INTRODUCTION

At Illinois State University primary responsibility for the quality of academic programs resides with its faculty. Review of academic programs offered by the University is conducted by the Academic Planning Committee, an external committee of the Academic Senate. Work of the committee is facilitated by the Office of the Vice President for Academic Affairs and Provost. Program review is carried out in a manner compatible with institutional academic planning mechanisms and with guidelines established by the Illinois Board of Higher Education (IBHE).

The program review process is both a critical and constructive process designed to help an academic unit identify strengths and weaknesses of its academic programs. The process is intended to encourage development and maintenance of high-quality academic programs that are administered efficiently and align with the university mission.

Program reviews result in recommendations for program development and modification that serve to inform the department or school, college, and University on decisions regarding resource allocation, faculty and staffing, program focus, admissions standards, curricular content, and other academic matters. The Academic Planning Committee provides these recommendations in summative reports submitted to the Provost, Academic Senate, Board of Trustees, and IBHE.

IBHE guidelines require institutions to review each of its degree and certificate programs at least once every eight years. Upon completion of each review, institutions are required to place the program in one of three categories: Program in Good Standing, Program Flagged for Review, or Program Placed in Temporary Suspension Status (requires prior IBHE approval). Programs that have either been flagged for review or placed in temporary suspension status are required to submit annual interim reports until the status of Program in Good Standing has been achieved.

Information regarding program review at Illinois State, including program review schedules and guidelines, is available on the Office of the Provost website. The website also identifies the program review status of each academic program and includes a link to its latest program review summary. See https://provost.illinoisstate.edu/planning/program/.
1. Program review occurs in an environment that encourages and values honest, critical, and productive analysis among all participants in the process at all levels.

2. Program review is outcomes-based and forward-looking.

3. Program review involves input from multiple program stakeholders, including, but not limited to, faculty, administrators, students, staff, alumni, accreditors, and prospective employers. All program faculty members are provided meaningful opportunities to participate in the self-study process.

4. Program review is guided by the student learning outcomes assessment plan for the program. The program review self-study report provides evidence that the assessment plan provides for an ongoing, systematic, and methodologically-sound process for evaluating student learning outcomes as well as evidence that program faculty and administrators are utilizing assessment results to identify and implement improvements to the program.

5. Goals and quality measures appropriate for guiding improvements to an academic program are established by program faculty. Goals are consistent with priorities articulated in Educate Connect Elevate, the university strategic plan.

6. Program faculty members look regionally and nationally to identify and examine aspirational programs as a means of identifying ways to further improve the program.

7. Program faculty members compare their program with similar programs at public universities in Illinois to identify the program’s niche in meeting the needs of Illinois residents relative to its comparator programs.

8. Academic units collaborate with Milner Library to conduct an analysis of resources and services provided by the library for the discipline and to identify opportunities for collaboration between the academic unit and library to further integrate those resources and services into the curriculum and into faculty and student research.
## PROGRAM REVIEW TIMELINE

### Preparing and submitting the Program Review Self-Study Report

<table>
<thead>
<tr>
<th>Preparing and submitting the Program Review Self-Study Report</th>
<th>The Chairperson/Director and program faculty meet with the Associate Provost to review the program review process and the self-study report outline.</th>
<th>The Office of Planning, Research, and Policy Analysis (PRPA) releases fall 2019 program level data for use in conducting the program review. The fall 2019 data is intended to supplement academic program profiles data previously available to the program.</th>
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<tbody>
<tr>
<td>September-December 2019</td>
<td>Program faculty members review data available for the self-study, compile additional information as needed, and begin compiling the self-study report.</td>
<td>Faculty members analyze the program and compile the self-study report.</td>
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<tr>
<td>January 2020</td>
<td>The Chairperson/Director submits the self-study report to the Associate Dean on behalf of program faculty.</td>
<td>The Chairperson/Director submits the self-study report to the Academic Planning Committee via the Office of the Provost.</td>
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<tr>
<td>January-August 2020</td>
<td>By September 15, 2020</td>
<td>By October 1, 2020</td>
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### After submitting the Program Review Self-Study Report

