciates the program's assessment of the challenges associated with supporting student success including communication, mental health, faculty fatigue, and overload. Despite these challenges, the committee commends the program on the launching of various initiatives including faculty building "self-care" days for students into the semester, monitoring studio assignments to improve project quality and safeguard against student overload and inviting artists to campus. The committee congratulates the program on the high retention rates, with most years being at/above 80 percent. The committee also notes the program's focus on maintaining individualized student attention by keeping studio art classes capped between 10 to 15 students and art teacher education courses in the 25 to 30 student range.

The program's curriculum underwent substantial changes since the last program review. The committee notes the updates to the B.A./B.S. Graphic Design area and the Painting and Drawing sequences. The committee also congratulates the program for obtaining approval of ART 275 and ART 307 for IDEAS as well as the submission

of several other courses for approval. The committee also applauds faculty efforts to make EDIA a priority in the development of course assignments and lessons, focusing on non-American, non-Western cultures or BIPOC artists. The committee recognized faculty's attendance at workshops such as inclusive teaching, decolonizing the curriculum, and diversity. The committee also congratulates the program on integrating EDIA into student artist exhibits and at University Galleries. The committee also recognizes the program's two study abroad experiences in Italy.

The committee recognizes the program's work in the area of assessment. The committee commends the program on their work with UAS in developing an assessment plan in 2018 and annually submitting updates to UAS since that time. The committee applauds the program's willingness to invest time into developing an assessment plan and encourage the program to continue their work in refining and using the assessment findings in their future planning efforts.

Faculty productivity within the scholarship area increased from 162 creative or scholarly works in 2014 to 281 in 2022. The committee commends the program's faculty on these efforts and also praises the program's faculty for the completion of 973 pedagogy-based workshops delivered by the Center for Integrated Professional Development workshops. Program faculty also completed more than 200 spring and summer institute courses, 57 DART/AIM training sessions, attendance at the Teaching and Learning Symposium, and a variety of other professional development experiences. The committee also notes the faculty's engagement in professional development experiences that were external to the university.

The committee commends the program's attempt to develop and administer an alumni survey and encourages the program to revisit these efforts or possibly consider other methods to formally track alumni. The program also maintains social media sites with strong populations of followers. Several other informal and formal activities to stay connected with alumni were also noted by the committee including networking at regional and national conferences, the recurring Alumni Spectacular exhibition at University Galleries, Hall of Fame induction ceremonies, Homecoming activities, and ongoing communication between faculty and alumni groups. An impressive list and tracking of alumni career paths and occupations was also recognized by the committee.

Follow-Up Reports.
Comparator programs. The program provided an insightful report of comparator programs. However, the committee recommends the program spend time reflecting on what the comparator data means for their program and to close the loop through the development of informed actions. Additional reporting on what the program gleaned from the review of comparator programs is encouraged by the committee. The committee asks the program to submit a revised aspirational plan to the Office of the Provost by August 15, 2026.

Strategic plan. The committee commends the program for establishing goals that align with college and university priorities but also notes that the program does not have a formal strategic planning document. The committee recommends the program develop a strategic plan for their own area. The plan and associated activities could help the program be more strategic in identifying internal and external trends while also developing focused priorities that might provide insight into how to best address some of the challenges presented in the self-study. The committee asks the program to submit a revised aspirational plan to the Office of the Provost by August 15, 2026.

Recommendations.
The Academic Planning Committee appreciates the work of the B.A., B.S. in Art faculty and staff in developing this self-study report. Overall, the report was well-written, thorough, and provided insightful information about the program's current initiatives and future plans. The committee congratulates the B.A., B.S. in Art program on a successful eight years.

In addition to the program's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2031.

Further engagement in program planning. The committee recommends the program consider further engaging stakeholders in the planning processes. While the program has demonstrated inclusivity in various aspects, involving additional stakeholders throughout the assessment and planning phases could further promote a participatory culture while also garnering valuable insights and perspectives that may not otherwise be considered. Possible strategies include bringing more students into the planning and self-study processes, exploring ways to collect more than self-assessment feedback on the advising experience, identifying potential partnering organizations, and the development of an Advisory Board.

Formalize enrollment management, recruitment, and retention efforts. The committee congratulates the program on the enrollment growth within the B.A., B.S. in Art program. The committee also acknowledges the excitement and potential challenges associated with rapid enrollment growth. The committee recommends the development of a recruitment and retention plan as a way to more effectively and efficiently manage the program's enrollment. A formal recruitment and retention plan could provide clearer guidance to the work currently being done in these important areas.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue their 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. If not currently being used, the committee also suggests the program consider the role of data collected for external accreditors in the assessment plan.

Continue alumni engagement efforts. Several informal and formal alumni engagement activities that were led by various faculty were highlighted in the self-study report. The committee applauds the program's faculty for their work in supporting these high-impact experiences. The committee suggests the program may want to increase efficiency and possible resource sharing in this area by establishing a working group/committee to organize and promote these experiences. Working with the Alumni Engagement Office is also encouraged.

Remain current with changes in the discipline. The committee appreciated the program's review of changes in the discipline. The committee recommends that program continue monitoring changes in the discipline with specific attention given to how those changes have, or can be, addressed in the discipline and program. The program may want to work with the National Association of Schools of Art and Design in the identification of changes in the field and possible action plans for these trends.

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 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 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.

Classification of Instruction Programs (CIP) Code: 50.0702
Fine Studio Arts, General

The **B.F.A. in Art** program at Illinois State University is housed in the Wonsook Kim School of Art within the Wonsook Kim College of Fine Arts. The School offers four degree programs: a B.A., B.S. in Art, B.F.A. in Art, an M.A., M.S. in Art, and M.F.A. in Art. In addition, the School offers a minor in Art History. Students enrolling in the **B.F.A. in Art** select either a sequences of study offered by the program which include graphic design and studio arts. There are different undergraduate disciplines within the Studio Art sequence: Painting, Drawing, Photography, Printmaking, Video, Sculpture, Glass, Ceramics, Expanded Media, and Wood/Metal Design.

Enrollment, Fall Census Day, 2014-2021
B.F.A in Art, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Studio Arts sequence	5	-	-	-	-	8	11	6
Graphic Design sequence	-	-	-	-	10	20	22	25
No-subplan	10	12	17	17	10	7	4	3
Total	**15**	**12**	**17**	**17**	**20**	**35**	**37**	**34**

Degrees Conferred, Graduating Fiscal Year, 2015-2022
B.F.A in Art, Illinois State University
First Majors Only

	2016	2017	2018	2019	2020	2021	2022	2023
Total	6	6	10	7	6	14	16	18

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

Self-study process

In Spring semester 2023, Associate Director Sarah Smelser was tasked with gathering information and initiating the self-study. After receiving the training from Planning Research and Policy Analysis (PRPA), Smelser conducted individual meetings and a retreat with faculty and staff to gather information on all degree programs in the Wonsook Kim School of Art. With some assistance from Professor Melissa Oresky, Smelser crafted drafts of the documents in the spring of 2023. Duties were then transferred to incoming Associate Director Brian Franklin, who completed the document with assistance from Director Tyler Lotz.

Program curriculum

The Wonsook Kim School of Art has BFA programs for Studio Art (122 hrs.) and Graphic Design (120 hrs.).

Program or academic unit faculty

In the spring of 2023, school consisted of 30 tenured or tenure track faculty and roughly 10 non tenure track instructional assistant professors. The following faculty teach courses in the BFA plans of study. Graphic Design's

tenured/tenure track faculty include Assistant Professor Ladan Bahmani, Assistant Professor Katie Krcmarik, Professor Archana Shekara, Assistant Professor Sercan Sengun, and Assistant Professor Annie Sungkajun. T/TT faculty in the studio areas included, Assistant Professor Ruth Burke, Assistant Professor Greg Corness, Assistant Professor Simone Downie, Associate Professor Andreas Fischer, Associate Professor Brian Franklin, Professor Gary Justis, Professor Jin Lee, Professor Claire Lieberman, Professor and Director Tyler Lotz, Associate Professor John Miller, Professor Melissa Oresky, Associate Professor Morgan Price, Assistant Professor Jason Reblando, Associate Professor Randall Reid, Associate Professor Nathania Rubin, Professor Sarah Smelser, Associate Professor Albion Stafford, and Professor Michael Wille. Art History T/TT faculty included Assistant Professor Saskia Beranek, Professor Lea Cline, Associate Professor Elisabeth Friedman, and Associate Professor Melissa Johnson. Gary Justis has since retired, Sercan Sengun has resigned to take a new position, and three new tenure track faculty have been hired to begin the fall 2023 semester.

Program goals and quality indices

The vision of student success in the Wonsook Kim School of Art's BFA program is one of self-motivated, independent makers/designers who possess strong communication skills and a willingness not only to take creative risks but also to learn from failure.

Student success includes an awareness of contemporary art and design practices, historical precedents for media/practices, and how to interact with people with various abilities and backgrounds. Such students take responsibility for their actions and understand their effects on the environment. They work hard, research thoroughly, are socially conscious, and possess a strong moral and ethical compass.

Metrics to measure student success are varied and include attendance, grades, persistence, curriculum, articulation, student support, post-graduation opportunities, and reactions to teaching. Admission into one of the BFA programs is a metric of student success, as is admission into graduate programs or job placement after graduation. Faculty can gauge student success in other ways, such as engagement and curiosity in the classroom, meeting deadlines, and arriving to class on time.

Student learning outcomes assessment plan and process

Learning outcomes for students in the BFA program focus on artistic skills, critical thinking abilities, and conceptual understanding. Students will develop the ability to control their creative expression and artistic theory with technical proficiency. Additionally, students should mature in their understanding of ethical and social responsibility and cultural awareness. The learning outcomes for students in the BFA program are shared for those in the BA/BS program. However, through more rigorous and focused interactions with faculty, these outcomes are expected to be accomplished at a deeper level than would be in the BA/BS program.

These learning outcomes begin at broad levels in the foundational courses as students learn basic technical skills across multiple media and in meaning-making. As students work through intermediate and upper level courses, these learning outcomes scale up correspondingly. Eventually, BFA students work one-on-one with faculty mentors in self-directed independent studies to fully conceptualize, craft, and install their BFA thesis exhibitions.

Specialized accreditation

Illinois State University's accreditation with the National Association of Schools of Art and Design (NASAD), for the BA/BS degrees in studio art, art history, graphic design, and art teacher education, is currently in good standing. Our last reaccreditation was in 2014. We will submit another self-study and have a site visit Spring semester of 2025.

Responses to recommendations resulting from the previous program review

There were numerous recommendations from the previous review that the school has addressed. As a result of recruitment efforts on the school and university levels, our student population in the WKSOA has become more diverse during the reporting period. We offer courses in our curriculum that support EDIA efforts such as Art 275 World Arts and Art 307 Art for Diverse Populations in the Art Education curriculum. Many courses taught

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throughout the school, including those in Graphic Design, incorporate themes surrounding social justice, equity, and inclusivity. Our faculty has become more diverse, but more work is required to match the demographics of our student population. The Graphic Design program has been restructured to initially admit all incoming students to the BA/BS track, enrollment has grown significantly, and new tenure track lines have been added as a result. The schools web page has been overhauled and improved during the reporting period, but some challenges remain. The school maintains an undergraduate catalog entry that accurately and clearly describes available plans of study and graduation requirements. Our alumni tracking efforts continue but would be significantly strengthened if a new advisor could be hired enabling the assistant to the director to shift duties. We believe that motivated and academically strong students who would otherwise be potential honors students, choose to apply to our BFA programs, as this degree is viewed more favorably by employers and graduate programs.

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

The population of majors within the school has shifted over the past eight years: there are fewer students in the Studio Art and Art History sequences and more students in the Art Teacher Education and Graphic Design sequences. Demand is shifting away from traditional studio art degrees toward programs with clear job prospects such as designer or high school art teacher.

Major findings of this program review self-study

The Wonsook Kim School of Art's programs have been strong across the board. A more robust and comprehensive Graphic Design Program has been developed and is vigorously adding enrollment. Graphic Design added a BFA program during this reporting period. New courses, like Animation and Art Professional Practices, have been added throughout all sequences. Several areas within the school have begun or completed major curricular revisions. The school's commitment to EDIA has become a formalized priority among faculty and staff through the formation of the WKSOA Belonging and Equity Committee and its inclusion in the school bylaws. Civic engagement has increased as a priority in courses. We have hired new tenure track faculty in several areas, including Art Education, Graphic Design, Studio, and Art History. Enrollment has been increasing, with particularly robust growth for Graphic Design and Art Education. The school continues to develop and offer innovative sequences and courses that are desirable to current and prospective students. Co-curricular offerings are very strong. Our alumni have gained employment and utilized their degrees in many different fields. Graduates have been admitted to high quality graduate programs around the country. Facilities have been upgraded and the Fine Arts rehabilitation project is in progress.

Despite all of the successes of the school, there are still areas for improvement. Some faculty and staff feel underappreciated in relation to their teaching, research and service responsibilities. Academic advisors do a lot beyond their job descriptions, especially after the return from pandemic isolation. The pandemic has changed elements of student experience that need to be addressed. Students need to feel welcome, seen and cared for. Facilities including CVA lack the communal spaces for students to sit, eat, rest and engage socially. While the diversity of the student population is increasing, the demographics of the faculty and staff have been slower to change. Not all facilities in the school will be touched by the Fine Art rehabilitation project.

Initiatives and plans for the next program review cycle

The school has a number of initiatives and plans for the next cycle in no particular order. We will examine the rigor of the BFA program and add a spring benchmark event, such as open studios or informal review similar to the MFA program. We will examine the responsibilities of the BFA committee and its role in the experiences of BFA students. We will examine the roles and responsibilities of BFA mentors. We will consider establishing a BFA coordinator to oversee the program population, recruitment, policy, and practice. We will examine and revamp the foundations curriculum to appropriately prepare students for a modern approach to studio practices. We will increase enrollment in the school to offset projected enrollment challenges of the expected 2025-26 enrollment cliff. We will hire a new faculty member to develop a sequence in Digital Illustration and will hire replacements for retired faculty in several sequences. We will work to increase diversity among faculty and staff. We will renovate existing studios and classrooms untouched by the forthcoming Fine Arts rehabilitation project, and update aging equipment and technology across the school. We will hire more student workers to offset a waning graduate

assistant population and changes in school's organizational needs. We will adjust advising strategies to help alleviate pressures on overtaxed advisors. We will provide faculty and staff with resources to support their work.

**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.F.A. in Art to be in Good Standing.

The Academic Planning Committee thanks the program for their efforts in completing a comprehensive self-study report. The committee commends the program on developing a thorough self-study report that substantiates claims with insightful evidence. The program demonstrated a commendable level of inclusivity and participation in developing their self-study report. The Academic Planning Committee applauds the program's faculty retreat and ongoing meetings to discuss the self-study and to review program goals and future initiatives. The committee also acknowledges the program's use of various planning documents as well as the engagement of multiple stakeholders in making programmatic decisions.

The committee commends the program's emphasis on individualized attention, learning and scholarship, and overall goal alignment to the university's *Educate-Connect-Elevate* Strategic Plan. The committee congratulates the program on its enrollment growth, increasing from 15 students in 2015 to 34 in 2022. The committee also acknowledges the program's assertion that the B.F.A. in Graphic Design sequence is at maximum capacity. The program's expanded recruitment efforts since the last program review were also noted by the committee. Some of these efforts include current students serving as unofficial recruiters, participation in National Portfolio Day Association, the hiring of a Chicago-based recruiter in the Wonsook Kim School of Art, involvement in ArtConnectED, partnering with Art Teacher Education, engagement in various university events, and giveaways to prospective students. The committee also recognizes the program's work to increase undergraduate student diversity. The program's efforts to track diverse student populations and the establishment of the Belonging and Equity Committee in 2021 indicate a commitment to monitoring and improving diversity initiatives. These efforts were applauded by the committee. The committee congratulates the program's ongoing accreditation with the National Association of Schools of Art and Design.

The committee appreciates the program's efforts to support student success. The program has drafted a definition of student success and outlined strategies to monitor and support the success of their students. The committee also appreciates the program's assessment of the challenges associated with supporting student success including communication, mental health, faculty fatigue, and overload. Despite these challenges, the committee commends the program for the launching of various initiatives including faculty building "self-care" days for students into the semester, monitoring studio assignments to improve project quality and safeguard against student overload and inviting artists to campus. The committee also notes the program's focus on maintaining individualized student attention by keeping studio art classes capped between 10 to 15 students and art teacher education courses in the 25 to 30 student range.

The committee commends the program's curricular work since the last program review. The program added the B.F.A. in Graphic Design in 2019 enabling students to complete 12 graphic design courses. The committee also congratulates the program for obtaining approval of ART 275 and ART 307 for IDEAS as well as the submission of several other courses for approval. The committee also applauds faculty efforts to make EDIA a priority in the development of course assignments and lessons, focusing on non-American, non-Western cultures or BIPOC artists. The committee recognized faculty's attendance at workshops such as inclusive teaching, decolonizing the curriculum, and diversity. The committee also congratulates the program on integrating EDIA into student artist exhibits and at University Galleries. The committee also recognizes the program's two study abroad experiences in Italy.

The committee recognizes the program's work in the area of assessment. The committee commends the program on their work with UAS in developing an assessment plan in 2018 and annually submitting updates to UAS since that time. The committee applauds the program's willingness to invest time into developing an assessment plan

and encourage the program to continue their work in refining and using the assessment findings in their future planning efforts.

The committee notes a solid and consistent increase in faculty's scholarly productivity, increasing from 135 creative or scholarly works in 2014 to 237 in 2022. The committee also praises the program's faculty for the completion of 973 professional development workshops focused on pedagogy that were delivered by the Center for Integrated Professional Development workshops. Over 200 spring and summer institute courses, 57 DART/AIM training sessions, attendance at the Teaching and Learning Symposium, and a variety of other professional development experiences were also completed by the program's faculty. The committee also notes the faculty's engagement in professional development experiences that were external to the university.

The committee commends the program's attempt to develop and administer an alumni survey and encourages the program to revisit these efforts or possibly consider other methods to formally track alumni. The program also maintains social media sites with strong populations of followers. Several other informal and formal activities to stay connected with alumni were also noted by the committee including networking at regional and national conferences, the recurring Alumni Spectacular exhibition at University Galleries, Hall of Fame induction ceremonies, Homecoming activities, and ongoing communication between faculty and alumni groups. An impressive list and tracking of alumni career paths and occupations was also recognized by the committee.

