

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN 2021-2026

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

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



Submitted to the Academic Senate of Illinois State University
May 5, 2021

Submitted to the Board of Trustees of Illinois State University
July 23, 2021

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

This page is left intentionally blank.

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 2021-2026* is the 48th 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 2021, 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.

This page is left intentionally blank.

ACKNOWLEDGEMENTS

Board of Trustees

Kathryn Bohn, Bloomington
Robert Dobski, Bloomington
Rocky Donahue, Orland Park
Julie Annette Jones, Chicago
Mary Ann Louderback, Cary
Robert Navarro, Plainfield
Sharon Rossmark, Northbrook
Jada Turner (Student Trustee)

University Administrative Officers

Larry Dietz, President
Aonover Tarhule, Vice President for Academic Affairs and Provost
Levester Johnson, Vice President for Student Affairs
Daniel Stephens, Vice President for Finance and Planning
Pat Vickerman, Vice President for University Advancement

Jana Albrecht, Associate Vice President for Enrollment Management
Sam Catanzaro, Associate Vice President for Academic Administration, Policy, and Faculty Affairs
Yojanna Cuenca-Carlino, Assistant Vice President for Academic Administration
J. Cooper Cutting, Assistant Vice President for Academic Planning
Dan Elkins, Associate Vice President for Academic Fiscal Management
Amy Hurd, Associate Vice President for Undergraduate Education
Craig McLauchlan, Associate Vice President for Research and Graduate Studies
Amelia Noel-Elkins, Interim Assistant Vice President for Student Success
Perry Schoon, Interim Associate Vice President, Global Education and Online Initiatives
Ani Yazedjian, Associate Provost

Dallas Long, Dean, Milner Library
Todd McLoda, Dean, College of Applied Science and Technology
Jean Miller, Dean, Wonsook Kim College of Fine Arts
Judy Neubrandner, Dean, Mennonite College of Nursing
Ajay Samant, Dean, College of Business
James Wolfinger, Dean, College of Education
Diane Zosky, Interim Dean, College of Arts and Sciences

Academic Planning Committees, 2020-2021

<u>Committee A</u>	<u>Committee B</u>
J. Cooper Cutting, Assistant Vice President for Academic Planning (Provost Representative) Qiliang He, Associate Professor, Department of History, College of Arts and Sciences Mary Henninger, Associate Professor, School of Kinesiology and Recreation, College of Applied Science and Technology Susan Kalter, Chairperson, Academic Senate	Allison Alcorn, Professor, School of Music, Wonsook Kim College of Fine Arts Maria Boerngen, Assistant Professor, Department of Agriculture, College of Applied Science and Technology Angie Bonnell, Associate Professor, Milner Library

<p>Ethan Kosberg, Undergraduate Student Rose Marshack, Professor, School of Music, Wonsook Kim College of Fine Arts Derek Meyers, Assistant Director, University Assessment Services Dimitrios Nikolaou, Member, Academic Affairs Committee, Academic Senate Edgar Norton, Professor, Department of Finance, Insurance, and Law, College of Business Do-Yong Park, Professor, School of Teaching and Learning, College of Education Erin Reitz, Associate Professor, Mennonite College of Nursing Noelle Selkow, Interim Director of Graduate Studies Jennifer Sharkey, Associate Professor, Milner Library Yolanda Young-Smith, Graduate Student</p>	<p>J. Cooper Cutting, Assistant Vice President for Academic Planning (Provost Representative) Stephanie Gardiner-Walsh, Assistant Professor, Department of Special Education, College of Education Brenda Johnson, Assistant Professor, Mennonite College of Nursing Susan Kalter, Chairperson, Academic Senate Derek Meyers, Assistant Director, University Assessment Services Noelle Selkow, Interim Director of Graduate Studies Dylan Toth, Undergraduate Student, Academic Affairs Committee, Academic Senate Paul Ugor, Associate Professor, Department of English, College of Arts and Sciences Ani Yazedjian, Associate Provost (Provost Representative)</p>
---	---