<table>
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<tr>
<th>After submitting the Program Review Self-Study Report</th>
<th>The Academic Planning Committee reviews the program review self-study report, requests additional information from the Chairperson/Director as needed, and drafts a summary report with recommendations.</th>
<th>The summary report draft is distributed to the chairperson/director for distribution to program faculty.</th>
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<tbody>
<tr>
<td>October 2020 – March 2021</td>
<td>Members of the Academic Planning Committee meet with the Dean, Associate Dean, Chairperson/Director, and program faculty to review the summary report draft.</td>
<td>Members of the Academic Planning Committee meet with the Dean, Associate Dean, Chairperson/Director, and program faculty to review the summary report draft.</td>
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<tr>
<td>April 2021</td>
<td>The summary report is finalized based on the conversation with the Dean, Associate Dean, Chairperson/Director, and faculty. The finalized summary report is presented to the Provost.</td>
<td>The summary report is finalized based on the conversation with the Dean, Associate Dean, Chairperson/Director, and faculty. The finalized summary report is presented to the Provost.</td>
</tr>
<tr>
<td>May 2021</td>
<td>The summary report is included in the draft Academic Plan, which is reviewed with the Academic Senate.</td>
<td>The summary report is included in the draft Academic Plan, which is reviewed with the Academic Senate.</td>
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<tr>
<td>July 2021</td>
<td>The Academic Plan, including all program review summary reports for the program review cycle, is presented to the Board of Trustees by the Provost.</td>
<td>The Academic Plan, including all program review summary reports for the program review cycle, is presented to the Board of Trustees by the Provost.</td>
</tr>
<tr>
<td>By September 30, 2021</td>
<td>All program review summary reports for the program review cycle are submitted to IBHE.</td>
<td>All program review summary reports for the program review cycle are submitted to IBHE.</td>
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</table>
INFORMATION SOURCES

Described below are sources of information most likely to be used by program faculty when conducting the program review self-study. These sources should provide sufficient information to complete most sections of the self-study report. However, information or data from other sources may be needed. In some cases it may be necessary for the program to compile information or data from sources maintained by the program or academic unit.

Questions regarding data, including requests for data not otherwise available through the sources described below, may be addressed to Associate Provost Ani Yazedjian (ayazedj@IllinoisState.edu, 438-7018). Responses may be shared with faculty of other programs conducting self-studies, to assist them as well.

Student learning outcomes assessment data

A key data source is program-level student learning outcomes assessment. Assessment findings may help identify the need for changes to the program curriculum, courses or course content, or pedagogy. Assessment data are available only on the program or academic-unit level; assessment data are not centrally archived by the University.

Academic program profiles

The single most complete source of data on the program level is the academic program profile. A profile for each degree program is compiled annually by the Office of Planning, Research, and Policy Analysis (PRPA) and is disseminated by that office to deans and department chairpersons/school directors. Among the metrics included in each profile are enrollment (new and total), student demographics, faculty counts and demographics, retention and graduation rates, time-to-degree, and degrees conferred. Academic program profiles updated to fall 2019 are scheduled to be released to units by January 2020. Prior-year profiles are provided to program faculty at program review orientation.

Other university, college, academic unit, and program data

The Data Center section of the Office of Planning, Research, and Policy Analysis (PRPA) website provides access to historical enrollment and graduation records by program and sequence, credit hour reports, and information regarding university-level comparison groups. See http://prpa.illinoisstate.edu/data_center/. The PRPA site also has a form for requesting data not already available through the PRPA Data Center. See https://prpa.illinoisstate.edu/request_info/.

Surveys

University Assessment Services annually conducts surveys of university alumni one and five years removed from graduation. Results are provided to colleges and academic units each year. Data are provided on the university, college, and academic unit level. For additional surveys conducted by University Assessment Services, including three surveys of student engagement, see http://assessment.illinoisstate.edu/surveys/.

Programs wanting to use different methodology to query their alumni or wanting to survey other stakeholders may contact University Assessment Services for assistance. University Assessment Services staff is available to help program faculty members design and administer surveys and compile results.
Library resources and services information

Program faculty is asked to work collaboratively with their Milner Library subject specialist to address integration of library resources and services with the curriculum and with faculty research agendas. An initial step in this process is to identify the types of quantitative and qualitative information useful for the analysis and available via Milner Library. Program faculty members are encouraged to meet with their subject specialist early in the self-study process to discuss data selection, compilation, and analysis. The types of information selected for the analysis are expected to vary from one program to another based on idiosyncrasies of each discipline but might include library holdings and their use, information literacy instruction provided to students in the program, and research assistance provided by library faculty and staff to students and faculty in the program.

Comparator program information

To aid faculty discussion of comparator programs at other Illinois universities, especially programs at other public universities, the Office of the Provost provides each unit a report of enrollment and completion data for programs assigned the same Classification of Instructional Programs (CIP) code by IBHE as the program at Illinois State being reviewed. Program faculty members are encouraged to identify other comparator programs familiar to them but not included in the report. Such programs might include majors assigned some other CIP code or plans of study within majors (e.g., sequences, concentrations, or options).

For information regarding academic programs offered by colleges and universities in Illinois, search the (IBHE) Institution Profiles database, at http://ibheprofiles.ibhe.org/. To identify comparator programs, searches of the database can be limited by degree levels and by programs/majors. The programs/majors limiter is based on titles from the Classification of Instructional Programs (CIP) taxonomy.

For information regarding enrollments and degrees conferred by colleges and universities in Illinois, search the Illinois Higher Education Enrollments & Degrees System database, at http://www.ibhe.org/EnrollmentsDegrees/default.aspx. Searches of the database can be limited by degree level, institution sector, institution name, and Classification of Instructional Programs (CIP) code. Note: As of September 10, 2019, the most recent fall enrollment figures in the database are from fall 2017 and the most recent degrees conferred counts are from Fiscal 2017. IBHE did not compile enrollment data for fall 2013.