Follow-Up Report.
Strategic plan. The committee commends the program for establishing goals that align with college and university priorities but also notes that the program does not have a formal strategic planning document. The committee recommends the program develop a strategic plan for their own area. The plan and associated activities could help the program be more strategic in identifying internal and external trends while also developing focused priorities that might provide insight into how to best address some of the challenges presented in the self-study. The committee asks the program to submit a revised aspirational plan to the Office of the Provost by August 15, 2026.

Aspirational programs. The committee appreciates the program's review of aspirational programs within the self-study report. The committee recommends the program submit a follow-up report that provides a bit more depth of the aspirational programs, the actions undertaken by these programs that is of interest, how those programs were successful in implementing those actions, and the B.F.A. in Art program's plans to implement these actions. The committee suggests adopting a more aspirational focus with attention given to the desired actions of the aspirational programs and how the B.F.A. in Art program will work toward realizing some of those desired actions rather than focusing on the development of a list of equipment needs. The committee asks the program to submit a revised aspirational plan to the Office of the Provost by August 15, 2026.

Recommendations.
The Academic Planning Committee appreciates the work of the B.F.A. in Art faculty and staff in developing this self-study report. Overall, the report was well-written, thorough, and provided insightful information about the program's current initiatives and future plans. The committee congratulates the B.F.A. in Art program on a successful eight years.

In addition to the program's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2031.

Further engagement in program planning. The committee recommends the program consider further engaging stakeholders in the planning processes. While the program has demonstrated inclusivity in various aspects, involving additional stakeholders throughout the assessment and planning phases could further promote a participatory culture while also garnering valuable insights and perspectives that may not otherwise be considered. Possible strategies include bringing more students into the planning and self-study processes, exploring ways to collect more than self-assessment feedback on the advising experience, identifying potential partnering organizations, and the development of an Advisory Board.

Formalize enrollment management, recruitment, and retention efforts. The committee congratulates the program on the enrollment growth within the B.F.A. in Graphic Design. The committee also acknowledges the excitement and potential challenges associated with rapid enrollment growth. The committee recommends the development of a recruitment and retention plan as a way to more effectively and efficiently manage the program's enrollment. A formal recruitment and retention plan could provide clearer guidance to the work currently being done in these important areas.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue their 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. If not currently being used, the committee also suggests the program consider the role of data collected for external accreditors in the assessment plan.

Continue alumni engagement efforts. Several informal and formal alumni engagement activities that were led by various faculty were highlighted in the self-study report. The committee applauds the program's faculty for their work in supporting these high-impact experiences. The committee suggests the program may want to increase efficiency and possible resource sharing in this area by establishing a working group/committee to organize and promote these experiences. Working with the Alumni Engagement Office is also encouraged.

Remain current with changes in the discipline. The committee appreciated the program's review of changes in the discipline. The committee recommends that program be more intentional in making connections between those social changes identified in the self-study as well as discipline-specific changes and the overall vision of the program. The program may want to work with the national accrediting body in the identification of changes in the field and possible action plans for these trends.

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 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 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.

REVIEW OF THE M.A., M.S. IN ART
Classification of Instruction Programs (CIP) Code: 50.0701
Art/Art Studies, General

OVERVIEW

The **M.A., M.S., in Art** program at Illinois State University is housed in the Wonsook Kim School of Art within the Wonsook Kim College of Fine Arts. The School offers four degree programs: a B.A., B.S. in Art, B.F.A. in Art, an M.A., M.S. in Art, and M.F.A. in Art. In addition, the School offers a minor in Art History. Students enrolling in the **M.A., M.S., in Art** select either a sequences of study offered by the program which include Art Education (M.S.) and Visual Culture (M.A.).

Enrollment, Fall Census Day, 2014-2021
M.A., M.S., in Art, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Art Education sequence	8	10	11	11	12	11	15	9
Visual Culture sequence	4	6	5	2	2	3	4	2
Total	**12**	**16**	**16**	**13**	**14**	**14**	**19**	**11**

Degrees Conferred, Graduating Fiscal Year, 2015-2022
M.A., M.S., in Art, Illinois State University
First Majors Only

	2016	2017	2018	2019	2020	2021	2022	2023
Total	-	6	5	4	5	3	7	5

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

Self-study process

In Spring semester 2023, Associate Director Sarah Smelser was tasked with gathering information and initiating the self-study. After receiving the training from Planning Research and Polycy Analysis (PRPA), Smelser conducted individual meetings and a retreat with faculty and staff to gather information on all degree programs in the Wonsook Kim School of Art. With some assistance from Professor Melissa Oresky, Smelser crafted drafts of the documents in the spring of 2023. Duties were then transferred to incoming Associate Director Brian Franklin, who completed the document with assistance from Director Tyler Lotz.

Program curriculum

The Wonsook Kim School of Art has an MA in Visual Culture and an MS in Art Education.

Program or academic unit faculty

In the spring of 2023, school consisted of 30 tenured or tenure track faculty and 10 non tenure track instructional assistant professors. Art Education Faculty included Associate Professor Daniella Barroqueiro, Professor Judith Briggs, Assistant Professor Felix Rodriquez Suero, and Assistant Professor Albert Stabler. Art History T/TT

faculty included Assistant Professor Saskia Beranek, Professor Lea Cline, Associate Professor Elisabeth Friedman, and Associate Professor Melissa Johnson.

Program goals and quality indices

Within the MA program, student success means developing and writing a compelling thesis with an original claim. Essentially, this entails creating new and original content that contributes to the field of visual culture. At the same time, successful students should build an interdisciplinary professional network on and off campus, a group of peers and collaborators.
 Student success in the MS program is evidenced when students directly apply their research foci and interests through educational programs in the university and Bloomington-Normal communities; they create and explore curricular content centered on community-based learning and making, informed by historical, social, and emotional factors in the lives of young people; they are able to adapt to the changes in the labor market; and they negotiate difficult situations in the workplace.

"Student success" has become a more expansive term than it used to be, and its connotations have changed since pandemic isolation. Metrics are varied; they could be as straightforward and measurable as curriculum, articulation, student support, reactions to teaching, and post-graduation opportunities. Admission into a PhD program is a metric of student success, as is job placement.

Student success in the MS program is largely assessed through an ability to complete coursework and undertake independent research in a timely manner in order to graduate with an expanded idea of the potential and purposes of teaching art. Many of the MS students enter the Art Teacher Education program as working grade school art teachers interested in advancing their knowledge, changing jobs, or earning a higher salary. Their success in these pursuits has a straightforward metric.

Student learning outcomes assessment plan and process

Students pursuing the MA in Visual Culture identify a personal focus of research and must clearly and fluently discuss the ideas, methods, goals, and achievement of their research in the process of defending it. Students pursuing the MS in Art Teacher Education gather and use knowledge of historical and contemporary art education and education theory to create and teach curriculum. In their thesis, they conduct meaningful research that is informed by current research in art education, such as assessment, disability right, technology, arts advocacy, socio-economic impact on education, and government regulation of education.

Specialized accreditation

Illinois State University's accreditation with the National Association of Schools of Art and Design, for the MA/MS programs is currently in good standing. Our last reaccreditation was in 2014. We will submit another self-study and have a site visit Spring semester of 2025.

Responses to recommendations resulting from the previous program review

There were numerous recommendations from the previous review that the school has addressed. The MS in Art Teacher Education is addressing enrollment issues through their exploration of an online plan of study. Our faculty has become more diverse, but more work is required to match the demographics of our student population. The school has utilized the EDEP and SDEP programs in several recent searches. The school's web page has been overhauled and improved during the reporting period, but some challenges remain. The school maintains a graduate catalog entry that accurately and clearly describes available plans of study and graduation requirements. Our alumni tracking efforts continue but would be significantly strengthened if a new advisor could be hired and the assistant to the director could shift duties.

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

In the time of this review, technology has become even further integrated into the fields of art education and visual culture. Teachers and students are using digital tools, software, and online resources to create, share, and research

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art. Additionally, art teachers are now tasked with constructing learning experiences that cross fluidly between in-person and remote learning environments. The fields have made efforts to be more inclusive and diverse. Art educators have recognized the importance of representing various cultures, perspectives, and voices in the curriculum. This includes teaching about a wider range of artists and art forms. Demand for an MS in Art Teacher Education remains strong, but the need for flexibility in the program has grown. Prospective students are often current K-12 teachers who need to work around their teaching schedule. This need is one of the primary reasons the ATE faculty are exploring an online plan of study option for the MS program.

Major findings of this program review self-study

The Wonsook Kim School of Art's programs have been strong across the board. The Art Education area is pursuing the development of an online plan of study for their existing MS program to make it more competitive with peer institutions. We anticipate this to result in substantial enrollment over the next period of review. The MA in Visual Culture program's admissions are on hold as faculty consider a curriculum rewrite and program restructuring. These conversations are expected to pick up with the new hire of Katie Bruhn. The school's commitment to EDIA has become a formalized priority among faculty and staff through the formation of the school Belonging and Equity Committee and its inclusion in the school bylaws. Civic engagement has increased as a priority in courses. We have hired new TT faculty in several areas including Art Education, Graphic Design, Studio and Art History. The school continues to develop and offer innovative sequences and courses that are desirable to current and prospective students. Co-curricular offerings are very strong. Our alumni have gained employment and utilized their degrees in many different fields. Facilities have been upgraded and the Fine Arts rehabilitation project is in progress.

Despite all of the successes of the school, there are still areas for improvement. Assistantship and tuition waiver funding is essential to recruitment of all graduate programs in the school. Funding for these programs has been stagnant, contracts have resulted in higher wages for graduate students and tuition waivers are now being limited and centralized for distribution at the college level. Fewer assistantship dollars have resulted in the need to hire more student workers to complete the necessary tasks.

Additionally, some faculty and staff feel underappreciated in relation to their teaching, research and service responsibilities. Academic advisors do a lot beyond their job descriptions, especially after the return from pandemic isolation. The pandemic has changed elements of student experience that need to be addressed. Students need to feel welcome, seen and cared for. Facilities including CVA lack communal spaces for students to sit, eat, rest and engage socially. While the diversity of the student population is increasing, the demographics of the faculty and staff have been slower to change. Not all facilities in the school will be touched by the Fine Art rehabilitation project.

Initiatives and plans for the next program review cycle

The school has a number of initiatives and plans for the next cycle in no particular order. We will pursue the development of an online plan of study for the existing MS program, adding substantial enrollment during this cycle. We will review and revise the MA in Visual Culture to make it more competitive and meet student needs. Faculty will formalize a plan to include more information on STEAM in graduate level courses. We will hire replacements for retired faculty in several sequences including Art Education. We will work to increase diversity among faculty and staff. We will renovate existing studios and classrooms untouched by the forthcoming Fine Arts rehabilitation project, and update aging equipment and technology across the school. We will hire more student workers to offset a waning graduate assistant population and changes in school's organizational needs. We will provide faculty and staff with resources to support their work.

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 Art to be in Good Standing.

The Academic Planning Committee thanks the program for their efforts in completing a comprehensive self-study report. The committee commends the program for developing a thorough self-study report that substantiates claims with insightful evidence. The program demonstrated a commendable level of inclusivity and participation in developing their self-study report. The Academic Planning Committee applauds the program's faculty retreat and ongoing meetings to discuss the self-study and to review program goals and future initiatives. The committee also acknowledges the program's use of various planning documents and the engagement of multiple stakeholders in making programmatic decisions.

The committee commends the program's emphasis on individualized attention and goal alignment to the university's *Educate-Connect-Elevate* Strategic Plan. The program's enrollment ranged from 11 to 19 students between 2015 and 2022. The program noted a general upward trend that stalled in 2020 by the pandemic, eventually leading to a modest decrease in 2022. The committee congratulates the program's work in developing an online plan of study for the M.S. program in response to the enrollment declines. Multiple recruitment efforts have also been employed by the program, including student funding opportunities, communication with professional contacts, and work with the Graduate School and University Marketing. The committee also recognizes the program's work to increase graduate student diversity. Self-identified students from historically underrepresented populations increased from 16.7 percent in 2015 to 36.4 percent in 2022. The program's efforts to track diverse student populations and the establishment of the Belonging and Equity Committee in 2021 indicate a commitment to monitoring and improving diversity initiatives. These efforts were applauded by the committee. The committee congratulates the program's efforts to align with its mission and values and promote student diversity.

The committee appreciates the program's efforts to support student success. The program has drafted a definition of student success and outlined strategies to monitor and support the success of their students. The committee also appreciates the program's assessment of the challenges associated with supporting student success including finite financial resources, mental health, faculty fatigue, and overload. Despite these challenges, the committee commends the program for the launching of various initiatives including gathering feedback from alumni and prospective students, pursuing online options, and a substantial review of the curriculum.

Changes to the program's curriculum since the last review have been primarily focused on the infusion of EDI into the program's curriculum. The committee commends the program for obtaining approval of ART 307 for IDEAS in 2023 as well as the submission of several other courses for approval. The committee also applauds faculty efforts to make Equity, Diversity, Inclusion, and Access (EDIA) a priority in the development of course assignments and lessons, focusing on non-American, non-Western cultures or BIPOC artists. The committee recognized faculty's attendance at workshops such as inclusive teaching, decolonizing the curriculum, and diversity. The committee also congratulates the program on integrating EDIA into student artist exhibits and at University Galleries.

The committee recognizes the program's work in assessment. The committee commends the program on their work with University Assessment Services (UAS) in developing an assessment plan in 2018 and annually submitting updates to UAS since that time. The committee applauds the program's willingness to invest time into developing an assessment plan and encourages the program to continue their work in refining and using the assessment findings in their future planning efforts.

The committee notes a solid and consistent increase in faculty's scholarly productivity since 2014. The committee also praises the program's faculty for completing 973 professional development workshops focused on pedagogy delivered by the Center for Integrated Professional Development. Over 200 spring and summer institute courses, 57 DART/AIM training sessions, attendance at the Teaching and Learning Symposium, and a variety of other professional development experiences were also completed by the program's faculty. The committee also notes the faculty's engagement in professional development experiences that were external to the university.

The committee commends the program's attempt to develop and administer an alumni survey and encourages the program to revisit these efforts or possibly consider other methods to formally track alumni. The program also maintains social media sites with strong populations of followers. Several other informal and formal activities to stay connected with alumni were also noted by the committee including an annual alumni reception and communication between faculty and alumni groups with whom they have maintained contact over the years.

<u>**Follow Up Reports.**</u>
Strategic plan. The committee commends the program for establishing goals that align with college and university priorities but also notes that the program does not have a formal strategic planning document. The committee recommends the program develop a strategic plan for their own area. The plan and associated activities could help the program be more strategic in identifying internal and external trends while also developing focused priorities that might provide insight into how to best address some of the challenges presented in the self-study. The committee asks the program to submit an aspirational plan to the Office of the Provost by August 15, 2026.

Recommendations from previous program review. The Academic Planning Committee recognizes the program's work to improve and address the recommendations from the previous program review. As noted in the self-study, a variety of challenges or circumstances impacted the program's efforts to fully respond to some of these recommendations. For instance, some efforts were put on hold while the program considered significant curricular revisions or restructuring. In other instances, initiatives to work on the recommendations appear to be in the planning or early stages of implementation. The committee recommends the program submit a follow-up report to update the committee on the continued progress made with those recommendations that have not been fully addressed. The committee asks the program to submit a revised assessment plan to the Office of the Provost by August 15, 2026.

Changes in discipline. The committee commends the program for identifying the role of technology in art education and visual culture and its impact on educators and students. However, the committee believes the program would benefit from a more in-depth examination of additional changes in the discipline, societal trends, and program demand. A brief discussion of each of these elements is provided in the self-study report. The committee requests building upon these discussions, provide additional reflection on industry trends, report how the program has responded to these changes, and share the program's strategies in response to these changes in the discipline. The committee asks the program to submit an update in these areas to the Office of the Provost by August 15, 2026.

<u>**Recommendations.**</u>
The Academic Planning Committee appreciates the work of the M.A., M.S. in Art faculty and staff in developing this self-study report. Overall, the report was well-written, thorough, and provided insightful information about the program's current initiatives and future plans. The committee congratulates the M.A., M.S. in Art program on a successful eight years.

In addition to the program's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2031.

Further engagement in program planning. The committee recommends the program consider further engaging stakeholders in the planning processes. While the program has demonstrated inclusivity in various aspects, involving additional stakeholders throughout the assessment and planning phases could further promote a participatory culture while also garnering valuable insights and perspectives that may not otherwise be considered. Possible strategies include bringing more students into the planning and self-study processes, exploring ways to collect more than self-assessment feedback on the graduate advising experience, identifying potential partnering organizations, and the development of an Advisory Board.

Exploration of additional data tracking. The committee suggests the program identify and consider ways to further integrate data into their operations. For instance, the program noted a decrease in student quality. The collection and utilization of data from sources such as program comparators could serve to not only confirm these assertions but, could also be used to identify "best practices" to support the potential changing student needs. Other examples where additional data could be helpful include timeline to degree completion, scholarly activity among students, and placement rates of graduates.

Continued review of curriculum. The committee recognizes the program's work with the curriculum, particularly in the integration of EDIA into course curricula and pursuit of an online M.S. Art Education

curriculum. The committee encourages the program to consider undergoing a curricular review with special attention given toward the upcoming 2026 standards to consider what changes or developing trends have occurred in the field since the last review. The committee also recommends the program track or formalize assignments for non-course credit-hour producing activities such as independent studies and mentoring graduate students.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue their 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 plan's effectiveness in assessing student learning to identify any changes faculty may deem necessary. If not currently being used, the committee also suggests the program consider the role of data collected for external accreditors in the assessment plan.

Continue alumni engagement efforts. Several informal and formal alumni engagement activities that were led by various faculty were highlighted in the self-study report. The committee applauds the program's faculty for their work in supporting these high-impact experiences. The committee suggests the program may want to increase efficiency and possible resource sharing in this area by establishing a working group/committee to organize and promote these experiences. Working with the Alumni Engagement Office is also encouraged.

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 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 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.

REVIEW OF THE M.F.A. IN ART
Classification of Instruction Programs (CIP) Code: 50.0702
Fine/Studio Arts, General

OVERVIEW

The **M.F.A. in Art** program at Illinois State University is housed in the Wonsook Kim School of Art within the Wonsook Kim College of Fine Arts. The school offers four degree programs: a B.A., B.S. in Art, B.F.A. in Art, an M.A., M.S. in Art, and M.F.A. in Studio Art. Within the Studio Art sequence there are different disciplines - Painting, Drawing, Photography, Printmaking, Video, Sculpture, Glass, Ceramics, Expanded Media, and Wood/Metal Design – and MFA applicants specify their intended area of study. Though students enter the program into a specific sequence, the program is interdisciplinary, and they are encouraged to study with any faculty in the school. In addition, the School offers a minor in Art History.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2014-2021
M.F.A. in Art, Illinois State University
First Majors Only

	2016	2017	2018	2019	2020	2021	2022	2023
Enrollments	10	15	14	16	15	15	10	11
Degrees	-	-	4	7	4	4	8	2

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

In Spring semester 2023, Associate Director Sarah Smelser was tasked with gathering information and initiating the self-study. After receiving the training from Planning Research and Polycy Analysis (PRPA), Smelser conducted individual meetings and a retreat with faculty and staff to gather information on all degree programs in the Wonsook Kim School of Art. With some assistance from Professor Melissa Oresky, Smelser crafted drafts of the documents in the spring of 2023. Duties were then transferred to incoming Associate Director Brian Franklin, who completed the document with assistance from Director Tyler Lotz.