Comparator programs in other states can be identified by searching the College Navigator database, which is available on the National Center for Education Statistics website, at https://nces.ed.gov/collegenavigator/. Searches can be limited to programs with the same CIP code by using the Browse Programs feature and selecting the appropriate classification title (i.e., the site does not display CIP code numbers). Among the other available search limiters are state and region, level of award, institution type, and undergraduate student enrollment (which refers to institution total rather than enrollment in a specific program).

For information regarding the Classification of Instructional Programs (CIP), see CIP 2010 on the National Center for Education Statistics website, at https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

Program and curriculum information

 Archived course catalogs are available on the University website (see http://illinoisstate.edu/catalog/), from 2005-2006 for undergraduate programs and from 2004-2005 for graduate programs. Print copies of older editions are available at Milner Library and the Office of the Provost.

 Archived program and course proposals are available online through the curriculum forms database maintained by the University Registrar’s office (see https://registrar.illinoisstate.edu/curriculumforms/). The database includes proposals from fall 2009 to the present.
Archived program review self-study reports are available in the Office of the Provost. For most programs, the earliest self-study reports were compiled in the late 1980s or early 1990s.

For each program conducting a program review self-study, the Office of the Provost provides a report of requests by students in the program for exceptions to program requirements. The report is compiled from information entered by program faculty/staff (usually by advisors) into the exceptions database maintained by the Registrar’s office. The database was established in fall 2013.

Cognos data
Cognos provides access to data archived in the Campus Solutions student information system, which is the source of data for the academic program profiles (see above). For information regarding information and managed reports available through Cognos, see https://at.illinoisstate.edu/enterprise-data-analytics/bi-reports/.
Cognos login: https://insight.illinoisstate.edu/ibmcognos/bi/?perspective=home
Cognos training: https://at.illinoisstate.edu/enterprise-data-analytics/training/
Cognos news and alerts: see Enterprise Data and Analytics at https://at.illinoisstate.edu/enterprise-data-analytics/.

Teacher education data
Teacher education programs are reminded of the data, planning, and reflection on program goals and outcomes included in the Annual Assessment Review (AAR) required by the Council for Teacher Education. For questions related to data included in the AAR, programs can contact the Lauby Teacher Education Center. Additionally, the Associate Dean responsible for program assessment in the College of Education can be contacted for program data reported to the Illinois State Board of Education as well as outcomes data reported to the Educator Preparation Program from linked state data in the Partnership for Educator Preparation (PEP) data dashboard.
CONTENT OF THE SELF-STUDY REPORT

Overview of the Academic Unit

“Academic unit” refers to the department or school that administers the program or programs being reviewed.

Overview of the Academic Unit includes information common to all programs in the department or school.

Academic units with more than one program scheduled to submit a self-study report in fall 2020 should compile and submit ONLY ONE Overview of the Academic Unit.

The outline of the Overview of the Academic Unit follows.

Academic Program Review

Academic Program Review includes detailed information about one academic program.

Academic units with more than one program scheduled to submit a self-study report in fall 2020 should compile and submit a separate Academic Program Review for each program. Multiple academic programs should NOT be described in a single Academic Program Review.

Two outlines for the Academic Program Review follow: one for undergraduate programs and one for graduate programs.
OVERVIEW OF THE ACADEMIC UNIT

1. **Administrative Structure**
   Describe the administrative structure of the academic unit and the academic programs offered by the unit (including degrees, sequences, minors (including interdisciplinary), and certificates.

2. **Minors**
   Describe the process used by the academic unit to periodically review and evaluate its minors, and identify the indicators or metrics used by the academic unit to evaluate their quality.

   **NOTE:** The academic unit is being asked to describe process and indicators. The academic unit is **NOT** being asked to set forth an argument regarding the quality of its minors. Examples of indicators or metrics include enrollment, completions, curriculum, co-curricular learning opportunities, and student-faculty research collaborations.

3. **Faculty in the Academic Unit**
   Provide the following information regarding faculty in the academic unit. Do NOT submit curricula vitae with this report.

   a. **Tenure Track Faculty Qualifications**
      Describe qualifications for hiring tenure track faculty members in the academic unit, including the terminal degree required in each program. If one or more tenure track faculty members do not have the terminal degree applicable to their program, explain why exceptions have been made.

   b. **Non-tenure Track Faculty Qualifications**
      Describe qualifications for hiring non-tenure track faculty members in the academic unit.

   c. **Faculty Assignments**
      Describe typical faculty assignments for tenure track and non-tenure track faculty members.

   d. **Scholarly Productivity**
      Describe expectations for scholarly productivity of tenure track faculty members.

   e. **Faculty Diversity**
      Define underrepresented populations with respect to faculty in the discipline (e.g., race/ethnicity, gender). Contextualize diversity of faculty in the unit with respect to those populations by describing goals for faculty diversity, actions taken toward meeting those goals, and outcomes of those actions. Describe efforts by the unit to promote a climate of inclusiveness.
f. Tenure Track to Non-tenure Track Ratio

Provide the ratio of tenure track faculty FTEs to total faculty FTEs in the academic unit (see the academic program profiles). For the disciplines taught in your unit and based on our institutional mission and profile, what is the ideal ratio for your academic unit and why?