Program curriculum

The Wonsook Kim School of Art has a Master of Fine Arts in the studio disciplines.

Program or academic unit faculty

In the spring of 2023, school consisted of 30 tenured or tenure track faculty and roughly 10 non tenure track instructional assistant professors. Studio and Art History faculty typically participate in mentoring MFA students. T/TT faculty in the studio areas included, Assistant Professor Ruth Burke, Assistant Professor Greg Corness, Assistant Professor Simone Downie, Associate Professor Andreas Fischer, Associate Professor Brian Franklin, Professor Gary Justis, Professor Jin Lee, Professor Claire Lieberman, Professor and Director Tyler Lotz, Associate Professor John Miller, Professor Melissa Oresky, Associate Professor Morgan Price, Assistant Professor Jason Reblando, Associate Professor Randall Reid, Associate Professor Nathania Rubin, Professor Sarah Smelser, Associate Professor Albion Stafford, and Professor Michael Wille. Art History T/TT faculty included Assistant Professor Saskia Beranek, Professor Lea Cline, Associate Professor Elisabeth Friedman, and Associate Professor Melissa Johnson. Gary Justis has since retired, Sercan Sengun has resigned to take a new position, and three new tenure track faculty have been hired to begin the fall 2023 semester.

Program goals and quality indices

Apart from successfully navigating all the degree requirements, core competencies, and assistantship duties, the vision of student success in the MFA program does not look the same from one individual to another. Students work, think, and learn in unique ways and faculty are careful not to mentor students or engage with their progress in a manner that is prescriptive or rote.

An advanced degree should be part of one's maturation as a person. As such, a student who is successful in the MFA program should develop strength and savvy to negotiate difficult situations in the workplace, adapt to changes in the labor market, and balance their creative life with the personal life.

Though an MFA is a terminal degree, it may not necessarily result in a clear professional track such as teaching or being a full-time studio artist. Some students apply to MFA programs, work through them, and graduate with goals such as increasing productivity, refining skills, and working through ideas. Students may disseminate their work through various contexts - exhibitions, artist residencies, participating in artist communities/networks – and bring their creative skills into fields peripheral to an art practice. MFA students should embrace and foster creativity within their studio practice as well as their career, whatever shape that takes.

The MFA program has always had a rigorous written component and that is one of its selling points. However, students who apply and come to the program don't always recognize the value of good writing. Generally, faculty agree that students lack effective written and verbal communication skills, and this problem is ever-present throughout graduate reviews and in writing the supportive statement. Some grads also have problems with organization, time management, and practicing of self-care.

"Student success" has become a more expansive term than it used to be, and its connotations have changed since pandemic isolation. Metrics are varied; they could be as straightforward and measurable as curriculum, articulation, student support, reactions to teaching, job placement, and post-graduation opportunities. MFA students also need to graduate with some professional accomplishments already under their belts; applying to exhibition opportunities, residencies, and grants, shows the ambition they will need to maintain as successful artists in the world.

Student learning outcomes assessment plan and process

Learning outcomes for the MFA program build on the outcomes from the BFA program, further maturing students' artistic practices with a higher level of proficiency in conceptual understanding, experimentation, critique, analysis, and exhibition experience. Students in the MFA program take graduate seminar and critique courses dedicated to these learning outcomes. However, a large portion of their MFA career is pursued through independent studies with faculty where they hone their abilities to discuss their concepts and processes.

Specialized accreditation

Illinois State University's accreditation with the National Association of Schools of Art and Design, for the MFA degree in studio art is currently in good standing. Our last reaccreditation was in 2014. We will submit another self-study and have a site visit Spring semester of 2025.

Responses to recommendations resulting from the previous program review

Enrollment issues cannot be addressed without increased funding for assistantships and tuition waivers as is standard at competitive MFA programs around the country. Our faculty has become more diverse, but more work is required to match the demographics of our student population. The school has utilized the EDEP and SDEP programs in several recent searches. The schools web page has been overhauled and improved during the reporting period, but some challenges remain. The school maintains a graduate catalog entry that accurately and clearly describes available plans of study and graduation requirements. Students have been given more team-teaching opportunities. Our alumni tracking efforts continue but would be significantly strengthened if a new advisor could be hired and the assistant to the director could shift duties.

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

During the reporting period, the graduate teaching assistants have unionized which has resulted in increased wages for many. Applications are down for MFA programs around the country. Smaller numbers in our MFA program, as a result of stagnant funding, have made recruitment more difficult. There are more students receiving graduate degrees in the art field than there are jobs available.

Major findings of this program review self-study

While the Wonsook Kim School of Art's programs have been strong across the board during the reporting period, the MFA program has had mixed results. Among the successes, students continue to graduate in 3 years. They go on to work as practicing artists and gain employment in related fields. Illinois State funded a new graduate studio with critique spaces for the MFA students, which opened this semester in Eastland mall. This facility replaced a dilapidated facility in downtown Bloomington. MFA thesis exhibitions have moved to University Galleries' new location in uptown Normal. The school's commitment to EDIA has become a formalized priority among faculty and staff through the formation of the school Belonging and Equity Committee and its inclusion in the school bylaws. Civic engagement has increased as a priority in courses. We have hired new tenure track faculty in Studio and Art History. The school continues to develop and offer innovative sequences and courses that are desirable to current and prospective students. Co-curricular offerings are very strong. Facilities have been upgraded and the Fine Arts rehabilitation project is in progress.

Despite the successes of the school, there are significant areas for improvement for the MFA program. Funding has been the major roadblock to enrollment in the program. Assistantship dollars have been stagnant, contracts have resulted in higher wages for graduate students, further squeezing the budget, and tuition waivers are now being limited and centralized for distribution at the college level. Because the degree does not provide a clear path to financial success, most prospective students are seeking only programs that provide substantial, if not full funding, including assistantships and tuition waivers. As a result, we had no choice but to reduce our numbers. The smaller cohort can create additional challenges with peer interactions. Fewer assistantship dollars have resulted in the need to hire more student workers to complete the necessary tasks.

Additionally, faculty are often overburdened and undercompensated for taking on MFA independent studies and thesis committee membership. Some faculty and staff feel underappreciated in relation to their teaching, research and service responsibilities. Students need to feel welcome, seen and cared for. Facilities including CVA lack the communal spaces for students to sit, eat, rest and engage socially. While the diversity of the student population is increasing, the demographics of the faculty and staff have been slower to change. Not all facilities in the school will be touched by the Fine Art rehabilitation project.

Initiatives and plans for the next program review cycle

The school has a number of initiatives and plans for the next cycle in no particular order. We will seek additional funding both internally and externally to support our MFA population. We will adopt curricular changes that improve the educational experience and simultaneously reduce faculty loads. We will review and revise program policies and procedures in the MFA handbook. We will examine the writing component of the degree. We will examine the weight placed on MFA reviews. We will clarify voting procedures for students passing benchmarks in the program. We will hire replacements for retired faculty in several sequences including Art Education. We will work to increase diversity among faculty and staff. We will renovate existing studios and classrooms untouched by the forthcoming Fine Arts rehabilitation project, and update aging equipment and technology across the school. We will hire more student workers to offset a waning graduate assistant population and changes in school's organizational needs. We will provide faculty and staff with resources to support their work.

**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.F.A. in Art to be in Good Standing.

The Academic Planning Committee thanks the program for their efforts in completing a comprehensive self-study report. The committee commends the program on developing a thorough self-study report that substantiates claims with insightful evidence. The program demonstrated a commendable level of inclusivity and participation in developing their self-study report. The Academic Planning Committee applauds the program's faculty retreat and ongoing meetings to discuss the self-study and to review program goals and future initiatives. The committee also acknowledges the program's use of various planning documents as well as the engagement of multiple stakeholders in making programmatic decisions.

The committee commends the program's emphasis on individualized attention and goal alignment to the University's Strategic Plan, *Educate-Connect-Elevate* . The program's enrollment experienced strong growth between 2015 and 2017, increasing from 7 to 15 students. Since 2017, enrollment has ranged from 10 to 15 students. The committee appreciates the program's transparency in discussing the impact increased assistantship costs had on the number of opportunities and overall enrollment. Various recruitment efforts were also noted in the self-study report, including conferences, marketing materials, email communications, and scholarship opportunities. Likely influenced by the modest overall enrollment totals, the percentage of historically underrepresented students enrolled in the program varied from 28.6 percent in 2015 to 10.0 percent in 2019. The program's efforts to track diverse student populations and the establishment of the school's Belonging and Equity Committee in 2021, indicate a commitment to monitoring and improving diversity initiatives. These efforts were applauded by the committee. The committee congratulates the program's efforts to align with its mission and values and promote student diversity.

The program's efforts to support student success were also recognized by the committee. The committee recognizes the program's work in drafting a clear definition of student success while being cognizant of the varied professional tracks graduates of the program can pursue. The committee also appreciates the program's acknowledgement of the challenges associated with supporting student success including faculty fatigue and overload. Despite these challenges, the committee commends the program on the launching of various initiatives including a review of the curriculum for obsolete requirements, diversified course options, flexibility in faculty makeup on committees, and assessing the quality of graduate studio spaces.

The committee acknowledges the program's curricular efforts during the previous eight years. Changes to the program's curriculum since the last review have been primarily editorial. The committee recognized faculty's attendance at workshops such as inclusive teaching, decolonizing the curriculum, and diversity. The committee also congratulates the program on integrating Equity, Diversity, Inclusivity, and Access into student artist exhibits and at University Galleries.

The committee recognizes the program's work in the area of assessment. The committee commends the program on their work with UAS in developing an assessment plan in 2018 and annually submitting updates to UAS since that time. Learning outcomes for the program intentionally build on the outcomes of the B.F.A. in Art program which was noted by the committee. The committee applauds the program's willingness to invest time into developing an assessment plan and encourages the program to continue their work in refining and using the assessment findings in their future planning efforts beyond compiling information from faculty to affect change in the program.

The committee praises the program's faculty for the completion of 973 professional development opportunities focused on pedagogy that were delivered by the Center for Integrated Professional Development on campus. Over 200 spring and summer institute courses, 57 DART/AIM training sessions, attendance at the Teaching and Learning Symposium, and a variety of other professional development experiences were also completed by the program's faculty. The committee also notes the faculty's engagement in professional development experiences that were external to the university.

An impressive list and tracking of alumni career paths and occupations was also recognized by the committee. The committee also appreciates the program's attempts to implement an alumni survey and encourages the program to revisit these efforts or possibly consider other methods to formally track alumni since an initial survey, funded in 2019, was met with a low response rate.

<u>**Follow Up Reports.**</u>
Strategic plan. The committee commends the program for establishing goals that align with college and university priorities but also notes that the program does not have a formal strategic planning document. The committee recommends the program develop a strategic plan for their own area. The plan and associated activities could help the program be more strategic in identifying internal and external trends while also developing focused priorities that might provide insight into how to best address some of the challenges presented in the self-study. The committee asks the program to submit a revised aspirational plan to the Office of the Provost by August 15, 2026.

Aspirational programs. The committee appreciates the program's review of aspirational programs within the self-study report. The committee recommends the program submit a follow-up report with additional analysis of the aspirational programs, the actions undertaken by these programs that are of interest, how those programs were successful in implementing those actions, and the M.F.A. in Art program's plans to implement these actions. The committee asks the program to submit a revised aspirational plan to the Office of the Provost by August 15, 2026.

<u>**Recommendations.**</u>
The Academic Planning Committee appreciates the work of the M.F.A. in Art program faculty and staff in developing this self-study report. Overall, the report was well-written, thorough, and provided insightful information about the program's current initiatives and future plans. The committee congratulates the M.F.A. in Art program on a successful eight years.

In addition to the program's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2031.

Further stakeholder engagement in program planning processes. While the program has demonstrated inclusivity in various aspects, involving additional stakeholders throughout the assessment and planning phases could further promote a participatory culture while also garnering valuable insights and perspectives that may not otherwise be considered. Possible strategies include bringing more students into the planning and self-study processes, exploring ways to collect more than self-assessment feedback on the graduate advising experience, identifying potential partnering organizations, and the development of a program advisory board.

Exploration of additional data tracking. The committee suggests the program identify and consider ways to further integrate data into their operations rather than rely on recollection. For instance, the program noted there were not any data to track student retention when the data are available from Planning, Research, and Policy Analysis on campus. Although the program did not feel retention was an issue, the collection and utilization of data could serve to not only confirm these assertions, but also be used to market the program's high retention rates and their associated "best practices" that support these rates. Other examples where additional data could be helpful include timeline to degree completion, scholarly activity among students, and placement rates of graduates.

Continued review of curriculum. The committee recognizes the program's work with the curriculum, particularly in the integration of Equity, Diversity, Inclusivity, and Access into course curricula and artwork. The committee encourages the program to consider undergoing a curricular review to consider what changes or developing trends have occurred in the field since the last review. The committee also recommends the program track or formalize assignments for non-course credit-hour producing activities such as independent studies and mentoring graduate students.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue their 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. If not currently being used, the committee also suggests the program consider the role of data collected for external accreditors in the assessment plan.

Continue alumni engagement efforts. Several informal and formal alumni engagement activities led by various faculty were highlighted in the self-study report. The committee applauds the program's faculty for their work in supporting these high-impact experiences. The committee suggests the program may want to increase efficiency and possible resource sharing in this area by establishing a working group/committee to organize and promote these experiences.

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 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 library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. In conjunction with the aforementioned recommendation on student learning outcomes assessment planning, 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.

REVIEW OF THE B.A., B.S. in Music (Liberal Arts)

Classification of Instruction Programs (CIP) Code: 50.0901
Music, General

OVERVIEW

The **B.A., B.S., in Music** program at Illinois State University is housed in the School of Music within the Wonsook Kim School of Art. The School of Music houses four degree programs and a graduate certificate program: a B.A. or B.S. in Music (Liberal Arts), B.M. in Performance (Music), a B.M.E. in Music Education, and M.M in Music. In addition, the school offers a minor in Music. Students enrolling in the **B.A., B.S., in Music** select either the Liberal Arts sequence or the Music Business sequence.

Enrollment, Fall Census Day, 2015-2022
B.A., B.S., in Music, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Liberal Arts sequence (formerly General)	5	17	18	19	16	19	21	33
Music Business sequence	25	23	24	26	26	15	14	18
Musical Theatre sequence	9	1						
No-subplan	14	1		1	1			
Total	**53**	**42**	**42**	**46**	**43**	**34**	**35**	**51**

Music Theatre sequence was discontinued in 2016
The General Music default sequence became the Liberal Arts sequence in 2019

Degrees Conferred, Graduating Fiscal Year, 2015-2022
B.A., B.S., in Music, Illinois State University
First Majors Only

	2016	2017	2018	2019	2020	2021	2022	2023
Total	14	8	15	21	15	20	13	7

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

Self-Study Process

The School of Music actively gathered faculty input on program goals and assessment methods between May 2022 – May 2023. These discussions took place in full faculty meetings (including two full-day retreats), in Advisory Committee meetings, and in Curriculum and Assessment Committee meetings. Additionally, the Director of the School of Music formed an ad hoc committee to work on Program Review, consisting of two faculty members and the Lead Academic Advisor. This committee met with many subgroups of faculty to dig into program goals and assessment methods, such as: theory faculty; musicology faculty; performance faculty; and ensemble directors. Also, an updated alumni survey was created and disseminated during this time. Collected discussion points and data were compiled during Summer 2023 for the presentation of program review material Fall 2023.

Program curriculum

The core curriculum in the undergraduate degree sequences in the School of Music are generally similar to our comparator programs. This is likely due to standards and guidelines presented by the National Association of Schools of Music. An exploration of different cores for the professional degree (Bachelor of Music) and the liberal arts degree (Bachelor of Arts/Science in Music) needs to occur. Currently, the admission requirements and core musicianship courses (those in music theory, musicianship, piano, and music history) for the BA/BS sequences closely resemble those of the BM sequences, even though the National Association of Schools of Music standards for BA/BS and BM degrees are different in significant ways.

Additionally, the School of Music currently only offers two music courses that support the Music Business sequence: Music Industry I and Music Industry II. Following the completion of those courses, students have a variety of course options to take housed in the Schools of Marketing, Management, Creative Technologies, and Theater and Dance. While the flexibility of this degree is somewhat of an asset, there are several issues. Prospective students who compare our plan of study to other institutions' plans of study may quickly notice the lack of focus in our degree plan. As courses are developed and/or revised, the overall plan of study should align more with either a BS degree or a BM degree - although offering both degrees in Music Business is also worth considering.

Program or academic unit faculty

This program is supported by 53 full-time faculty (36 TT and 17 NTT) as well as additional part-time faculty. Faculty are highly qualified music professionals (performers, practitioners, researchers, and teachers) who are committed to student success and who provide individualized attention from the audition process through graduation. TT and NTT are active in their specialized disciplines. Additional faculty expertise in areas such as music business, music technology, and popular music is needed in the School of Music.

Program goals and quality indices

Program goals and related strategic action items have been revised. There are many levels of formal and informal assessment occurring within the School of Music. The School Director, Lead Academic Advisor, and key faculty committees such as the Curriculum and Assessment Committee and Advisory Committee are actively reviewing program goals and progress towards these goals. Various data points related to admission and progress towards degree are collected. Advisors conduct exit appointments and gather important information from students at the end of their studies. An updated alumni survey was recently created and disseminated.

Student learning outcomes assessment plan and process

While many levels of formal and informal assessment occur within the School of Music, the process of reporting assessment outcomes can become more formalized. New processes and timelines are in progress.

Specialized accreditation

The National Association of Schools of Music accredits the School of Music. The last reaccreditation review was conducted in 2013. At that time, the School maintained its accreditation status and received a positive report. The next self-study process will be undertaken during the 2023-24 academic year to prepare for a scheduled Fall 2024 site visit.

Responses to recommendations resulting from the previous program review

Many recommendations from the previous program review have been or are currently being addressed. The current Fine Arts Rehabilitation Project is underway with construction bidding expected to begin soon. Faculty and students are actively studying and performing more diverse repertoire now compared to 8 years ago. Faculty have strengthened efforts to reach underserved prospective students. Programs such as the Peer Mentor Program and Music Student Wellness Day activities have been created to support student needs. A lack of funding for high-

achieving talent scholarships and for personnel to assist with admissions, marketing and publicity remains an area of need.

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

Faculty are working to develop new teaching and mentorship strategies to support post-pandemic students and learning. The proliferation of social media has accentuated the need for marketing and publicity in order to stay present in the public eye. The looming enrollment cliff, a shift in attitude towards higher education, a decline in participation in high school music programs due to the pandemic, and the national decline of students enrolled in music liberal arts degree programs will make maintaining a steady enrollment challenging in upcoming years.

Major findings of this program review self-study

The School of Music is functioning at a high level and is continuing to attract high-quality students. The School of Music's reputation as a strong teacher-training program with excellent faculty continues. Enrollment in BA/BS programs are declining nationally, and the same holds true at ISU. The School of Music has strong retention rates, higher than both the college and university averages. The individualized attention and mentorship that faculty provide positively impact enrollment and retention. School of Music students have many opportunities to expand their personal and professional growth, through guest artist collaborations, supported professional development, supported independent studies, RSOs, community outreach programs, and more. Alumni are generally very satisfied with the quality of education they received in the School of Music. Even if students ultimately choose a field outside of music or on the periphery of music, students are gaining useful transferable skills in critical thinking, creative thinking, creative expression, time management, and leadership. The School of Music should continue to improve data collection and review in support of measuring the success of program goals.

Initiatives and plans for the next program review cycle

The core curriculums of the professional BM sequences and liberal arts BA/BS sequences do not need to align as much as they currently are, as National Association of Schools of Music standards indicate a different core emphasis between the professional degree and liberal arts degree. Additionally, a thorough review of the effectiveness and relevance of the core curriculum (particularly in music theory, aural skills, and piano musicianship) should occur at a more global level. Additionally, a new program goal was added to the BA/BS Assessment: "Students will develop necessary professional skills such as collaboration, networking, critical thinking and analysis." The School of Music needs to consider new courses or course revisions and assessment revisions that better support the revised BA/BS program goals.

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

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<u>**Review Outcome.**</u> The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Music (Liberal Arts) to be in <u>Good Standing</u>.

The Academic Planning Committee congratulates the program for their efforts in completing a comprehensive self-study report. The self-study report provides a thorough review of the program that substantiates claims with insightful evidence. The program demonstrated a commendable level of inclusivity and participation in developing their self-study report. The Academic Planning Committee commended the program's efforts to use the study to revisit program goals and a commitment to incorporating diverse perspectives and feedback into the decision-making processes. The overall inclusive approach and development and utilization of various planning documents indicated a concerted effort to involve stakeholders in key programmatic decisions.

The committee recognizes the program's strong commitment to its mission and values, particularly in its approach to enrollment management and student diversity. The program's enrollment trends were analyzed with a thoughtful approach, often drilling down to the program level to identify specific areas for improvement. The program's recruitment efforts were also noteworthy, starting as early as the junior high level to engage with prospective students. The percentage of historically underrepresented students enrolled in the program increased from 21 percent in 2016 to 27.1 percent in 2022 which was recognized by the committee. The committee noted a clear link

between these efforts and the program's values of providing individualized attention and fostering a sense of community. The program's discussion of the impact of the pandemic on enrollment demonstrated a proactive approach to understanding and addressing challenges. The variety of recruitment activities and the inclusion of diverse panelists and speakers further underscored the program's commitment to student diversity and inclusivity. The committee also congratulates the program on maintaining its accreditation by the National Association of Schools of Music.

The committee noted the program's commitment to student success through a multifaceted approach that encompasses various aspects of academic and personal growth. The emphasis on close mentor-mentee relationships that last 4 to 8 semesters indicates a sustained investment in students' development, fostering a supportive environment for learning and growth. The committee also congratulates the program on the high retention rates, ranging from 77.8 percent to 87.1 percent during the past five years. The program tracks subsets of student data, such as audition results metrics, across several years, demonstrating a commitment to monitoring and improving outcomes over time. The emphasis on transparency and honest reflection was also recognized by the committee. Overall, the program's strategic initiatives, including the peer mentoring program and the String project, suggest a holistic approach to student development.

The committee commends the program's curricular efforts during the previous eight years. The program regularly updates its course offerings and academic requirements to ensure students have access to the most relevant and up-to-date information. Additionally, the committee applauds the program's work to infuse elements of Equity, Diversity, and Inclusion (EDI) into its curriculum, reflecting a commitment to providing a diverse and inclusive learning environment. The committee also noted the clear links between the program's strategic plan and curricular work. The committee praised the program's forward-thinking approach, demonstrating a commitment to meeting the evolving needs of its students.

The program has made commendable progress in developing a quality assessment plan. The committee congratulates the program on the progress that has been made and encourages continued work in this area. The committee noted the program's transparency in the work being done in this area and a commitment to improvement by acknowledging that the previous assessment plan was not effective, and the efforts being done to improve the plan. The committee recognized the program's willingness to adapt and improve as a positive sign of the program's commitment to ensuring quality education for its students.

The committee applauded the breadth and scope of scholarship and creative activity being done by the program's faculty. The program has made noteworthy strides in tracking faculty engagement in scholarship and professional development, especially considering its relatively recent adoption of digital measures. The committee also noted the faculty's professional development efforts across a variety of classroom management and discipline specific topics.

Several individual faculty-led alumni engagement and tracking experiences were identified by the committee. Additionally, several informal methods of connecting with program alumni were also noted by the committee, including Facebook, Instagram, invitations to campus, and networking through professional associations. The committee congratulates the program on reintroducing the alumni survey that was completed in the spring of 2023.

Follow-Up Report.
Assessment plan. The Academic Planning Committee recognizes the program's work to improve and update their previous assessment plan. The committee recommends the program submit a follow-up report to update the committee on the continued progress made with the assessment plan. The committee recommends the program continue working University Assessment Services in the implementation and ongoing refinement of the plan that will provide the program with useful information that can guide future planning efforts. This follow-up report also serves as an opportunity for the program to celebrate achievements and showcase the improvements and provide updates to initiatives outlined in the self-study report. Providing updates on the implementation of these new initiatives, such as the music history survey, is recommended by the committee. The committee asks the program to submit a revised assessment plan to the Office of the Provost by August 15, 2026.

Recommendations.

The Academic Planning Committee appreciates the work of the B.A., B.S. in Music (Liberal Arts) faculty and staff in developing this self-study report. Overall, the report was well-written, thorough, and provided insightful information about the program's current initiatives and future plans. The committee congratulates the B.A., B.S. in Music's (Liberal Arts) program on a successful eight years.

In addition to the program's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2031.

Encourage additional student engagement in self-study process. The committee recommends the program consider further engaging students in the planning processes. While the program has demonstrated inclusivity in various aspects, involving students more actively in program review efforts could further enhance the program's overall participatory culture and provide valuable insights and perspectives that may not otherwise be considered.

Formalize enrollment management, recruitment, and retention efforts. The committee recommends the program consider how to efficiently and effectively support recruitment and manage enrollment and retention efforts. Consistent and regularly scheduled monitoring of enrollment, recruitment, and retention data at the program-level is encouraged. The committee noted several faculty-led recruitment and retention efforts being done within the program. Given the time and energy required to these recruitment and retention activities, the committee suggests the program consider the development of a recruitment and retention plan. A formal recruitment and retention plan could help the program maximize efficiency and effectiveness of the work currently being done in these important areas.

Continued review of curriculum. The committee applauds the program's ongoing commitment to its curriculum. The committee recommends the program continue to review the curriculum and make revisions when needed. The committee noted a few areas within the curriculum that the program might want to consider. First, the committee recommends the program continue working on the Music Business sequence. As noted in the self-study, the substantial growth in Creative Technologies and its impact on the Music Business curriculum should be carefully monitored. Next, the committee recommends the impact of six semesters of Recital Attendance (0 credit hours) in MUS 110 should also be considered. The impact of this requirement at both the student and program levels is encouraged.

Continue alumni engagement efforts. Several informal and formal alumni engagement activities that were led by various faculty were highlighted in the self-study report. The committee applauds the program's faculty for their work in supporting these high-impact experiences. The committee suggests the program may want to increase efficiency and possible resource sharing in this area by establishing a working group/committee to organize and promote these experiences.

Continue monitoring of aspirational programs. The committee appreciates the program's review of aspirational programs within the self-study report. The committee encourages the program to continue working on the actions identified in its review of the aspirational programs as well as the continued monitoring of these aspirational programs for insight into possible future needs or initiatives. In reviewing these aspirational programs, the committee also recommends the program closely monitor any discipline-specific changes such as composer diversity (lack of), shifts in the field, etc.

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 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 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.

REVIEW OF THE B.M. IN MUSIC (PERFORMANCE)

Classification of Instruction Programs (CIP) Code: 50.0903
Music Performance, General

OVERVIEW

The **B.M in Music** program at Illinois State University is housed in the School of Music within the Wonsook Kim School of Art. The School of Music houses four degree programs and a graduate certificate program: a B.A. or B.S. in Music (Liberal Arts), B.M. in Performance (Music), a B.M.E. in Music Education, and M.M in Music. In addition, the school offers a minor in Music. Students enrolling in the **B.M. in Music** select from the following sequences: Band and Orchestra Instruments Performance, Classical Guitar Performance, Composition, Composition/Theory Emphasis, Jazz Studies, Keyboard Performance, Music Therapy, New Media Composition, and Voice Performance.

Enrollment, Fall Census Day, 2015-2022
B.M. in Music, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Band and Orchestra Instruments Performance sequence	17	19	11	12	12	14	12	15
Classical Guitar Performance sequence	1	2	2			1	1	
Composition sequence	6	3	5	9	11	6	3	6
Composition/Theory Emphasis sequence						2	2	
Jazz Studies sequence					2	2	2	1
Keyboard Performance sequence	6	3	2	3	3	4	4	2
Music Therapy sequence	64	70	65	61	64	46	44	34
New Media Composition sequence					1	2	5	5
Voice Performance sequence	8	10	5	6	7	5	3	5
Total	**103**	**107**	**90**	**91**	**100**	**82**	**76**	**68**

The Jazz Studies sequence was established in 2018.
The Compositions/Theory Emphasis and New Media Composition sequences were established in 2019.

Degrees Conferred, Graduating Fiscal Year, 2015-2022
B.M. in Music, Illinois State University
First Majors Only

	2016	2017	2018	2019	2020	2021	2022	2023
Total	15	13	19	12	23	17	17	15

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

Self-Study Process

The School of Music actively gathered faculty input on program goals and assessment methods between May 2022 – May 2023. These discussions took place in full faculty meetings (including two full-day retreats), in Advisory Committee meetings, and in Curriculum and Assessment Committee meetings. Additionally, the Director of the School of Music formed an ad hoc committee to work on Program Review, consisting of two faculty members and the Lead Academic Advisor. This committee met with many subgroups of faculty to dig into program goals and assessment methods, such as: theory faculty; musicology faculty; performance faculty; and ensemble directors. Also, an updated alumni survey was created and disseminated during this time. Collected discussion points and data were compiled during Summer 2023 for the presentation of program review material Fall 2023.

Program curriculum

The core curriculum in the undergraduate degree sequences in the School of Music are generally similar to our comparator programs. This is likely due to standards and guidelines presented by the National Association of Schools of Music. New courses have been created to support the new BM in Jazz studies degree, as well as for the three separate tracks of the Music Composition degree (previously one track). The BM – Composition degree currently lacks a formal capstone project. Further senior-level courses aimed to better prepare all BM students to become 21stcentury professionals should be considered. Course revisions to support more specialized content for Music Therapy students are in progress. Additional review of the core undergraduate music curriculum (music theory, musicianship, piano, and music history) is needed to ensure the program is remaining dynamic and relevant. Exploration of different cores for the professional degree (Bachelor of Music) and the liberal arts degree (Bachelor of Arts/Science in Music) will continue to occur.

Program or academic unit faculty

This program is supported by 53 full-time faculty (36 TT and 17 NTT) as well as additional parttime faculty. Faculty are highly qualified music professionals (performers, practitioners, researchers, and teachers) who are committed to student success and who provide individualized attention from the audition process through graduation. TT and NTT are active in their specialized disciplines. Additional faculty expertise in areas such as music business, music technology, and popular music is needed in the School of Music.

Program goals and quality indices

Program goals and related strategic action items have been revised. There are many levels of formal and informal assessment occurring within the School of Music. The School Director, Lead Academic Advisor, and key faculty committees such as the Curriculum and Assessment Committee and Advisory Committee are actively reviewing program goals and progress towards these goals. Various data points related to admission and progress towards degree are collected. Advisors conduct exit appointments and gather valuable information from students at the end of their studies. An updated alumni survey was recently created and disseminated.

Student learning outcomes assessment plan and process

While many levels of formal and informal assessment occur within the School of Music, the process of reporting assessment outcomes can become more formalized. New processes and timelines are in progress.

Specialized accreditation

The School of Music is accredited by the National Association of Schools of Music. The last reaccreditation review was conducted in 2013. At that time, the School maintained its accreditation status and received a positive report. The next self-study process will be undertaken during the 2023-24 academic year to prepare for a scheduled Fall 2024 site visit.

Responses to recommendations resulting from the previous program review

Many recommendations from the previous program review have been or are currently being addressed. The current Fine Arts Rehabilitation Project is underway with construction bidding expected to begin soon. Faculty and students are actively studying and performing more diverse repertoire now compared to 8 years ago. Faculty have strengthened efforts to reach underserved prospective students. Programs such as the Peer Mentor Program and Music Student Wellness Day activities have been created to support student needs. The BM in Jazz Studies was successfully launched in 2018. A lack of funding for high-achieving student scholarships and for personnel to assist with admissions, marketing and publicity remains an area of concern.

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

Faculty are working to develop new teaching and mentorship strategies to support post pandemic students and learning. The proliferation of social media has accentuated the need for marketing and publicity in order to stay present in the public eye. The looming enrollment cliff, a shift in attitude towards higher education, a decline in participation in high school music programs due to the pandemic, and the national decline of students enrolled in Bachelor of Music programs will make maintaining a steady enrollment challenging in upcoming years.

Major findings of this program review self-study

The School of Music is functioning at a high level and is continuing to attract high-performing students. The School of Music's reputation as a strong teacher-training program with excellent faculty continues. Enrollment in BM programs are declining nationally, and the same holds true at ISU. The School of Music has strong retention rates, higher than both the college and university averages. The individualized attention and mentorship that faculty provide positively impact enrollment and retention. School of Music students have many opportunities to expand their personal and professional growth, through guest artist collaborations, supported professional development, supported independent studies, RSOs, community outreach programs, and more. Alumni are very satisfied with the quality of education they received in the School of Music and are finding professional success post-graduation. The School of Music should continue to improve data collection and review in support of measuring the success of program goals.

Initiatives and plans for the next program review cycle

The core curriculums of the BM sequences and BA/BS sequences do not need to align as much as they currently are, as National Association of Schools of Music standards indicate a different core emphasis between the professional degree and liberal arts degree. Additionally, a thorough review of the effectiveness and relevance of the core curriculum (particularly in music theory, aural skills, and piano musicianship) should occur at a more global level. This program review cycle has highlighted some inefficiencies and/or inconsistencies in the way in which performance based capstone projects are assessed. Additionally, a new program goal was added to the BM Assessment: "Students will develop professional skills and preparedness in navigating a career in music." The School of Music needs to consider new courses or course revisions, and assessment revisions that better support the BM program goals.

**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.M. in Music (Performance) to be in <u>Good Standing</u>.

The Academic Planning Committee congratulates the program for their efforts in completing a comprehensive self-study report. The self-study report provides a thorough review of the program that substantiates claims with insightful evidence. The program demonstrated a commendable level of inclusivity and participation in developing their self-study report. The Academic Planning Committee commended the program's efforts to use the study to revisit program goals and a commitment to incorporating diverse perspectives and feedback into the decision-making processes. The establishment of an Equity, Diversity, and Inclusion (EDI) standing committee was also

noted by the committee. The overall inclusive approach and development and utilization of various planning documents indicated a concerted effort to involve stakeholders in key programmatic decisions.

The committee recognizes the program's strong commitment to its mission and values, particularly in its approach to enrollment management and student diversity. The program's enrollment trends were analyzed with a thoughtful approach, often drilling down to the program level to identify specific areas for improvement. The committee appreciated efforts that were made to compare national data and enrollment trends to the program's enrollment. The program's recruitment efforts to connect with prospective students via tours, conferences, international engagement, and other events was noteworthy. The development of new areas such as Jazz Studies, to attract new students to the program was also recognized by the committee. The committee also applauded the program's utilization of new and emerging technologies to support teaching and student learning. The percentage of historically underrepresented students enrolled in the program increased from 22.4 percent in 2016 to 29.4 percent in 2022 which was recognized by the committee. The program's discussion of the impact of the pandemic on enrollment demonstrated a proactive approach to understanding and addressing challenges. The variety of recruitment activities and the inclusion of diverse panelists and speakers further underscored the program's commitment to student diversity and inclusivity. The committee also congratulates the program on maintaining its accreditation by the National Association of Schools of Music.

The committee noted the program's commitment to student success through a multifaceted approach that encompasses various aspects of academic and personal growth. The undergraduate peer mentor program and strong student retention that oftentimes exceeded 80 percent was recognized by the committee. The committee also congratulated the program on the hosting of a Fall Wellness Day, securing a PIE grant, Annual Red Note, community engagement, multiple RSOs, and the integration of EDI and student success initiatives within the program's strategic plan. Average group class sizes averaged approximately 15 students per class, promoting opportunities for individualized attention. The emphasis on transparency and honest reflection was also recognized by the committee. Overall, the program's strategic initiatives, including the peer mentoring program and the String project, suggest a holistic approach to student development.

The committee commends the program's curricular efforts during the previous eight years. Nine new courses were added since the last program review and revisions to three other courses were also noted. The committee appreciated the program's efforts to create the Bachelor of Musich in Jazz Studies in 2018 and changing the Bachelor of Music in Composition from one to three sequences (Traditional, New Media, and Theory Emphasis). Additionally, the committee applauds the program's work to infuse elements of EDI into its curriculum, reflecting a commitment to providing a diverse and inclusive learning environment. The committee also noted the clear links between the program's strategic plan and curricular work. The committee praised the program's forward-thinking approach, demonstrating a commitment to meeting the evolving needs of its students.