NOTE: The ratio can be calculated from data in the Faculty Number and FTE table of the Academic Program Profiles-Undergraduate Measures for the academic unit. Example: Using data from the table at the right, the ratio would be 22.00 : 30.32.

4. Facilities

Describe facilities used by the academic unit, including classrooms and laboratories on and off campus.

5. Graduate Assistants

Provide the following information regarding graduate assistants in the academic unit.

a. GA Assignments

Describe the typical assignments for graduate assistants.

b. Courses Taught by GA’s

List the courses routinely taught by graduate assistants.

c. GA Training and Mentoring

Describe the training and mentoring available for graduate assistants, with regard to completion of their graduate assistantship responsibilities.

6. Academic Advisement

Describe academic advisement for students in the academic unit.

a. UCollege to Academic Unit Transition

What strategies does the academic unit use to facilitate transition of students from University College advisement to academic unit advisement?

b. Transfer Student Transition

What strategies does the academic unit use to facilitate transition of transfer students into the unit?

c. Transitioning Out of the Major

What strategies does the academic unit use to support students transitioning out of the unit?

d. Evaluation of Advisement Effectiveness

How does the academic unit evaluate effectiveness of its advisement services?

NOTE: The academic unit is being asked to describe process and indicators. The unit is NOT being asked to set forth an argument regarding the quality of its advisement services.
7. Milner Library
   Collaborating with your Milner Library subject specialist, review collections, instruction, and services provided by the library to students and faculty in the academic unit. Summarize your findings by providing the following information.

   a. Integration of Library Facilities, Collections, and Services
      Describe how the academic unit integrates library facilities, collections, and services into research and learning.

   b. Resource Selection
      Describe how the academic unit works with the subject specialist to select resources that facilitate student learning and faculty research.

   c. Information Fluency Skills
      Identify information fluency skills students need to succeed in academic programs offered by the academic unit and describe how the subject specialist and unit collaborate to teach those skills.

   d. Resource Access and Challenges
      Discuss the extent to which students, faculty, and staff of the academic unit are able to access the research resources they need through Milner Library. Discuss any current or foreseeable resource challenges in doing so (e.g., increasing database costs).

   e. Joint Resources and Services Goals and Objectives
      Discuss goals and strategies the academic unit and library have collaboratively established for improving library resources and services that support programs of the academic unit during the next eight years, including goals and strategies for addressing any current or anticipated research resource issues or challenges.

8. Strategic Plan
   Provide the strategic plan for the academic unit as an appendix to this report.
ACADEMIC PROGRAM REVIEW - UNDERGRADUATE PROGRAMS

Section II: Self-study process

Describe the process used to conduct the self-study, including faculty and student involvement, key actions taken, the project timeline, and the process used to gather feedback from key external stakeholders such as alumni and employers.

Section III: Description and analysis of the academic program

1. Overview
   a. Contribution to Mission and Values
      Describe how the academic program contributes to the mission and values of Illinois State University.
   b. Enrollment Targets
      Discuss ideal enrollments for first-time-in-college, external transfer, and internal transfer students. Discuss enrollment changes since the prior program review.
   c. Student Recruitment Strategies
      Describe student recruitment strategies including use of scholarships.
   d. Alumni Tracking
      Describe the system used by the program to track its alumni, including the persons responsible, the type of information collected, a timeline for its collection, and methods used to archive the information. If the program does not yet have such a system, identify alumni tracking initiatives currently in place and any plans for modifying or expanding them.

      Discuss such things as the use of social media, professional association socials, LinkedIn, homecoming activities, alumni database updates, invitations to campus, alumni award nominations, work with Alumni Engagement.
   e. Alumni Employment
      Based on alumni information you have been able to obtain, where are graduates of your program typically employed and in what schools have your graduates subsequently enrolled?
   f. Student Diversity
      Define underrepresented populations pertinent to the discipline (e.g., race/ethnicity, gender). Contextualize diversity of students in the program with respect to those populations by describing goals for student diversity, actions taken toward meeting those goals, and outcomes of those actions. Describe efforts by the unit to promote a climate of inclusiveness.
   g. Accreditation
      Provide the following information regarding any specialized accreditation, recognition, or other external approval of this program. Include: Name of accrediting organization, date of last accreditation review, current accreditation status, and date of the next scheduled review.