The program has made commendable progress in developing a quality assessment plan. The committee congratulates the program on the progress made and encourages continued work in this area. Changing the Curriculum Committee to the Curriculum and Assessment Committee was noted by the committee as an example of the program's commitment to assessment. The committee noted the program's transparency in the work being done in this area and a commitment to improvement by acknowledging that the previous assessment plan was not effective, and the efforts being made to improve the plan. The committee recognized the program's willingness to adapt and improve as a positive sign of the program's commitment to ensuring quality education for its students.

The committee applauded the breadth and scope of scholarship and creative activity being done by the program's faculty. The program has made noteworthy strides in tracking faculty engagement in scholarship and professional development, especially considering its relatively recent adoption of digital measures. The committee also noted the faculty's professional development efforts across a variety of classroom management and discipline specific topics.

Several individual faculty-led alumni engagements and tracking experiences were identified by the committee. Additionally, several informal methods of connecting with program alumni were also noted by the committee, including Facebook, Instagram, invitations to campus, and networking through professional associations. The committee congratulates the program on reintroducing the alumni survey completed in spring 2023.

<u>**Follow-Up Report.**</u>
Assessment plan. The Academic Planning Committee recognizes the program's work to improve and update their previous assessment plan. The committee recommends the program submit a follow-up report to update the committee on the continued progress made with the assessment plan. The committee recommends the program continue working University Assessment Services in the implementation and ongoing refinement of the plan that will provide the program with useful information that can guide future planning efforts. This follow-up report also serves as an opportunity for the program to celebrate achievements and showcase the improvements and provide updates to initiatives outlined in the self-study report. Providing updates on the implementation of these new initiatives and providing clearer distinctions between the B.A., B.S. in Music (Liberal Arts) and the B.M. in Music (Performance) is recommended by the committee. The committee asks the program to submit a revised assessment plan to the Office of the Provost by August 15, 2026.

<u>**Recommendations.**</u>
The Academic Planning Committee appreciates the work of the B.M. in Music (Performance) faculty and staff in developing this self-study report. Overall, the report was well-written, thorough, and provided insightful information about the program's current initiatives and future plans. The committee congratulates the B.M. in Music (Performance) program on a successful eight years.

In addition to the program's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2031.

Encourage additional student engagement in the self-study process. The committee recommends the program consider further engaging students in the planning processes. While the program has demonstrated inclusivity in various aspects, involving students more actively in decision-making efforts could further enhance the program's overall participatory culture and provide valuable insights and perspectives that may not otherwise be considered.

Formalize enrollment management, recruitment, and retention efforts. The program noted enrollment declines in some areas. In addressing these declines, the committee recommends the program consider how to efficiently and effectively support recruitment and manage enrollment and retention efforts. Consistent and regularly scheduled monitoring of enrollment, recruitment, and retention data at the program-level is encouraged. The committee noted several faculty-led recruitment and retention efforts being done within the program. Given the time and energy required to these recruitment and retention activities, the committee suggests the program consider the development of a recruitment and retention plan. A formal recruitment and retention plan could help the program maximize efficiency and effectiveness of the work currently being done in these important areas.

Continued review of curriculum. The committee applauds the program's ongoing commitment to its curriculum. The committee recommends the program continue to review the curriculum and make revisions when needed. The committee encourages the committee to provide additional information in future reports on why curriculum changes are made.

Consider faculty composition. The committee noted larger numbers of NTT faculty teaching many courses. While this was not necessarily identified as a concern by the committee, a rationale or discussion of these ratios in future reporting is encouraged by the committee.

Continue study abroad experiences. The committee applauds the study abroad efforts within the program. In supporting these experiences, the committee recommended the program consider a rotational schedule of these course offerings. Other strategies to support these experiences might be to consider how the college could support student travel.

Continue alumni engagement efforts. Several informal and formal alumni engagement activities that were led by various faculty were highlighted in the self-study report. The committee applauds the program's faculty for their work in supporting these high-impact experiences. The committee suggests the program may want to increase

efficiency and possible resource sharing in this area by establishing a working group/committee to organize and promote these experiences.

Continue monitoring of aspirational programs. The committee appreciates the program's review of aspirational programs within the self-study report. The committee encourages the program to continue working on the actions identified in its review of the aspirational programs and the continued monitoring of these aspirational programs for insight into possible future needs or initiatives. In reviewing these aspirational programs, the committee also recommends the program closely monitor any discipline-specific changes such as composer diversity (lack of), shifts in the field, etc.

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 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 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.

REVIEW OF THE MASTER OF MUSIC (M.M.)

Classification of Instruction Programs (CIP) Code: 50.0901
Music, General

OVERVIEW

The **M.M. in Music** program at Illinois State University is housed in the School of Music within the Wonsook Kim School of Art. The School of Music houses four degree programs and a graduate certificate program: a B.A. or B.S. in Music (Liberal Arts), B.M. in Performance (Music), a B.M.E. in Music Education, and M.M in Music. In addition, the school offers a minor in Music. Students enrolling in the **M.M., in Music** select from the following sequence options: Collaborative Piano, Composition, Conducting, Jazz Performance, Music Therapy, Performance, and String Pedagogy.

Enrollment, Fall Census Day, 2015-2022
M.M. in Music, Illinois State University
First Majors Only

	2015	2016	2017	2018	2019	2020	2021	2022
Collaborative Piano sequence	4	3	3	2	1	3	3	3
Composition sequence	3	4	4	3	3	5	8	4
Conducting sequence	4	2	4	6	6	5	7	4
Jazz Performance sequence				1		1	2	2
Music Therapy sequence	21	25	23	23	22	13	13	13
Performance sequence	33	27	27	22	27	29	22	20
String Pedagogy sequence					1	2	4	4
Total	66	61	61	57	60	58	59	50

Degrees Conferred, Graduating Fiscal Year, 2015-2022
M.M. in Music, Illinois State University
First Majors Only

	2016	2017	2018	2019	2020	2021	2022	2023
Total	23	26	18	27	20	28	22	23

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

Self-study process

The School of Music actively gathered faculty input on program goals and assessment methods between May 2022 – May 2023. These discussions took place in full faculty meetings (including two full-day retreats), in Advisory Committee meetings, and in Curriculum and Assessment Committee meetings. Additionally, the Director of the School of Music formed an ad hoc committee to work on Program Review, consisting of two faculty members and

the Lead Academic Advisor. This committee met with many subgroups of faculty to dig into program goals and assessment methods, such as: theory faculty; musicology faculty; performance faculty; and ensemble directors. Also, an updated alumni survey was created and disseminated during this time. Collected discussion points and data were compiled during Summer 2023 for the presentation of program review material Fall 2023.

Program curriculum

The Master of Music sequences in the School of Music are generally similar to our comparator programs. This is likely due to standards and guidelines presented by the National Association of Schools of Music. New courses have been created to support the new MM in Jazz studies degree and the new MM in String Pedagogy degree. A graduate-level course in building entrepreneurial skills should be added. Course revisions to support more specialized content for Music Therapy students are in progress. The entrance and exit requirements for the different MM sequences should continue to be reviewed and refined; they do not need to match as much as they have in the past. Some new courses, such as "Race, Gender, and Identity in American Music" and "Applied Music: Electronic Instruments" have been added to the graduate curriculum to expand areas of study.

Program or academic unit faculty

This academic unit is supported by 53 full-time faculty (36 TT and 17 NTT) as well as additional part-time faculty. A large majority of faculty teach both undergraduate and graduate-level courses. Faculty are highly qualified music professionals (performers, practitioners, researchers, and teachers) who are committed to student success and who provide individualized attention from the audition process through graduation. TT and NTT are active in their specialized disciplines. Additional faculty expertise in areas such as music business, music technology, and popular music is needed in the School of Music.

Program goals and quality indices

Program goals and related strategic action items have been revised. There are many levels of formal and informal assessment occurring within the School of Music. The School Director, Lead Academic Advisor, and key faculty committees such as the Curriculum and Assessment Committee and Advisory Committee are actively reviewing program goals and progress towards these goals. Various data points related to admission and progress towards degree are collected. An updated alumni survey was recently created and disseminated.

Student learning outcomes assessment plan and process

While many levels of formal and informal assessment occur within the School of Music, the process of reporting assessment outcomes can become more formalized. New processes and timelines are in progress.

Specialized accreditation

The School of Music is accredited by the National Association of Schools of Music. The last reaccreditation review was conducted in 2013. At that time, the School maintained its accreditation status and received a very positive report. The next self-study process will be undertaken during the 2023-24 academic year to prepare for a scheduled Fall 2024 site visit.

Responses to recommendations resulting from the previous program review

Many recommendations from the previous program review have been or are currently being addressed. The current Fine Arts Rehabilitation Project is underway with construction bidding expected to begin soon. Faculty and students are actively studying and performing more diverse repertoire now compared to 8 years ago. Programs such as the Graduate Student Welcome Week event and Music Student Wellness Day activities have been created to support student needs. The MM in Jazz Studies was successfully launched in 2018. A lack of funding for high achieving student scholarships and assistantships and for personnel to assist with admissions, marketing and publicity remains an area of concern.

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

Faculty are working to develop new teaching and mentorship strategies to support post pandemic students and learning. The proliferation of social media has accentuated the need for marketing and publicity in order to stay present in the public eye. The national decline in students pursuing a Master of Music degree, a shift in attitude towards higher education, a decline in participation in high school music programs due to the pandemic, and the national decline of students enrolled in Bachelor of Music programs will make maintaining a steady enrollment challenging in upcoming years.

Major findings of this program review self-study

The School of Music generally is functioning at a high level and is continuing to attract high performing students. The School of Music's reputation as a strong teacher-training program with excellent faculty continues. Enrollment in MM programs are declining nationally, and the same holds true at ISU. The School of Music could consider several graduate certificate options which may increase enrollment. The individualized attention and mentorship that faculty provide positively impact enrollment and retention. School of Music students have many opportunities to expand their personal and professional growth, through guest artist collaborations, supported professional development, supported independent studies, RSOs, community outreach programs, and more. Alumni are generally very satisfied with the quality of education they received in the School of Music and are finding professional success post-graduation. The School of Music should continue to improve data collection and review in support of measuring the success of program goals. The entrance and exit requirements for the different Master of Music sequences should continue to be reviewed and revised appropriately.

Initiatives and plans for the next program review cycle

The School of Music will continue to revise its program assessment plans (particularly in how goals are measured), with special attention given to the fifth (and new) program goal related to collaboration and professionalism. An exit survey for graduate students will be created, as well as an implementation plan for the survey. Further curricular revisions for the music therapy degree (impacting students enrolled in the undergraduate equivalency program) are planned, and the impact in student learning as a result of these changes will be monitored. The School of Music will consider building certificate options that are unique to ISU and match our institution's mission and goals. These may include certificates in piano pedagogy (which could also lead to a MM in Piano Pedagogy), theory pedagogy, music technology, and/or woodwind specialist. Faculty will continue recent work to revise the MM entrance and exit requirements. This may include new remediation options and fewer, different, and/or clearer exit options.

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

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Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Master of Music (M.M.) to be in <u>Good Standing</u>.

The Academic Planning Committee congratulates the program for their efforts in completing a comprehensive self-study report. The self-study report provides a thorough review of the program that substantiates claims with insightful evidence. The program demonstrated a commendable level of inclusivity and participation in developing their self-study report. The Academic Planning Committee commended the program's efforts to use the study to revisit program goals and a commitment to incorporating diverse perspectives and feedback into the decision-making processes. The establishment of an Equity, Diversity, and Inclusion (EDI) standing committee was also noted by the committee. The overall inclusive approach and development and utilization of various planning documents indicated a concerted effort to involve stakeholders in key programmatic decisions.

The committee recognizes the program's strong commitment to its mission and values, particularly in its approach to enrollment management and student diversity. The program's enrollment trends were analyzed with a thoughtful approach, often drilling down to the program level to identify specific areas for improvement. Overall enrollment in the program experienced modest fluctuations going from 75 students in 2016 to 67 in 2022. At the sequence

level, enrollment within M.M. Education increased from 14 students in 2016 to 17 in 2022 while the M.M. sequence decreased from 61 students in 2016 to 50 students in 2022. The committee appreciated efforts that were made to compare the program's enrollment trends to those at the national level. The committee applauded the program's year-round recruitment efforts to connect with prospective students via various advertisements, tours, conferences, international engagement, and graduate assistantship and scholarship opportunities. The percentage of historically underrepresented students enrolled in the program increased from 18.0 percent in 2016 to 24.0 percent in 2022 which was recognized by the committee. The program's discussion of the impact of the pandemic on enrollment demonstrated a proactive approach to understanding and addressing challenges. The variety of recruitment activities and the inclusion of diverse panelists and speakers further underscored the program's commitment to student diversity and inclusivity. The committee also congratulates the program on maintaining its accreditation by the National Association of Schools of Music.

The program's efforts to support student success were also recognized by the committee. The committee noted the program's commitment to student success through a multifaceted approach that encompassed various aspects of academic and personal growth. The committee also commended the program on establishing strong faculty-graduate student mentored relationships, such as supporting a graduate student who received second place in the 2023 "Three-Minute Thesis" competition as well as another student who received the Fulbright in 2020. The emphasis on transparency and honest reflection was also recognized by the committee. Overall, the program's strategic initiatives, including the peer mentoring program and the String project, suggest a holistic approach to student development.

The committee acknowledges the program's curricular efforts during the previous eight years. Two new degrees, M.M. in String Pedagogy and M.M. in Jazz Studies, were added since the last review. Adjustments to the exit requirements for the M.M. in Composition were also noted as well as the addition of ten new courses. Additionally, the committee applauds the program's work to infuse elements of EDI into its curriculum, reflecting a commitment to providing a diverse and inclusive learning environment. The committee also noted the clear links between the program's strategic plan and curricular work. The committee praised the program's forward-thinking approach, such as the online micro-credentialing discussions, demonstrating a commitment to meeting the evolving needs of its students.

The program has made commendable progress in developing a quality assessment plan. The committee congratulates the program on the progress that has made and encourages continued work in this area. Changing the Curriculum Committee to the Curriculum and Assessment Committee was noted by the committee as an example of the program's commitment to assessment. The committee noted the program's transparency in the work being done in this area and a commitment to improvement by acknowledging that the previous assessment plan was not effective, and the efforts being made to improve the plan. The committee recognized the program's willingness to adapt and improve as a positive sign of the program's commitment to ensuring quality education for its students.

The committee applauded the breadth and scope of scholarship and creative activity being conducted by the program's faculty. The program has made noteworthy strides in tracking faculty engagement in scholarship and professional development, especially considering its relatively recent adoption of digital measures. The committee also noted the faculty's professional development efforts across various classroom management and discipline-specific topics.

Several individual faculty-led alumni engagements and tracking experiences were identified by the committee. Additionally, several informal methods of connecting with program alumni were also noted by the committee, including Facebook, Instagram, invitations to campus, and networking through professional associations. The committee congratulates the program on reintroducing the alumni survey completed in the spring of 2023.

Follow-Up Report.
Assessment plan. The Academic Planning Committee recognizes the program's work to improve and update their previous assessment plan. The committee recommends the program submit a follow-up report to update the committee on the continued progress made with the assessment plan. The committee recommends the program continue working with University Assessment Services in the implementation and ongoing refinement of the plan that will provide the program with useful information that can guide future planning efforts. This follow-up report also serves as an opportunity for the program to celebrate achievements, showcase improvements, and provide

updates to initiatives outlined in the self-study report. Providing updates on the revised assessment plan and other new initiatives is recommended by the committee. The committee asks the program to submit a revised assessment plan to the Office of the Provost by August 15, 2026.

Recommendations.

The Academic Planning Committee appreciates the work of the M.M. faculty and staff in developing this self-study report. Overall, the report was well-written, thorough, and provided insightful information about the program's current initiatives and future plans. The committee congratulates the M.M. program on a successful eight years.

In addition to the program's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2031.

Encourage additional student engagement in the self-study process. The committee recommends the program consider further engaging students in the planning and self-study processes. While the program has demonstrated inclusivity in various aspects, involving students more actively in decision-making efforts could further enhance the program's overall participatory culture and provide valuable insights and perspectives that may not otherwise be considered. Other possible strategies include sharing a draft of the self-study to various stakeholder groups for feedback prior to submission and regular reviews of the self-study and report during planning meetings such as the faculty-staff retreat.

Formalize enrollment management, recruitment, and retention efforts. The program noted enrollment declines in some areas such as the Music Therapy sequence. In addressing these declines, the committee recommends the program consider how to efficiently and effectively support recruitment and manage enrollment and retention efforts. Consistent and regularly scheduled monitoring of enrollment, recruitment, and retention data at the program-level is encouraged. The committee noted several faculty-led recruitment and retention efforts being done within the program. Given the time and energy required to these recruitment and retention activities, the committee suggests the program consider the development of a recruitment and retention plan. A formal recruitment and retention plan could help the program maximize efficiency and effectiveness of the work currently being done in these important areas.

Continued review of curriculum. The committee applauds the program's ongoing commitment to its curriculum. The committee recommends the program continue to review the curriculum and make revisions when needed. The committee encourages providing additional information in future reports on why curriculum changes are made. The committee also suggests the program consider possible ways to improve efficiency across the number of sequences. Consideration of an accelerated M.M. program is also recommended by the committee. The committee also encourages the program to consider the purpose of two semesters of the faculty-led ensemble requirement for graduate assistants.

Consider faculty composition. The committee noted larger numbers of NTT faculty teaching many courses. While this was not necessarily identified as a concern by the committee, a rationale or discussion of these ratios in future reporting is encouraged.

Continue study abroad experiences. The committee applauds the study abroad efforts within the program. In supporting these experiences, the committee recommended the program consider a rotational schedule of these course offerings. Other strategies to support these experiences might be to consider how the college could support student travel.

Continue alumni engagement efforts. Several informal and formal alumni engagement activities that were led by various faculty were highlighted in the self-study report. The committee applauds the program's faculty for their work in supporting these high-impact experiences. The committee suggests the program may want to increase efficiency and possible resource sharing in this area by establishing a working group/committee to organize and promote these experiences.

Continue monitoring of aspirational programs. The committee appreciates the program's review of aspirational programs within the self-study report. The committee encourages the program to continue working on the actions identified in its review of the aspirational programs and the continued monitoring of them for insight into possible future needs or initiatives. In reviewing these aspirational programs, the committee also recommends the program closely monitor any discipline-specific changes such as composer diversity (lack of), shifts in the field, etc.

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 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 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.

REVIEW OF THE CENTER FOR CHILD WELFARE AND ADOPTION STUDIES

Classification of Instructional Program (CIP) Code: 90.4407
Research and Service Center: Social Work

OVERVIEW

The Center for Child Welfare and Adoption Studies (hereinafter the "center") at Illinois State University was founded in 1998 as the Center for Adoption Studies. The center was established in response to a request from the Illinois Department of Children and Family Services (IDCFS) for assistance from the School of Social Work at the University in evaluating child welfare outcomes in the state. In May 1999 Illinois Board of Higher Education (IBHE) staff approved a request from the University for temporary (five-year) IBHE recognition of the center and its partnership with IDCFS. From that initial partnership, the Center for Adoption Studies became known as the primary research unit within the state of Illinois charged with studying the impact of adoption on children in the foster care system. Recognizing the long-term contributions of the center in the areas of public policy and applied research, the IBHE approved a University request for permanent recognition of the center in June 2005.

Since its initial work regarding adoption in Illinois, the mission of the center has broadened beyond adoption research to examine the full range of child welfare-related scholarly and programming initiatives including foster care, child and family well-being, educational outcomes for vulnerable youth, and culturally-responsive child welfare practice. The Center examines child welfare and adoption scholarly inquiries on a national and international scale. In keeping with this evolution of mission, the center name was changed from the Center for Adoption Studies to the Center for Child Welfare and Adoption Studies effective October 15, 2015. The mission of the center was also revised to read: *The Center for Child Welfare and Adoption Studies promotes culturally-grounded, empirically-based research and policy that informs child welfare and adoption practice and improves child and family well-being at the local, state, and national level.* The center's objectives are:

Goal 1: Initiate, implement, and disseminate culturally grounded, applied research and practice innovations that inform public policy and advances child welfare and adoption knowledge.

Goal 2: Provide research, leadership, innovation, and professional development to advance child and family well-being.

Goal 3: Provide a laboratory for students and University faculty that enables them to engage in research, teaching, programming, and service learning related to child welfare service, adoption practice, and access to higher education.

Goal 4: Engage collaboratively with educators, practitioners, researchers, and policy makers to promote child and family well-being with a special focus on vulnerable and marginalized populations.

Goal 5: Serve as a source of information and resources for local, national, and international human service leaders and higher education stakeholders who are charged with addressing pressing issues within our society.

The Center for Child Welfare and Adoption Studies is one of two known higher education research centers in the nation that produces an inclusive spectrum of adoption and child welfare research, programming, and policy analyses. This is the third full review of the center since it was granted permanent center status.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Introduction and overview

The Center for Child Welfare and Adoption Studies is a grant-funded unit operating under the School of Social Work within the College of Arts and Sciences at the University. The School provides administrative support through clerical assistance, payment processing, budget tracking, and website maintenance. A tenured social work faculty member serves as the Center's director, overseeing administrative needs, strategic planning, initiative development and implementation, external funding efforts, and assessment. The Center staff comprises full-time faculty with expertise in areas such as child welfare, adoption, child development, family communication, education policy, organizational development, and culturally responsive practices. While the director coordinates

the Center's initiatives, other faculty members from the School of Social Work or across the University often contribute to the implementation. Known as "faculty affiliates," they may serve as principal investigators, co-principal investigators, or contracted faculty for Center projects. These affiliates agree to uphold the Center's mission and goals, complying with the specific expectations of the associated funding sources.

The Center promotes inclusive excellence, with 5 out of 9 faculty/staff from underrepresented groups during 2017-2023. Each of the externally funded initiatives focused on addressing systemic barriers for underserved communities. In 2018, a partnership with Management Development International broadened the Center's scope to provide training and professional development to post-colonial developing nations in Africa and the Caribbean implementing social safety models.

The Illinois Permanency Enhancement Project (PEP) is one of the central projects of the center. PEP originated in 2008 as a collaborative effort among the Illinois Department of Children and Family Services (IDCFS), the IDCFS African American Advisory Council, the Illinois African American Family Commission, and the Center. Driven by concerns over the overrepresentation of African American children in the child welfare system and the need to enhance family permanency and child well-being among DCFS-involved families, the initiative expanded statewide in FY08. Throughout this FY24 reporting period, university partnerships between IDCFS, Illinois State University, Southern Illinois University Edwardsville, the University of Illinois at Chicago, and Northern Illinois University continued. Notably, funding for this initiative more than doubled in FY23 compared to the previous year.

First Star Academy is a national initiative founded in 1999 to improve the lives of child victims of abuse and neglect through college preparation programs delivered by partner organizations. Since the prior program review, the Center for Child Welfare and Adoption Studies has partnered with First Star Academy to provide college readiness services for a cohort of Central Illinois high school students associated with the foster care system. Services include academic enrichment through courses taught by university faculty, life skills training, and mentoring by university students affiliated with the center.

The Child Welfare Training Academy at the Illinois State University is in the initial planning stages of a 36-month contract with the Illinois Department of Children and Family Services (DCFS) from July 1, 2023, through June 30, 2026. As required by Illinois PA 99-0348, which mandates DCFS to develop a Child Protection Training Academy for Child Protective Investigators and their supervisors, the University will serve as the central Illinois site for the following purposes:

- Developing simulation training content for investigations, intact and permanency workers, and supervisors on recognizing and responding to child abuse and neglect, focused on DCFS needs.
- Establishing and delivering cultural competency training to ensure DCFS's response to families and children of color includes culturally responsive services.
- Establishing simulation labs with mock environments (homes, medical facilities, courtrooms, interview rooms) for simulated training.
- Assisting DCFS in establishing minimum competency standards for certification, aligned with DCFS practices through the Office of Learning and Professional Development.

Through the Lifebook Work with Children project, the center provides Lifebook workshops, services to children and families, and training materials to child welfare practitioners. Lifebooks are documents comprised of pictures, stories, and artifacts organized chronologically to preserve a child's major life events. Lifebooks can be used as a therapeutic tool to help youth integrate past experiences with their present circumstances in a healthy and constructive manner.

Accomplishments since the prior program review

Expanded funding sources. Externally funded research and programming initiatives during this program review period (2017-2023) are as follows:

- The Illinois Department of Children and Family Services (IDCFS) *Office of Education and Transition Services* (First Star Academy- Avant/Houston)
- The National First Star Academy Foundation (First Star Academy- Avant/Houston)
- Give Something Back Foundation (First Star Academy- Avant/Houston)
- The Illinois Department of Children and Family Services (IDCFS) *Office of Racial Equity Practice* (Illinois Permanency Enhancement Project- Houston)
- The Illinois Department of Children and Family Services (IDCFS) *Office of Learning and Professional Development* (Child Protection Training Academy- Houston/Mann)

In addition to funded projects, the Center has established non-funded service-related partnerships and initiatives with the following organizations:

- Management Development International (MDI)- *ISU Office of International Engagement* – International Professional Development for non-profit administrators and governmental officials from Ghana and Haiti (Houston/Harris)
- Illinois Court Appointed Special Advocates (CASA)- Diversity training and Foster Parent and CASA volunteer Lifebook training (Houston)
- Illinois Black Administrators in Child Welfare Leadership Institute - Professional Development for emerging child welfare professionals and administrators (Burns/Houston/Mann)

Media presentations/interviews. Successful efforts to expand center research and programming have resulted in positive media coverage and increased visibility for the center. Center initiatives have been featured by the local, state, and national media. Below is a selection of recent media coverage:
- WGLT Radio Interview- The Exonerated Five (Houston, 2023)
- NBC universal-How adoption agencies are responding to Roe v. Wade (Houston, 2022)
- WGLT Radio Interview- "Opportunity for Change at State's Child Welfare Agency" (Houston, 2019)
- Glamour Magazine National Podcast- "Broken Harts" (Houston, 2018)
- U.S. News and World Report: Illinois State University Pursues College for Foster Youths (May 2017)
- The Pantagraph: ISU program to put foster youths on path to college (May 2017)

Expanded student research and learning opportunities. The Center has re-established itself as a fully operational learning laboratory for students who serve as paid and unpaid research assistants, interns, and volunteers. Center faculty members have overseen student research, internship, or employment opportunities since the prior program review, nearly half involving students from traditionally underrepresented groups.

Engagement in interdisciplinary partnerships with other units at Illinois State University. In line with Illinois State's goal to increase interdisciplinary partnerships, the Center for Child Welfare and Adoption Studies is currently engaged in several collaborations that exemplify interdisciplinary faculty research and programming partnerships. Partnerships across campus include:

Research
- School of Communication: Dr. Aimee Miller Ott (Co-PI for Spenser Foundation FAYS II research and publication) 2015-2021
- Family and Consumer Science: Dr. Ani Yazedjian (First Star Academy and Care4U joint research and youth life skills programming) Implemented in 2018.
- Psychology: Dr. Brea Banks served as data analyst for the PEP initiative (2018-2020)
- School of Teaching and Learning: Dr. Steve Mertens serves as data analyst for the PEP initiative (2020-present)

Programming
- University College: Dr. Jamillah Gilbert (Asst Director, First Star Academy, 2018-2021)

- Educational Administration & Foundations: Dr. Venus Evans-Winter (First Star Academy Faculty Instructor) summer 2017
- Special Education: Jamillah Gilbert (First Star Academy Program Coordinator) spring/summer 2017
- University College/Visor Center: Dr. Amelia Noel-Elkins, Amy Roser, Christa Platt, Pam Ambrose (First Star Academy Academic Prep workshops) summer 2017
- University College: Amy Roser: (Youth in Care Scholars Network annual fall reception) 2015-present
- Student Counseling Services: Dakesa Pina, Ph.D., and Jillian Richardson, Psy.D. (First Star Academy Life skills Workshops) summer 2017

Assessment

The Center for Child Welfare and Adoption Studies assesses performance projections through the use of its revised logic model that includes short-term, intermediate, and long-term strategic goals.

Core Components of the Center's Logic Model:
- INPUTS – What we invest: resources, contributions, investments that go into the program.
- OUTPUTS - What we do: activities, services, events and products that reach people who participate or who are targeted.
- OUTCOMES – What we accomplish: results or changes for individuals, groups, communities, organizations, communities, or systems in the short, medium and long term.
- Assumptions - The beliefs we have about the program, the people involved, and the context and the way we think the program will work and the values that guide our work.
- External Factors - The environment in which the program exists, the variety of external factors that interact with and influence the Center's actions and our ability to achieve our goals.

Resources

During this review period, the center has been supported almost exclusively by grants from external entities. Since inception of the center in 1999, external grants and contributions have totaled approximately $6.6 million. The School of Social Work continues to provide in-kind contributions in the form of facilities, administrative staff support, and faculty release time. During the current self-study period **(2017-2023)**, Center funding from external sources totaled **$2,097,839.**

Response to previous program review recommendations

Continue efforts to secure external funding. During the current self-study period, the Center has expanded its funding sources and increased funding across all programs with Center funding from external sources totaling **$2,097,839** during this self-study period**.** Moreover, in 2023, the Center welcomed a new partnership with the State of Illinois' Office of Learning and Professional Development within DCFS. This partnership involves the establishment of a Child Protection Simulation Training Center lead by the Center for Child Welfare and Adoption Studies. External funding for this renewable 3-year initiative (FY24-FY27) totals 2.5 million dollars.

Continue efforts to expand interdisciplinary partnerships. Interdisciplinary partnerships within the Center continue to expand. During the current review, faculty/staff affiliates from the school of teaching and learning, university college, and psychology have contributed to initiatives lead by the center. Additionally, the Center is pleased to have established a partnership with MDI out of The Office of International Engagement to support the development and enhancement of social safety net programs and policies that support previously colonized countries including Ghana, and Haiti. While these programs were suspended due to travel restrictions during COVID19, the center looks forward to resuming professional development activities with MDI as soon as feasible.

Continue implementing and refining the assessment plan for the Center. Due to staffing limitations and the onset of COVID, an enhanced assessment plan was unable to be implemented during the current review period. However, this continues to be a goal for the Center. Moving forward, Center faculty would welcome additional dedicated administrative resources and/or faculty release time to refine and implement a formal assessment plan with University Assessment as recommended.

Major findings of this self-study

- The Center has met expectations related to expanding and diversifying its funding sources.
- The Center has met expectations through increased interdisciplinary faculty research and program partnerships.
- The Center has exceeded expectations related to student service learning, research, and mentoring opportunities.
- The Center continues its goal to expand its national footprint through paper presentations, journal publications, media coverage, and national policy talks.
- The Center continues to require dedicated administrative support and faculty release time to address recommendations to implement a sustained and structured assessment process.

Initiatives for the next program review cycle

Looking to the future, the Center for Child Welfare and Adoption Studies will continue its goal to lead the field of child welfare through innovation, research, interdisciplinary partnerships, and student engagement. The resulting review has led us to conclude that the Center supports the core values of *Educate, Connect, and Elevate*. The Center's support of the core values also extends to the involvement of students in our work and the direct supervision and mentoring they receive along with our commitment to civic engagement. Further, the Center continues to fulfill its mission through human capital, innovation, and scholarship that supports the ideals of the Social Work discipline and the objectives of Illinois State University by preparing students and practitioners to meet the demands of a diverse, global society while adhering to the economic priorities of the State through evidence-based, cost-effective, applied research. Looking to the future, the Center has the following goals:

- Expand the dissemination of Center generated applied knowledge to include national and international publication outlets.
- Successfully launch and implement the Illinois State university Child Protection Simulation Training Center
- Attract Social Work and Interdisciplinary faculty with an interest and expertise in child and family well-being.
- Continue to support experiential learning opportunities for ISU students.
- Establish administrative support for the Center to allow for enhanced and diversified funding exploration, procurement, and program assessment.

**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 Child Welfare and Adoption Studies to be in <u>Good Standing</u>.

The Academic Planning Committee thanks the Center for Child Welfare and Adoption Studies for their efforts in completing a comprehensive self-study report. The self-study is thorough with insightful evidence provided throughout the report. The committee commends the center for engaging multiple key stakeholder groups in its planning processes. Evidence of continuous feedback from the stakeholder groups was also acknowledged by the committee. The committee applauds the establishment of an advisory board.

The center is an affiliate of the School of Social Work within the College of Arts and Sciences. The committee recognizes the center's thoughtful and well-developed organization structure that is clearly outlined by the organizational chart. The committee praised the center for the intentional alignment between their strategic plan and the university's strategic plan. A combination of long and short-term features of the center's plan have been linked to the university's *Educate-Connect-Elevate* Strategic Plan. A strong infusion of EDI-focused initiatives is

also present in the center's plan as well as their daily operations. The committee also commends the center for its interdisciplinary research efforts and the support of 65 service learning and student research projects from 2017 thru 2023.

The center's progress toward achieving its mission is grounded in five clearly written and well-developed goals. The committee notes the center's clear understanding of comparable university-based centers across the U.S. and their ability to identify, articulate, and capitalize on those qualities that make the center unique. One of these unique features is the center's research and practice innovations that are focused on community-engagement and EDI. The committee praises the center for its work in this area, including the professional development services provided within Africa and the Caribbean through a partnership with Management Development International (MDI) and the Office of International Engagement.

The committee notes the revised logic model that is utilized to assess the center's performance projections. The committee notes a clear alignment between the center's strategic plan and the goals within the logic model. The logic model includes a mix of nine short, intermediate, and long-term strategic goals that are assessed across five different areas: inputs, outputs, outcomes, assumptions, and external factors. The committee commends the center for its tracking of the outcome status of each of these goals.

The committee congratulates the center for securing and maintaining the annually renewable grant from the DCFS Office of Education and Transition Services since 2017. The committee also praises the center's annual securement and maintenance of renewable funding obtained from the Illinois Permanency Enhancement Project since FY 2007. The committee notes the sharp increase in funding received for this grant in FY 2023. The center's international work is also noteworthy. The committee acknowledges the center's links between their resources and accomplishments. The center's marketing efforts were also applauded by the committee.

Recommendations.
The Academic Planning Committee appreciates the work of the Center for Child Welfare and Adoption Studies staff in developing this self-study report. Overall, the report was well-written, thorough, and provided insightful information about the center's current initiatives and future plans. The committee congratulates the Center for Child Welfare and Adoption Studies on a successful four years.

In addition to the center's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2028.

Maintain alignment with university strategic plan. The committee commends the center on its alignment with the university's strategic plan. As the university updates its strategic plan during the next review period, these efforts should be continued.

Continue engaging in the analysis of comparator programs. As the center and its services continue to grow, the committee recommends the center consider identifying additional comparators to review. The committee encourages the center to complete in-depth examinations of these larger comparator programs during its next review cycle and future strategic plan discussions.

Continue implementing and refining the center's assessment plan. The committee applauds the center's assessment targets and reporting of the outcomes of these targets. The committee encourages the center to continue its efforts to collect and utilize this data for in its future planning activities. Tracking of these outcomes might also provide insight or support for additional funding opportunities.

Continue seeking funding opportunities. The committee congratulates the center on securing ongoing external funding to support its programming and services. The committee also notes the center's efforts to apply for and obtain additional funding. The committee encourages the center to continue its pursuit of additional internal and external funding opportunities to support the continued growth of its services. The committee suggests the center seek additional feedback from various sources when submitting or receiving feedback from their smaller grant

applications. The feedback could be used to strengthen future applications. Working with Research and Sponsored Programs is also encouraged.

REVIEW OF THE MARY AND JEAN BORG CENTER FOR READING AND LITERACY

Classification of Instruction Programs (CIP) Code: 90.1313
Research and Service Center: Teacher Education and Professional Development, Specific Subject Areas

OVERVIEW

The Center for Reading and Literacy at Illinois State University was approved by the Illinois Board of Higher Education as a state-recognized research and service center on October 2, 2001. In 2008 Jean Borg endowed the center, which was subsequently renamed the Mary and Jean Borg Center for Reading and Literacy in honor of Jean Borg's mother and Jean Borg's gifts to the Illinois State University Foundation. Jean Borg graduated from Illinois State Normal University in 1950 and subsequently taught junior high school science, served as a school counselor, and served as a faculty member in curriculum and instruction at the University of South Florida. The Borg Center is housed in the School of Teaching and Learning within the College of Education. This is the fourth review of the center.

The Mary and Jean Borg Center for Reading and Literacy (hereinafter "the "Borg Center") has four primary objectives or goals: to provide services to policymakers in the areas of reading and literacy, to provide services to the state of Illinois in the areas of reading and literacy, to provide services to professional educators in the areas of reading and literacy, and to support research among university faculty, university students, and members of the wider research community to broaden the understanding of reading, literacy, and literacy education. These objectives align with the mission of Illinois State in that they provide opportunities to serve university students, children in central Illinois who struggle with reading, and educators who desire to improve their instruction in reading and literacy.