      Identify any specialized accreditation, recognition, or other external approval potentially available to this program but not yet received. Describe any plans to pursue specialized accreditation or, if applicable, reasons for not pursuing specialized accreditation at this time.
h. **Licensure**
   Does this program either lead to licensure or certification or qualify a graduate to seek licensure or certification by a governmental agency or professional association? What is the licensure and the governing agency?

i. **Class Size**
   Does this program follow standards for optimum class sizes – either for specific types of classes within the program or for all classes in the program – recommended by a national or international professional organization associated with the discipline? If yes, please describe them.

2. **Curriculum**

   Provide the undergraduate catalog entry for the program. Then provide the following information regarding the curriculum.

   a. **Changes Made to Curriculum**
      Describe any changes made or planned to be made to the curriculum described in the catalog entry.

   b. **Time to Degree**
      Are students who begin as freshmen in the program able to complete the program in four years or students who transfer into the program as juniors able to complete the program in two years (see academic program profiles)? Describe the type and frequency of curricular exceptions granted to students in the program (see the graduation exceptions report provided to the unit).

   c. **Trends in Time to Degree and Average Credits**
      Discuss trends in time-to-degree and average credits to degree as well as differences between program and university-wide data for those metrics (see academic program profiles).

   d. **Credit Hours in Excess of 120**
      If the program requires more than 120 credit hours for graduation, review program requirements and identify ways the required number of credit hours could be reduced.

   e. **University Honors Program Students**
      How does the program promote student participation in the University Honors program and accommodate students who choose to do so?

   f. **Co-Curricular Opportunities**
      Identify co-curricular opportunities available to students in the program and describe how they relate to student learning outcomes established for the program. If there are registered student organizations associated with the program, describe how faculty and staff support them.

   g. **Student Participation in Research and Creative Activity**
      Describe student participation in research and creative activities such as presenting at research symposia, exhibitions, and professional conferences. Describe methods used by the program to track student and faculty participation in such activities.

   h. **Infusion of Diversity Issues into the Program**
      Provide examples of efforts made by the faculty since the last program review to further infuse diversity issues into and across the program. Examples may relate to either curricular or co-curricular aspects of the program.
3. Faculty

a. Program Faculty
Identify faculty members teaching in the program since the last program review. In a brief (single paragraph) biography of each current faculty member, identify their credentials, specializations, courses taught, and evidence of their leadership in the discipline at the national level through scholarly contributions or service. This may be placed in the appendices.

b. Faculty Scholarship
In tabular form, provide aggregate data regarding scholarship of the faculty members you have identified, by type of scholarship (e.g., articles, books, presentations, etc.) and by academic year since the last program review. Then, briefly contextualize the aggregate data. This may be placed in the appendices.

NOTE: Do not identify individual faculty members in the table. If core faculty members have left the program since the last program review, data regarding their scholarship activity may be included.

4. Student Learning Outcomes Assessment
Provide the following documents in appendices to this report.

- A copy of the feedback form received from the Assessment Advisory Council during this program review cycle regarding the assessment plan for the program.
- The student learning outcomes assessment plan in effect as of fall 2018.
- A copy of the most recent annual assessment update submitted to University Assessment Services/Assessment Advisory Council.

Then, if not otherwise described in the assessment plan for the program, provide the following information:

a. Assessment Responsibility
Who is responsible for program-level student learning outcomes assessment for this program?

b. Program Outcomes
What are the program-level student learning outcomes for the program?

c. Outcomes Mapping
How do program-level student learning outcomes map to courses in the program?

d. Data Collection
What data are collected relative to the program-level student learning outcomes, when, and by whom?

e. Assessment Data Discussions
When and by whom are assessment data discussed for their implications for program design?

f. Assessment Based Program Changes
Describe any changes to the academic program made since the last program review based on program-level student learning assessment outcomes. How and by whom are these changes documented and archived?
g. **Future Assessment Plan Changes**
Describe any changes to your assessment plan either pending or planned.

5. **Alternative Modes of Program Delivery - Distance Education**

*Distance education course:* A course in which 75 percent or more of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other. This includes both synchronous and asynchronous interaction.

*Distance education program:* A program in which a student can earn a degree by taking 50 percent or more of the work in distance education courses (as defined above).

Based on the definitions above, provide the following information *if applicable to this program*.

a. **Distance Education Program**
Does this program currently meet the definition of a distance education program? If it does not, is faculty working toward or interested in offering the program as a distance education program?

b. **Distance Education Courses Offered**
List distance education courses offered as part of the program. For each course, indicate whether 75-99 percent of the course is offered via distance education or whether 100 percent of the course is offered via distance education. Describe criteria used to select courses in the program to be offered via distance education.

6. **Alternative Modes of Program Delivery - Study Abroad**

a. **Study Abroad Opportunities**
Describe study abroad opportunities available to students in the program and the manner in which study abroad is integrated into the program.

b. **Study Abroad Participation**
Describe the level of student participation in study abroad opportunities, and any financial support available for students to do so.