There are two other IBHE recognized research and service centers concerned with literacy and/or reading in the state of Illinois; the Center for Literacy at the University of Illinois at Chicago and the Center for the Study of Reading at the University of Illinois at Urbana-Champaign. While the Borg Center is not identical to the Center for Literacy or the Center for the Study of Reading in its mission, goals, and objectives, a review of each of these enduring centers revealed projects and processes to which the Borg Center can aspire. For example, the Center for Literacy at UIC thrives through its community, state, and national partnerships and the Center for the Study of Reading demonstrates success through external funding for research. These are two major long-term goals for the Borg Center moving forward.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Introduction and overview

The self-study process was a comprehensive undertaking that involved a multi-faceted review and analysis. It encompassed an examination of existing documents and processes, including the initial unit request, endowment details, administrative and budgetary structures, current programs and initiatives, and an assessment of the Center's website. Additionally, it entailed a review of communication channels between the Center, the School of Teaching and Learning, the College of Education, and Illinois State University. Research activities were scrutinized, covering projects, protocols, participant and data management, student involvement, grant activities, and research publicity. Furthermore, the process included an analysis of data related to ongoing projects, such as community services, resource circulation, feedback from professional learning activities, faculty involvement, and website analytics. Finally, it involved an evaluation of the progress made toward the recommendations from the previous self-study report and the strategic plan goals, ensuring alignment with long-term objectives and continuous improvement.

The Director of the Borg Center, Dr. Deborah MacPhee, is an associate professor in the School of Teaching and Learning with expertise in research and teaching in the fields of reading and literacy education. She served as interim director for two years before being named permanent director in May 2019. Faculty colleagues are School of Teaching and Learning faculty who engage in the work of the Borg Center. Faculty contribute to the center in

various ways: providing professional learning opportunities, working on grant projects, and conducting research that reflects the goals and objectives of the center. The Borg Center supports the work of faculty colleagues with additional compensation, reassigned time, resources and materials, and research and writing groups. Major initiatives, past and present, undertaken by center faculty and faculty associates are briefly described below.

Accomplishments since the prior program review

A focus of the new leadership has been to establish/re-establish programs/initiatives in the Borg Center that reflect the four primary goals of the research and service unit. Following is a list of Borg Center Accomplishments since summer 2021.

Community Services.

The Center offers low-cost tutoring and literacy assessments to community members year-round. Families can optionally participate in research and authorize student data for teaching purposes, though not required for services. Authorized data is organized for faculty teaching access. The director manages these services, which continued online during COVID with reduced demand. As demand increased, trained student workers were hired as tutors, enhancing their learning and providing relevant experience. Service revenue pays student workers and purchases assessment/tutoring materials for the resource library.

The Center's resource library continues expanding, with over $4,000 raised through a Hatch project to add diverse literature. Faculty and teacher candidates utilize these resources for instruction and clinical experiences. New resources are barcoded and cataloged in Libib for easy checkout. Course instructors are informed about the space as a resource and invited for class orientations, informing university students about available resources and the Center's work. During fall and spring, a graduate assistant manages resources and assists patrons with self-checkout.

Professional Learning.

Redbird Educator Series. During COVID, the Center partnered with the College of Education to offer the Redbird Educator Series - one-hour virtual professional development webinars by faculty for preK-12 educators on literacy topics. Live sessions were recorded and posted on the Center website. The webinars, detailed in the chart with titles, facilitators, attendees, and video views, reached over 2,000 educators regionally and beyond.

Illinois Tutoring Initiative Tutor Training Modules. The Center collaborated with the Illinois Tutoring Initiative (ITI) to develop core and content training modules for Illinois tutors. Working with ITI teams, the Center director assembled a leadership team to create the core modules and identify content experts from relevant departments to develop subject-specific modules. The leadership team provided a template, reviewed all modules before publication, and ensured each module contained key components like an introduction, glossary, research overview, evidence-based techniques, summary, references, and assessment. Relevant resource packets were also included. Around 1,000 tutors have completed these modules before tutoring children in Illinois. The chart outlines module titles, video links, and creators.

America Reads partnership. The Center collaborates with the America Reads, providing literacy education professional learning to university students serving as tutors in local schools and organizations. Each semester, tutors attend mandatory workshops conducted by Center faculty in small groups. The Center offers new literacy content based on the America Reads Director's feedback. These America Reads tutors support K-12 students.

Non-tenure track faculty workshops. The Center partners with the School of Teaching and Learning to provide professional learning sequences for non-tenure track (NTT) faculty. Developed collaboratively based on effective professional learning research, the sequences include a pre-semester 3-hour workshop and three follow-up conversations during the semester. Anonymous feedback informs NTT faculty's professional development needs. School faculty are surveyed periodically to identify expertise and interest in facilitating NTT sequences. The chart shows data on NTT professional development since the last self-study.

Policy Connections. The Borg Center is becoming more involved with policy as it relates to literacy teaching and learning in Illinois.

Illinois Association of Colleges for Teacher Education (IACTE). The Center's director serves on a IACTE committee of higher education literacy faculty. The committee discusses proposed reading/literacy policies, attends stakeholder meetings, and provides a collective higher ed voice to policymakers and agencies like the Illinois State Board of Education (ISBE). Recently, committee members participated as experts in ISBE's 2022 Illinois Literacy Summit, engaging in discussions that contributed to passing a policy requiring ISBE to develop a comprehensive state literacy plan. The committee is now contributing to writing and reviewing this plan.

Policy liaison. The Borg Center director serves as a policy liaison to the School of Teaching and Learning and College of Education by keeping relevant stakeholders informed of policy proposals that have the potential to impact literacy teacher education and/or preK-12 literacy education.

Special Projects. On occasion, the Borg Center committee recognizes a need or sees an opportunity to initiate work that is not part of the annual plan. These opportunities are designated as special projects. Recent projects include:

- Kids are always learning infographic - Created by Center faculty during COVID, highlighting home learning activities aligned with state standards and providing related resources. Available on the Center website with nearly 5,000 views.
- Guest speaker - Virtual event in November 2022 featuring author Cornelius Minor on the topic "What School Is and What We Can Make It," with around 150 participants from the university community.
- Foundational reading video series - Five short videos produced by University Marketing and Communications featuring literacy faculty addressing questions on literacy topics like foundational reading skills, writing support, and diverse texts, made public on the Center website.
- Student projects - The Center now provides opportunities for teacher candidates to create resources like videos and other materials that are shared through the Center, providing authentic audiences and motivating student learning.

Research and Grant Writing Activities.
One priority of the Borg Center is to seek funding to support its current projects and programs and to initiate new projects. With goals of supporting existing projects and initiating new projects, the director of the Center has focused on research grant opportunities and partnering with faculty colleagues and other research institutions to develop proposals that reflect the mission and goals of the Center.

Cross Disciplinary Work.
The Center's director serves as a literacy expert on the Multidisciplinary Psychoeducational Assessment Service (MPAS) committee. MPAS is offered through the Psychology Department's Psychological Services Center, providing diagnostic assessments for children and adolescents with multiple functional concerns. The multidisciplinary committee includes experts from various fields who collaborate to support school psychology doctoral students managing client cases. They discuss interdisciplinary assessment results and develop recommendations collaboratively.

Student Learning.
The Center's initiatives offer multifaceted support for university students. The resource library provides teacher candidates and tutors with materials to plan and implement literacy instruction for coursework, clinical experiences, and tutoring sessions. Research projects present opportunities for undergraduate and graduate students to observe, participate in, and contribute to research teams. Data from service programs is accessible to instructors, enriching student learning in literacy courses within the School of Teaching and Learning. Student workers gain valuable experience as hired and trained tutors, applying evidence-based instructional practices. Furthermore, the Center provides professional learning for America Reads tutors, who are university students from various departments across campus.

Assessment

Assessment Strategies and Methods

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Since the last self-study report, the process for assessing the work of the Center has continued to evolve. A School of Teaching and Learning service committee was established to advise and support the work of Borg Center. The committee meets 2-4 times per year to review data from Center programs and activities and provide feedback on the efficiency and impact of the work. The committee supports the planning and implementation of special projects that align with the strategic plan of the Center and respond to the needs of the community. The process involves accessing data from programs and initiatives and feedback from stakeholders to identify specific yearly assessment targets that move the Center toward achieving the long-term goals and objectives set forth in its strategic plan

Assessment Targets
- Targets set to assess the Borg Center's success include the following:
- Increase student involvement in research and service in the Center.
- Continue to expand the work of the Borg Center as a professional learning resource for schools and districts throughout Illinois.
- Engage literacy faculty from across the state in collaboratively producing research-based resources that address issues of literacy teaching and learning in Illinois.
- Develop research projects/partnerships that result in peer-reviewed publications that have a national impact on the field of literacy education.
- Continue to pursue external funding to support research and service projects in the Borg Center with the goal of becoming a self-sustaining unit.

Resources

The School of Teaching and Learning provides support to the Borg Center, including a reduced teaching load and summer salary for the Director, and a graduate assistant managing resources. The Director oversees an operational budget funded by services revenue, covering day-to-day operations like tutoring, assessment, student workers' wages, and supplies. Service programs have grown since the last review. The Center also has an endowment budget recently moved from the College to the School for streamlined management. This centralized budgeting approach has improved expenditure processes. The endowment funds support impactful projects like additional graduate assistants, technology acquisitions for tutoring/assessment, collaboration tools, and special initiatives like videos and guest speakers since the previous self-study.

Response to previous program review recommendations

To address the academic planning committee's recommendations from of the 2019-2020 program review, the Borg Center has continued to contribute to the academic mission of the University by involving Illinois State University students in center programs and projects, including hiring undergraduate student workers as tutors, involving graduate students in research and publications, and including students in the development of resources. Since the last program review and as a response to COVID circumstances, the Borg Center initiated the Redbird Educator Series to provide professional development webinars to Illinois State students and Illinois educators. As part of the current self-study, the director of the Center reviewed three national literacy centers for comparison and aspiration. As a result of this review, the Director concluded that the Center could improve by implementing new collaborations with community agencies, offering tutoring scholarships, and promoting community services with patron testimonials.

The Borg Center has continued to focus on diversity, inclusion, and equity by assembling a diverse faculty advisory committee, creating multimedia resources that are accessible to more people, and bringing in a guest speaker to educate faculty, students, and mentor teachers on ways to make pre-K-12 schools more equitable spaces. The assessment plan for the Borg Center has been refined to improve communication among leadership and to review planning and assessment documents more regularly in a cycle of continuous improvement. Since the last program review, the focus toward self-sustainability for the Center has been on the development of fee-for-service programs and contracting with the Illinois Tutoring Initiative to develop tutor training modules.

Major findings of this self-study

The major findings of the self-study are:

The Borg Center has continued to offer tutoring and assessment services to the community and involved more ISU students in these programs as service providers and researchers.

- The Borg Center has increased its outreach to families, educators, and policymakers through the development of multimedia resources that are accessible on the website.
- Faculty involvement in the work of the Center has increased. Faculty colleagues have been hired by the Center to provide professional learning in K-12 schools and on campus to non-tenured faculty and America Reads tutors, and to develop resources to address current policy initiatives surrounding literacy education.
- Faculty colleagues have initiated and sustained a school-university research partnership,
- A refined assessment plan to improve communication and consistency in the planning and assessments cycle for continuous improvement.
- The Center can do more to advertise programs and promote and celebrate projects and initiatives.
- Increased efforts and resources into securing external funding to support current programs and initiate new work.

Initiatives for the next program review cycle

Based on the findings from this self-study, the Borg Center will focus on the following initiatives over the next four years:

Continue to support Illinois State student learning through research and service opportunities and resource development.

- Identify external funding sources and develop and submit grant proposals to support projects that reflect the mission and goals of the Borg Center.
- Continue to initiate and foster research and service partnerships with schools and community organizations.
- Continue to refine the Center's website to increase the visibility of the Center on campus and in the community.
- Organize and/or sponsor/co-sponsor at least one public event per year to address literacy policy issues in the state of Illinois.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Mary and Jean Borg Center for Reading and Literacy to be in Good Standing.

The Academic Planning Committee thanks the Mary and Jean Borg Cener for Reading and Literacy program for their efforts in completing a comprehensive self-study report. The self-study is thorough with insightful evidence provided throughout the report. The committee notes the center's establishment of an ad hoc committee to support the development of the self-study report. Data was reviewed from various stakeholder groups, including secondary sources, feedback from professional learning activities, college faculty, website analytics, and reviews of previous self-study recommendations. The committee also commends the center's quality review of the communication structures and research activities associated with the program.

The committee notes the center's well-developed organizational structure that is clearly outlined by the organizational chart. No changes to the organizational structure were noted since the last program review. Housed within the College of Education's School of Teaching and Learning, the center was established in 2001 and endowed in 2008. The committee applauds the center's EDI efforts, including specific goals and strategies aimed at supporting faculty and students from historically underrepresented groups. The committee also notes the clear tracking and reporting of the center's outcomes and their connections to specific goals and strategies.

The committee recognizes the direct alignment between the center's mission and vision and the university's *Educate-Connect-Elevate* Strategic Plan. Evidence of the center's focus on the university's goals of enhancing strength and stability, fostering innovation, nurturing diversity and inclusion, and enriching engagement were also recognized by the committee. The center's foundational emphasis on student learning is also noteworthy with

initiatives focusing on tutoring, supporting student research projects, and professional learning for America Reads tutors who are students from departments across campus.

Since the last program review, the center established a School of Teaching and Learning service committee to provide additional support and advisement to the center. The service committee meets a few times each year to review center data and provide feedback on the center's overall efficiency and progress on various initiatives. The committee applauds the center's establishment of this committee to support its operations. The committee also notes the center's five assessment targets. Each target is clear, aligned with the center's strategic plan, and measurable.

The committee congratulates the center for a successful Hatch Fundraising Project that raised over $4,000 and resulted in an increase in the number of diverse texts. The committee also noted the establishment of a faculty advisory committee and the securement of a university grant to support a research partnership with a rural school district. Efforts to continue providing these services through COVID was also recognized by the committee. The Redbird Educator Series was also developed during COVID and involved a series of learning webinars and videos on the current state of literacy education. The committee also congratulates the center on the steady growth in tutoring services during the past five years, increasing from 28 students/families in 2019-20 to 58 students/families in 2022-23. Literacy assessment services offered by the center have also increased during this time period. The center's hiring and training of student workers to support this growth was also acknowledged by the committee. The committee praises the center for its partnership with the Illinois Tutoring Initiative in the provision of training and support for Illinois tutors that has directly impacted more than 1,000 tutors.

The committee recognizes the center's work in completing a financial risk assessment survey in 2022. The committee also noted one of the outcomes of this assessment was the movement of the center's endowment budget from the College of Education to the School of Teaching and Learning. This move appears to have improved the center's management of these financial resources and the committee encourages the center to continue monitoring the impact of this new system. The hiring of an additional graduate assistant to support the center's projects was also recognized by the committee. The committee appreciates the center's work in addressing each of the recommendations from the previous program review. The committee encourages the center continues their work in these areas while also drawing from the study's major findings and developed initiatives.

Recommendations.
The Academic Planning Committee appreciates the work of the Mary and Jean Borg Center for Reading and Literacy staff in developing this self-study report. Overall, the report was well-written, thorough, and provided insightful information about the center's current initiatives and future plans. The committee congratulates the Mary and Jean Borg Center for Reading and Literacy on a successful eight years.

In addition to the center's noteworthy efforts and accomplishments, the Academic Planning Committee provided recommendations for consideration. The committee's recommendations outlined below are to be addressed within the next regularly scheduled review cycle. Details describing the actions and outcomes associated with each of the committee's recommendations should be included in the next program review self-study report that is tentatively due October 1, 2028.

Continued review of strategic plan. The committee noted the center's strategic plan was developed in 2001. The committee recommends the center continue reviewing their planning documents and possibly consider updating their strategic plan every five to 10 years.

Further stakeholder engagement in center planning. The committee congratulates the center on its planning efforts and recommends the center consider further engaging stakeholders in the planning processes. While the center has demonstrated inclusivity in various aspects, involving additional stakeholders throughout the assessment and planning phases could further promote a participatory culture while also garnering valuable insights and perspectives that may not otherwise be considered. Possible strategies include bringing more faculty and students into the planning and self-study processes, engaging with campus partners, and obtaining input from educators in the field.

Continue implementing and refining the center's assessment plan. The committee applauds the center's assessment targets. Building upon these targets, the committee encourages the center to take the next step and begin tracking the actual outcomes of these targets. Tracking of these outcomes could provide additional planning information for the center and might also provide insight or support for additional funding opportunities.

Establish targeted growth. The center has experienced an increased demand for its services. The committee recommends the center consider establishing capacity levels or targeted growth goals to allow for more efficient and effective resource planning. The center may wish to develop a marketing plan once targeted goals for growth are established.

Continue seeking funding opportunities. The committee recommends the center consider additional internal and external funding opportunities to support the continued growth of its services. The committee suggests the center seek additional feedback from various sources when submitting or receiving feedback from their smaller grant applications. The feedback could be used to strengthen future applications. Working with Research and Sponsored Programs is also encouraged.

REVIEW OF THE CENTER FOR INSURANCE AND RISK MANAGEMENT (KATIE SCHOOL)

Classification of Instructional Program (CIP) Code: 90.5208
Research and Service Center: Finance and Financial Management Services

OVERVIEW

The Center for Insurance and Risk Management at Illinois State University was founded in 1991 as the Center for Insurance and Financial Services. The center was recognized and authorized by the Illinois Board of Higher Education in 1993. This is the sixth program review since establishment of the center.

The mission of the Center for Insurance and Risk Management at its inception was to create the finest undergraduate insurance program in the United States. Over the years the mission has been refined to articulate support for the undergraduate insurance and risk management program of the College of Business at the University and the actuarial science program of the College of Arts and Sciences. The mission statement of the Katie School as of 2024 is: *The mission of the Katie School is to attract and develop diverse risk management and insurance talent, and support life-long learning. The Katie School engages a multidisciplinary community of scholars to advance innovative, impactful research related to risk that aims to improve outcomes and benefit society."* The Vision Statement now reads: "*The Katie School seeks to expand its global recognition as a premier source for developing talent in risk management and insurance, and a repository of intellectual capital to guide the insurance industry."*

The center seeks to prepare future leaders of the insurance and risk management industry by fostering a student-centered learning environment, innovative teaching, cutting-edge applied research, and strong industry involvement with students. To reflect increasing emphasis in the programs on risk management as well as to reflect changes in terminology used in the field, the name of the center was changed from the Center for Insurance and Financial Services to the Center for Insurance and Risk Management effective December 15, 2017. The center is also known as the Katie School of Insurance and Risk Management, or the Katie School, to honor the daughter of an Illinois State alumnus. Despite its name, the Katie School does not offer credit-generating classes but instead supports academic programs administered through its cooperating units.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Introduction and overview

The Center for Insurance and Risk Management (hereinafter the "center" or the "Katie School") is administratively affiliated with the College of Business, to whose dean the Katie School director reports. The director works closely with the chairperson of the Department of Finance, Insurance, and Law, the unit through which the B.S. in Insurance and Risk Management program is offered, and the actuarial science director in the Department of Mathematics within the College of Arts and Sciences. The Katie School also financially supports and works closely with the Edmondson-Miller program in Globally Risk Management. The Katie School has two full-time staff members, a part-time research coordinator and several graduate assistants.

The Katie School pursues its mission by promoting student-centered learning and by supporting applied research conducted by faculty, students, and industry partners. The Katie School supports lifelong learning through professional development symposia, workshops, and seminars. To offer industry-relevant programs and services that engage the professional community, the Katie School is guided by an Advisory Board of Insurance Executives. The advisory board consists of industry leaders representing regional and national insurance, risk management, and financial services organizations.

Accomplishments since the prior program review

Service to students. The Katie School first and foremost supports students. That support includes direct financial aid through scholarships, delivery of curricular content, sponsorship of co-curricular activities, and assistance with internship and job placements. In service to students, comprehensive support was provided for 17 students

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participating in international externships across London, Bermuda, and Zurich. Information on industry careers was disseminated to over 1,000 students annually through classes and clubs. Ethics education reached more than 300 students each year in FIL 250 and FIL 355 insurance classes, impacting 1,935 students over five years. The Katie School listserv and website were utilized to inform students of hundreds of job opportunities and internships in the insurance sector. Efforts included identifying and coordinating 47 internships, with 17 fully funded international internships, and facilitating over 48 summer jobs. Financial assistance was extended to students attending national conferences, competitions, and industry events, along with support for local industry events in Illinois. Additionally, over 55 industry mentorships were facilitated. More than 100 industry professional presentations were arranged annually on campus, featuring young alumni in various formats such as classrooms, lunch-and-learns, workshops, and forums. A 100-hour student leadership program was conducted for 51 top students, incorporating workshops, personal assessments, and individual coaching. Financial support also covered professional exams, including 37 CPCU and 268 actuarial science exams, with individual exam costs ranging from $250 to $1,050. In 2023, expenditures for these student programs included $17,357 for international internships/externships, $11,007 for conference travel/lodging plus $7,958 for meals, $7,450 for conference registrations, $5,437 for on-campus programs, and $7,616 for industry events.

Service to the community. The Katie School has provided financial or educational resources to more than 100 high school students on campus or in Chicago and has conducted a week-long summer actuarial science program for 45 high school students from traditionally underrepresented groups.

Service to faculty and other units at the University. The Katie School provides substantial support for faculty engaged in risk management and insurance scholarship, including research and development grants, travel to academic and industry conferences, and membership dues for professional organizations. Annually, the center allocates approximately $40,000 for research grants and $22,500 for faculty development grants. Faculty editors of the Journal of Insurance Issues and the Journal of Insurance Regulation receive additional support through graduate student assistance, part-time research coordinator funding, promotional costs, travel for board meetings, and special edition expenses. Recent expenditures include $7,727 for the Associate Director's international travel, $51,381 for conference travel for six faculty members attending 16 conferences, and $2,949 for memberships and dues. The Executive Director coordinates internships for 8-10 students annually, teaches during faculty sabbaticals, and develops new curricula. From 2018 to 2023, the Executive Director taught Commercial Liability and Insurance Operations, created Risk in Society, and developed Assessing Business Risks with industry input. The Executive Director also reviews research proposals and aids in data acquisition, with an annual data budget of about $15,000

The Katie School has provided significant support to the actuarial program, providing 91 scholarships, covering 268 actuarial exam fees, and offering 5 scholarships to high school students in the summer program. The Illinois State University Actuarial Program, recognized as a Center of Actuarial Excellence, received Society of Actuaries recognition in 2022 and 2023 for University Earned Credit for four exams. In 2023, the program earned the Gold Level award from the Casualty Actuarial Society for its education and research in property/casualty insurance, largely due to the efforts of the Katie School.

Service to industry partners. The Katie School has been instrumental in promoting lifelong learning for professionals in the insurance industry. This support extends to alumni, employees of donor organizations, recent graduates entering the insurance field, and members of insurance industry associations. While most programs are offered for a fee, some are available to the public, and others are exclusively contracted with specific organizations for their members and employees. Faculty and students can participate in most of these programs at no cost. Between 2019 and 2023, these initiatives provided over 560 hours of education to more than 2,200 individuals. The Katie School offers professional development programs and training for industry practitioners. The two major ongoing programs are for the Connecting Business in the U.S. program (20 participants per year) and the Insurance Financial Regulators program (25~ participants per year). These programs generate funds for the Katie School.

Assessment

The Katie School assesses two programs, the Insurance Regulators Education program and the Redbird Risk Management High School program. Both programs are highly rated in terms of satisfaction and learning, and work to enhance the reputation of our institution.

Resources

The Katie School is funded exclusively through contributions from external entities and revenue generated through center-sponsored events. For example, the Katie School receives funding from several sources: $310,000 annually from the Advisory Board of Executives' pledges, $280,000 bi-annually from the Hall of Fame event, and $45,000 from the Golf Classic. These funds, replenished each year by the Executive and Associate Directors, support staff and program activities through foundation accounts. Other funding sources include discretionary contributions from sponsoring organizations, revenue generated through fundraising events or through professional development programming, and interest earned on center accounts. For example, current programs include Connecting Business in the U.S. ($15,000-$20,000), the Insurance Financial Regulators program ($15,000), and the Katie School Symposium/Executive Forum ($2,000). Net fees from these programs also fund staff.

In addition to foundation accounts, the Katie School has developed scholarship funding, including annual discretionary and perpetual scholarships. Of the $188,094 in total scholarships, about $82,000 was discretionary funding raised by the Executive and Associate Directors. Discretionary funding has ranged from $65,000 to $82,000 annually, while total scholarship donations have ranged from $155,000 to $188,000 over the past five years. Donations grow yearly with new organizations and scholarships, including those named after Hall of Fame Laureates, which have perpetual funding based on principal earnings.

Changes undertaken since the last program review

The Katie School added 1.5 faculty and became the coordinator for the Global Risk Management Program. This emphasizes increasing international engagement for students and faculty scholarship. A previous risk was the departure of most faculty, leaving courses uncovered and risking the institution's reputation and donor interest. This issue is now resolved - the program has full staffing, courses are available, and donor engagement has strengthened.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

The Academic Planning Committee thanks the center and its staff for their work in completing their sixth program review and appraisal of the current state of the center. Established in 1991 and authorized by the Illinois Board of Higher Education in 1993, the Center for Insurance and Risk Management (Katie School) at Illinois State University operates within the College of Business and Department of Finance, Insurance, and Law. The center is supported by two full-time staff, a part-time research coordinator, two part-time student workers, and graduate assistants. The center has a mission focused on attracting and developing diverse risk management and insurance talent and supporting? life-long learning.

The committee commends the center for its engagement of multiple stakeholder groups to support its various planning activities. The committee also notes the sound administrative structure, strong connections to the University's Strategic Plan, *Educate-Connect-Elevate*, badge programming with over 100 students participating each year, co-founding the Innovation Consulting Community and the Institute for Insurance Ethics program (both on campus), and curricular work with academic departments. The center's annual Equity, Diversity, and Inclusivity EDI event that engages 150+ people, 12 insurance agencies, 9 student organizations, and 6 industry speakers. The center's forward-looking approach with its strategic initiatives and alignment with the University's next strategic plan were also recognized by the committee.

While acknowledging the numerous strengths offered by the center, the committee has several concerns? about the current state of the center as they are presented in the self-study report. The questions raised by the committee span several areas of the center's operations including state and national comparators, the center's assessment activities, budget and resource allocation decisions, plans based on previous self-study findings, and the major findings and corresponding initiatives derived from the current self-study. Therefore, the Academic Planning Committee flags the Center for Insurance and Risk Management (Katie School) for further review. The committee recommends the Center for Insurance and Risk Management (Katie School) take the following actions and submit the following reports based on those actions.

Report Due September 1, 2025
Submit to the Academic Planning Committee via the Office of the Provost

Revise the Introduction and Overview. Although the committee commends the center for its work in articulating its administrative structure, history, mission, and vision statements, the other aspects of this section were underdeveloped. The committee recommends the center revise this section with attention given to reviewing and reflecting upon state and national comparisons and additional examination of Equity, Diversity, and Inclusivity work that has been done within the center. The current self-study examination of EDI is more externally focused. The committee suggests the center build upon this information and spend time reviewing the EDI work that is internal to the institution.

Articulate and implement a more comprehensive assessment plan for the center. The committee recommends the center explore ways to assess all of the center's activities. The self-study summarizes the assessment work of the Insurance Regulators Education and the Redbird Risk Management High School programs. The committee encourages the center to work with University Assessment Services on campus and assessment contacts within the College of Business to expand their current assessment activities to the other areas. A possible approach could be to divide the center's assessment based on service area such as "service to students" and "service to community." The committee also recommends the center take an increased focus on the utilization of their assessment data for continuous improvement.

Revisit the resources section. The committee recognizes the center's work in replenishing their financial funds on an annual basis. However, the committee requests the center provide additional clarification on the overall annual budget and processes for resource allocation decisions. Currently, the general operating budget and processes for making budgetary decisions are unclear to the committee. The provision of an abbreviated budget and corresponding budget decision-making processes are recommended by the committee.

Revise the responses to previous recommendations section. The committee notes the self-study is missing responses to a majority of the recommendations from the previous program review. The four recommendations from the previous program review include the exploration of further endowments to support the center's initiatives, continued work in establishing interdisciplinary collaborations, continued efforts to increase diversity in the profession, and refinement of the center's assessment plan. The committee requests the center revise this section and provide additional insight to their work and corresponding actions taken in response to these recommendations.

Develop the major findings section. The committee was unable to find the center's discussion of the major findings gleaned from the self-study. The committee recommends the center work to identify the major findings and possible action plans based on these findings after completing the revisions referenced in the above sections.

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 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. [40.0605]
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]
Social Work, Bachelor of (B.S.W.) [44.0701]
Social Work, Master of (M.S.W.) [44.0701]
Wonsook Kim College of Fine Arts
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)
Center for Mathematics, Science, and Technology
Center for the Study of Education Policy
Radio Station WGLT
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 Integrated Professional Development
Three-year review (progress)
English Education, M.A., M.S. [23.9999]

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)
Three-year review (progress)
Marketing Analytics, M.S. [30.7102]
Master of Public Health, M.P.H. [52.2201]

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
Three-year review (progress)
Physics, M.S. [40.0801]
STEM MBA [52.1399]

Self-studies due October 2028, Reviewed 2028-2029 Summaries Published in *Academic Plan 2029-2034*	Self-studies due October 2029, Reviewed 2029-2030 Summaries Published in *Academic Plan 2030-2035*
Eight-year review (programs)	**Eight-year review (programs)**
College of Applied Science and Technology	**College of Applied Science and Technology**
Agriculture, B.S. [01.0000]	Computer Science, B.S. [11.0701]
Agriculture, M.S. [01.0000]	Computer Systems Technology, B.S. [11.1009]
Construction Management, B.S. [52.2001]	Information Systems, B.S. [11.0103]
Engineering Technology, B.S. [15.0000]	Computer Networking, B.S. [11.0901]
Graphic Communications Technology, B.S. [10.0301]	Information Systems, M.S. [11.0103]
Technology and Engineering Education, B.S. [13.1309]	Family and Consumer Sciences, B.A., B.S. [19.0101]
Technology, M.S. [15.0612]	Fashion Design and Merchandising, B.A., B.S. [19.0901]
College of Arts and Sciences	Food, Nutrition, and Dietetics, B.A., B.S. [51.3101]
Philosophy, B.A. [38.0101]	Human Development and Family Science, B.A., B.S. [19.0701]
Psychology, B.A., B.S. [42.0101]	Interior Design, B.A., B.S. [50.0408]
Psychology, M.A., M.S. [42.0101]	Family and Consumer Sciences, M.A., M.S. [19.0101]
Clinical-Counseling Psychology, M.A., M.S. [42.2803]	**College of Arts and Sciences**
School Psychology, Specialist in (S.S.P.) [42.2805]	Biochemistry, B.S. [26.0202]
School Psychology, Ph.D. [42.2805]	Molecular and Cellular Biology, B.S. [26.0406]
College of Business	French and Francophone Studies, B.A. [16.0901]
Accountancy, B.S. [52.0301]	German, B.A. [16.0501]
Business Information Systems, B.S. [52.1201]	Spanish, B.A. [16.0905]
Accountancy, Integrated B.S./M.P.A. [52.0301A]	Spanish, M.A. [16.0905]
Accountancy, M.S. [52.1399]	**College of Business**
Finance, B.S. [52.0801]	Business Administration, Master of (MBA) [52.0201]
Risk Management and Insurance, B.S. [52.1701]	**College of Education**
Business Administration, B.S. [52.0201]	Low Vision and Blindness, M.S.Ed. [13.1009]
International Business, B.A., B.S. [52.1101]	**Mennonite College of Nursing**
Management, B.S. [52.1301]	Nursing Practice, Doctor of (D.N.P.) [51.3818]
Marketing, B.S. [52.1401]	**Four-year review (centers)**
Business Administration, Master of (MBA) [52.0201]	Center for Integrated Professional Development
Four-year review (centers)	
Center for Mathematics, Science, and Technology	
Center for the Study of Education Policy	
Radio Station WGLT	
Three-year review (progress)	
Engineering, B.S. [14.0101]	
Electrical Engineering, B.S. [14.1001]	
Mechanical Engineering, B.S. [14.1901]	

Self-studies due October 2030, Reviewed 2030-2031 Summaries Published in *Academic Plan 2031-2036*
Eight-year review (programs)
College of Applied Science and Technology
Computer Systems Technology, B.S. [11.1099]
Criminal Justice Sciences, B.A., B.S. [43.0104]
Criminal Justice Sciences, M.A., M.S. [43.0104]
Nutrition, M.S. [51.3101]
College of Arts and Sciences
Economics, B.A., B.S. [45.0601]
Applied Economics, M.A., M.S. [45.0603]
Geography, B.A., B.S. [45.0701]
History, B.A., B.S. [54.0101]
History, M.A., M.S. [54.0101]
Legal Studies, B.A., B.S. [22.0302]
Political Science, B.A., B.S. [45.1001]
Political Science, M.A., M.S. [45.1001]
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

Self-studies due October 31, Reviewed 2031-2032 Summaries Published in *Academic Plan 2025-2030*
Eight-year review (programs)
College of Applied Science and Technology
Recreation and Park Administration, B.S. [31.0301]
Public Health, M.P.H. [52.2201]
College of Business
Marketing Analytics, M.S. [30.7102]
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. [50.0899]
Creative Technologies, M.S. [50.0899]
Music (Liberal Arts), B.A., B.S. [50.0901]
Music (Performance), Bachelor of (B.M.) [50.0903]
Music, Master of (M.M.) [50.0901]
Four-year review (centers)
Mary and Jean Borg Center for Reading and Literacy
Center for Child Welfare and Adoption Studies

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.: 2030
Anthropology, M.A., M.S.: 2030
Applied Economics, M.S., M.S.: 2030
Art, B.A., B.S.: 2031
Art, M.A., M.S.: 2031
Art, B.F.A.: 2031
Art, M.F.A.: 2031
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.: 2027
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.: 2031
Communication, M.A., M.S.: 2024
Communication Sciences and Disorders, B.S.: 2025
Communication Studies, B.A., B.S.: 2024
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.: 2031
Creative Technologies, M.S.: 2031
Criminal Justice Sciences, B.A., B.S.: 2030
Criminal Justice Sciences, M.A., M.S.: 2030
Cybersecurity, B.S.: 2025
Early Childhood Education, B.S., B.S.Ed.: 2027
Economics, B.A., B.S.: 2030
Educational Administration, M.S., M.S.Ed.: 2027
Educational Administration, Ed.D., Ph.D.: 2027
Electrical Engineering, B.S. 2028 (new program progress report)
Elementary Education, B.S., B.S.Ed.: 2027
Engineering, B.S. 2028 (new program progress report)
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.: 2027
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.: 2030
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.: 2030
History, M.A., M.S.: 2030
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.: 2030
Low Vision and Blindness, M.S.Ed.: 2024 (new program progress report)
Management, B.S.: 2028
Marketing, B.S.: 2028
Marketing Analytics, M.S.: 2026 (new program progress report)
Mass Media, B.A., B.S.: 2024
Mathematics, B.A., B.S.: 2026
Mathematics, M.S.: 2026
Mathematics Education, Ph.D.: 2026
Mechanical Engineering, B.S. 2028 (new program progress report)
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.: 2031
Music (Liberal Arts), B.A., B.S.: 2031
Music Education, B.M.E.: 2027
Music Education, M.M.Ed.: 2027
Music Performance, B.M.: 2031
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)
Occupational Safety and Health, B.S.: 2026
Philosophy, B.A.: 2028
Physical Education, B.S., B.S.Ed.: 2026

Physics, B.S.: 2024
Physics, M.S. 2027 (new program progress report)
Political Science, B.A., B.S.: 2030
Political Science, M.A., M.S.: 2030
Psychology, B.A., B.S.: 2028
Psychology, M.A., M.S.: 2028
Public Relations, B.A., B.S.: 2024
Public Health, M.P.H.: 2026 (new program progress report)
Reading, M.S.Ed.: 2027
Recreation and Park Administration, B.S.: 2027
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.: 2024
Social Work, M.S.W.: 2024
Sociology, B.A., B.S.: 2030
Sociology, M.A., M.S.: 2030
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
STEM MBA: 2027 (new program progress report)
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.: 2024
Theatre Studies, M.A., M.S.: 2024
Theatre, M.F.A.: 2024
University Studies, B.A., B.S.: 2026

CENTERS

Adlai Stevenson II Center for Community and Economic Development: 2026, 2030
Center for Child Welfare and Adoption Studies: 2028, 2032
Center for Insurance and Risk Management (Katie School): 2024, 2028
Center for Mathematics, Science, and Technology: 2024, 2028
Center for Integrative Professional Development: 2025, 2029
Center for the Study of Education Policy: 2024
Mary and Jean Borg Center for Reading and Literacy: 2027, 2031
Radio Station WGLT: 2024, 20287

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.
Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate	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, 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 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

Degree Program	Include with the program review self-study report documentation regarding these certificate programs
	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 Specialist in LBS1 Online 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