7. **Alternative Modes of Program Delivery - Off-campus Program Delivery**

A program is considered to be offered at an off-campus location if 50 percent or more of the credit hours required to graduate from the program are offered at one or more sites not located on the Normal campus. A situation in which one or more courses are offered at one or more off-campus locations but collectively constitute less than 50 percent of the credit hours required for graduation is considered an off-campus offering of courses but not of the program.

Based on the definition above, provide the following information *if applicable to this program*.

a. **Off-campus Program Locations**
At what off-campus locations is the program offered?
b. Oversight of Instruction Strategies

What strategies does the program use to ensure appropriate oversight of instruction at those locations and consistency of curriculum and assessment across locations at which the program is offered?

Section IV: Comparator and Aspirational Programs

1. Comparator Programs

Comparator programs include, at minimum, programs at other Illinois public universities assigned the same Classification of Instructional Programs (CIP) code by IBHE as the CIP code assigned to the program at Illinois State University. Comparator programs may also include sequences within programs at other Illinois universities and programs of study at other universities regionally or nationally.

Compare and contrast your program at Illinois State with comparator programs. Describe any aspects of your program unique among comparator programs at public universities in the state. See the section on Data for Program Review for information on sources of data for this section.

2. Learning from Aspirational Programs

This section of the self-study is intended to encourage faculty members to study similar programs regionally or nationally and to use findings of the study to inform program improvements faculty has prioritized for the next program review cycle.

STEP 1: Identify at least two actions faculty plans to pursue during the next program review cycle to improve the program. Ideally these would be initiatives set forth by faculty in section VII of this self-study report, but there may be others.

STEP 2: For each of the actions, identify at least two programs at other universities that have already implemented the action to achieve results to which our program aspires.

STEP 3: Describe how each program identified in Step 2 has successfully implemented the action.

STEP 4: Outline the steps our program at Illinois State will take to implement each action and identify any additional resources needed to do so.

Examples of actions: establishing a new sequence or certificate program, establishing a new laboratory, increasing the visibility of faculty scholarship, achieving accreditation, or improving pass rates on licensure exams.

Examples of sources for identifying other programs: faculty experiences at conferences, literature in the field, experiences of faculty members in prior positions, or information published by the discipline’s professional association. Faculty need NOT engage in quantitative analyses to identify other programs.

NOTE: Faculty is NOT being asked to describe how our program excels relative to similar programs. Instead, faculty is being asked to draw from successes of similar programs to guide improvements to our program at Illinois State.
Section V: Responses to recommendations resulting from the previous program review

Summarize actions taken by the program to address recommendations in the last program review eight years ago. Please list each recommendation as it appears in the program review summary, followed by a brief description of faculty discussions regarding each recommendation and any actions subsequently taken.
For the last program review summary, see [https://provost.illinoisstate.edu/planning/program/](https://provost.illinoisstate.edu/planning/program/).

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

Describe any changes since the last program review in external factors affecting the academic program. Address changes in the manner in which students in the discipline are taught, professions for which students are trained, the demand for program graduates, and the demand for the program by prospective students.

Section VII: Major findings of this program review self-study

Summarize the state of the program based on findings from the self-study. What aspects of the program are working well? What aspects could be improved? Is there continued demand for the program as it is, or could the program be modified to better meet student needs and respond to changes in the discipline?

Section VIII: Initiatives and plans for the next program review cycle

Based on major findings of this program review self-study, identify actions program faculty plans to take during the next program review cycle to improve the program.
OPTIONAL: Contributions to Students in Other Academic Units

This section is intended to provide faculty an opportunity to describe their contributions to students affiliated with other programs at the University. Completion of this section is optional.

Support for General Education

List any General Education courses offered by the academic unit in 2017-2018 or 2018-2019.

For each course listed, indicate 1) whether the course is intended to be taken only by students in other academic units or by both students in other academic units and students in your academic unit, and 2) whether the course is usually taught by a tenure track faculty member, non-tenure track faculty member, or a graduate assistant.

Support for other majors

List any courses (other than General Education courses) offered by the academic unit in 2017-2018 or 2018-2019 that met graduation requirements of an academic program offered by some other academic unit at the University.

For each course listed indicate 1) whether the course is intended to be taken only by students affiliated with some other academic unit or by both students in another academic unit and students in your academic unit, and 2) whether the course is usually taught by a tenure track faculty member, non-tenure track faculty member, or a graduate assistant.

Please feel free to provide any additional information regarding contributions of your academic unit and/or program to students in other academic units or majors.
Section II: Self-study process

Describe the process used to conduct the self-study, including faculty and student involvement, key actions taken, the project timeline, and the process used to gather feedback from key external stakeholders such as alumni and employers.

Section III: Description and analysis of the academic program

1. Overview
   a. Contribution to Mission and Values
      Describe how the academic program contributes to the mission and values of Illinois State University.
   b. Enrollment Targets
      Discuss ideal program enrollments. Discuss enrollment changes since the prior program review.
   c. Student Recruitment Strategies
      Describe student recruitment strategies including use of scholarships and graduate assistantships.
   d. Alumni Tracking
      Describe the system used by the program to track its alumni, including the persons responsible, the type of information collected, a timeline for its collection, and methods used to archive the information. If the program does not yet have such a system, identify alumni tracking initiatives currently in place and any plans for modifying or expanding them.
      Discuss such things as the use of social media, professional association socials, LinkedIn, homecoming activities, alumni database updates, invitations to campus, alumni award nominations, work with the Office of Alumni Engagement.
   e. Alumni Employment
      Based on alumni information you have been able to obtain, where are graduates of your program typically employed and in what schools have your graduates subsequently enrolled?
   f. Student Diversity
      Define underrepresented populations pertinent to the discipline (e.g., race/ethnicity, gender). Contextualize diversity of students in the program with respect to those populations by describing goals for student diversity, actions taken toward meeting those goals, and outcomes of those actions. Describe efforts by the unit to promote a climate of inclusiveness.
   g. Accreditation
      Provide the following information regarding any specialized accreditation, recognition, or other external approval of this program. Include: Name of accrediting organization, date of last accreditation review, current accreditation status, and date of the next scheduled review.
      Identify any specialized accreditation, recognition, or other external approval potentially available to this program but not yet received. Describe any plans to pursue specialized accreditation or, if applicable, reasons for not pursuing specialized accreditation at this time.
h. Licensure
Does this program either lead to licensure or certification or qualify a graduate to seek licensure or certification by a governmental agency or professional association? What is the licensure and the governing agency?

i. Class Size
Does this program follow standards for optimum class sizes – either for specific types of classes within the program or for all classes in the program – recommended by a national or international professional organization associated with the discipline? If yes, please describe them.

j. Graduate Certificates
Describe the certificates within this graduate program. Include information related to the curriculum, audience, how the certificate is evaluated to meet program goals, enrollment trends, and how each certificate is marketed to non-majors.

2. Curriculum
Provide the graduate catalog entry for the program. Then provide the following information regarding the curriculum.

a. Changes Made to the Curriculum
Describe any changes made or planned to be made to the curriculum described in the catalog entry.

b. Curriculum Exceptions and Time to Degree
Describe the type and frequency of exceptions or substitutions requested and granted on degree audits (see the graduation exceptions report provided to the unit). If there is a pattern of such exceptions or substitutions, does the program have plans to address the needs underlying the requests (e.g., through curricular changes or changes in course scheduling)?

Are most students completing their degrees in the specified time frame? If students seek extensions of time from the Graduate School, what patterns exist in why they need these extensions?

c. Co-Curricular Opportunities
Identify co-curricular opportunities available to students in the program and describe how they relate to student learning outcomes established for the program. If there are registered student organizations associated with the program, describe how faculty and staff support them.

d. Student Participation in Research and Creative Activity
Describe student participation in research and creative activities such as presenting at research symposia, exhibitions, and professional conferences. Describe methods used by the program to track student and faculty participation in such activities.

e. Infusion of Diversity Issues into the Program
Provide examples of efforts made by the faculty since the last program review to further infuse diversity issues into and across the program. Examples may relate to either curricular or co-curricular aspects of the program.

3. Faculty

a. Program Faculty
Identify faculty members teaching in the program since the last program review. In a brief (single paragraph) biography of each current faculty member, identify their credentials, specializations, courses taught, and evidence of their leadership in the discipline at the national level through scholarly contributions or service. May be placed in the appendices.
b. Faculty Scholarship
In tabular form, provide aggregate data regarding scholarship of the faculty members you have identified, by type of scholarship (e.g., articles, books, presentations, etc.) and by academic year since the last program review. Then, briefly contextualize the aggregate data. May be placed in the appendices.

NOTE: Do not identify individual faculty members in the table. If core faculty members have left the program since the last program review, data regarding their scholarship activity may be included.

c. Graduate Faculty Status
If any faculty member in the academic unit eligible for membership in the graduate faculty is not a member, please explain.

If the unit has graduate faculty status criteria in addition to that of the Graduate School, has it been reviewed and approved by faculty within the last 5 years? If not, outline a plan to do so. Unit graduate faculty status membership criteria can be found at: https://grad.illinoisstate.edu/faculty/membership/.

4. Student learning outcomes assessment
Provide the following documents in appendices to this report.

- A copy of the feedback form received from the Assessment Advisory Council during this program review cycle regarding the assessment plan for the program.
- The student learning outcomes assessment plan in effect as of fall 2018.
- A copy of the most recent annual assessment update submitted to University Assessment Services/Assessment Advisory Council.

Then, if not otherwise described in the assessment plan for the program, provide the following information:

a. Assessment Responsibility
   Who is responsible for program-level student learning outcomes assessment for this program?

b. Program Outcomes
   What are the program-level student learning outcomes for the program?

c. Outcomes Mapping
   How do program-level student learning outcomes map to courses in the program?

d. Data Collection
   What data are collected relative to the program-level student learning outcomes, when, and by whom?

e. Assessment Data Discussions
   When and by whom are assessment data discussed for their implications for program design?

f. Assessment Based Program Changes
   Describe any changes to the academic program made since the last program review based on program-level student learning assessment outcomes. How and by whom are these changes documented and archived?
g. Future Assessment Plan Changes
   Describe any changes to your assessment plan either pending or planned.

5. Alternative Modes of Program Delivery – Distance Education

   Distance education course: A course in which 75 percent or more of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other. This includes both synchronous and asynchronous interaction.

   Distance education program: A program in which a student can earn a degree by taking 50 percent or more of the work in distance education courses (as defined above).

   Based on the definitions above, provide the following information if applicable to this program.

   a. Distance Education Program
      Does this program currently meet the definition of a distance education program? If it does not, is faculty working toward or interested in offering the program as a distance education program?

   b. Distance Education Courses Offered
      List distance education courses offered as part of the program. For each course, indicate whether 75-99 percent of the course is offered via distance education or whether 100 percent of the course is offered via distance education. Describe criteria used to select courses in the program to be offered via distance education.

6. Alternative Modes of Program Delivery – Study Abroad

   a. Study Abroad Opportunities
      Describe study abroad opportunities available to students in the program and the manner in which study abroad is integrated into the program.

   b. Study Abroad Participation
      Describe the level of student participation in study abroad opportunities, and any financial support available for students to do so.

7. Alternative Non-traditional Program Delivery – Off-Campus Program Delivery

   A program is considered to be offered at an off-campus location if 50 percent or more of the credit hours required to graduate from the program are offered at one or more sites not located on the Normal campus. A situation in which one or more courses are offered at one or more off-campus locations but collectively constitute less than 50 percent of the credit hours required for graduation is considered an off-campus offering of courses but not of the program.

   Based on the definition above, provide the following information if applicable to this program.

   a. Off-campus Program Locations
      At what off-campus locations is the program offered?
b. Oversight of Instruction Strategies
What strategies does the program use to ensure appropriate oversight of instruction at those locations and consistency of curriculum and assessment across locations at which the program is offered?

Section IV: Comparator and Aspirational Programs

1. Comparator Programs

Comparator programs include, at minimum, programs at other Illinois public universities assigned the same Classification of Instructional Programs (CIP) code by IBHE as the CIP code assigned to the program at Illinois State University. Comparator programs may also include sequences within programs at other Illinois universities and programs of study at other universities regionally or nationally.

Compare and contrast your program at Illinois State with comparator programs. Describe any aspects of your program unique among comparator programs at public universities in the state. See the section on Data for Program Review for information on sources of data for this section.

2. Learning from Aspirational Programs

This section of the self-study is intended to encourage faculty members to study similar programs regionally or nationally and to use findings of the study to inform program improvements faculty has prioritized for the next program review cycle.

STEP 1: Identify at least two actions faculty plans to pursue during the next program review cycle to improve the program. Ideally these would be initiatives set forth by faculty in section VII of this self-study report, but there may be others.

STEP 2: For each of the actions, identify at least two programs at other universities that have already implemented the action to achieve results to which our program aspires.

STEP 3: Describe how each program identified in Step 2 has successfully implemented the action.

STEP 4: Outline the steps our program at Illinois State will take to implement each action and identify any additional resources needed to do so.

Examples of actions: establishing a new sequence or certificate program, establishing a new laboratory, increasing the visibility of faculty scholarship, achieving accreditation, or improving pass rates on licensure exams.

Examples of sources for identifying other programs: faculty experiences at conferences, literature in the field, experiences of faculty members in prior positions, or information published by the discipline’s professional association. Faculty need NOT engage in quantitative analyses to identify other programs.

NOTE: Faculty is NOT being asked to describe how our program excels relative to similar programs. Instead, faculty is being asked to draw from successes of similar programs to guide improvements to our program at Illinois State.
Section V: Responses to recommendations resulting from the previous program review

Summarize actions taken by the program to address recommendations in the last program review eight years ago. Please list each recommendation as it appears in the program review summary, followed by a brief description of faculty discussions regarding each recommendation and any actions subsequently taken. For the last program review summary, see https://provost.illinoisstate.edu/planning/program/.

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

Describe any changes since the last program review in external factors affecting the academic program. Address changes in the manner in which students in the discipline are taught, professions for which students are trained, the demand for program graduates, and the demand for the program by prospective students.

Section VII: Major findings of this program review self-study

Summarize the state of the program based on findings from the self-study. What aspects of the program are working well? What aspects could be improved? Is there continued demand for the program as it is, or could the program be modified to better meet student needs and respond to changes in the discipline?

Section VIII: Initiatives and plans for the next program review cycle

Based on major findings of this program review self-study, identify actions program faculty plans to take during the next program review cycle to improve the program.