ILLINOIS STATE UNIVERSITY

ACADEMIC PLAN
2021-2026

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

SECTION I: UNIVERSITY PROFILE AND STRATEGIC PLAN.....	1
UNIVERSITY PROFILE.....	3
UNIVERSITY STRATEGIC PLAN.....	4
SECTION II: ACADEMIC AFFAIRS PROGRAMS AND INITIATIVES	13
INVENTORY OF ACADEMIC PROGRAMS AND CENTERS.....	15
ACADEMIC PROGRAM AND CENTER CHANGES 2020-2021.....	26
INVENTORY OF ACCREDITED ACADEMIC PROGRAMS.....	30
ACADEMIC INITIATIVES	36
SECTION III: COLLEGE PROGRAMS AND INITIATIVES.....	43
FISCAL 2022 OBJECTIVES.....	45
MULTI-YEAR STRATEGIC PLANS.....	72
SECTION IV: PROGRAM REVIEWS.....	109
SUMMARIES OF 2019-2020 PROGRAM REVIEWS	110
COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY	
Department of Agriculture	
Agriculture, B.S.	112
Agriculture, M.S.	122
Department of Technology	
Construction Management, B.S.	129
Engineering Technology, B.S.	135
Graphic Communications, B.S.	140
Industrial Technology, B.S.	148
Technology and Engineering Education, B.S.	155

Technology, M.S.	162
COLLEGE OF ARTS AND SCIENCES	
Department of Philosophy	
Philosophy, B.A.	169
Department of Psychology	
Psychology, B.A., B.S.	176
Psychology, M.A., M.S.	185
Clinical Counseling Psychology, M.A., M.S.	193
School Psychology, S.S.P.	200
School Psychology, Ph.D.	206
COLLEGE OF BUSINESS	
Department of Accounting	
Accountancy, B.S.	215
Accountancy, Integrated B.S./M.P.A.	223
Accountancy, M.S.	230
Business Information Systems, B.S.	236
Department of Finance, Insurance, and Law	
Finance, B.S.	243
Risk Management and Insurance, B.S.	251
Department of Management and Quantitative Methods	
Business Administration, B.S.	259
International Business, B.A., B.S.	265
Management, B.S.	272
Department of Marketing	
Marketing, B.S.	281
RESEARCH AND SERVICE CENTERS	
Center for Mathematics, Science, and Technology.....	289
Center for the Study of Education Policy.....	296
PROGRAM REVIEW SCHEDULE.....	304
Program review schedule by year	305
Program review schedule by program and center	309
Certificate and degree program associations for program review.....	312

SECTION I

UNIVERSITY PROFILE AND STRATEGIC PLAN

This page is left intentionally blank.

UNIVERSITY PROFILE

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

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

Academic programs of the University are administered by six colleges: Applied Science and Technology, Arts and Sciences, Business, Education, Fine Arts, and Nursing. Administration of graduate programs offered by the colleges is coordinated by the Graduate School. The 2020-2021 university catalog describes 78 undergraduate degree programs, 43 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 44 specialized accreditation associations that accredit or otherwise recognize the quality of academic units or plans of study. Approximately half of the 288 sequences of study offered by Illinois State are recognized by one or more of those professional associations (as of July 1, 2020). 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 2020 the institution enrolled 20,720 students, 87 percent (17,987) of whom were undergraduate students and 13 percent (2,733) of whom were graduate students.

Just over 84 percent of first-time-in-college students entering the University in fall 2019 returned for the fall 2020 semester. Sixty-eight percent of students who enrolled in the University as first-time-in college students in fall 2014 graduated within six years. In Fiscal 2020 the University conferred 5,438 degrees.

In fall 2020 Illinois State University employed 1,355 departmental faculty members (tenure track and non-tenure track), a decrease of 17 faculty members from fall 2019. The undergraduate student-to-faculty ratio is 19:1. Hallmarks of Illinois State University include individualized attention to students and faculty involvement of students in collaborative research at both the graduate and undergraduate level.

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

UNIVERSITY STRATEGIC PLAN

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

A MESSAGE FROM PRESIDENT DIETZ

Dear Friends,

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

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

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

Respectfully,

Larry H. Dietz
President, Illinois State University

INTRODUCTION

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

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

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

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

plan with *Educate • Connect • Elevate: Illinois State* to maximize the effectiveness and efficiency of its contributions to student success.

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

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

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

VISION

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

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

MISSION

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

CORE VALUES

Learning and Scholarship

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

Individualized Attention

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

Diversity and Inclusion

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

Civic Engagement

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

Integrity

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

Collaboration

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

Respect

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

STRATEGIC DIRECTIONS, OBJECTIVES, AND ACTIONS

I. Enhance Strength and Stability

A) Ensure strong enrollment and student success

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

B) Attract and retain exceptional faculty and staff

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

C) Strengthen financial position

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

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

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

II. Foster Innovation

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

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

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

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

C) Enhance organizational infrastructure to support innovation and collaboration

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

III. Nurture Diversity and Inclusion

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

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

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

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

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

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

IV. Enrich Engagement

A) Foster partnerships offering collaborative and mutually beneficial opportunities

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

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

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

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

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

PLANNING AND CONSULTATION PROCESSES

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

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

Academic Advising Council

Academic Senate – Faculty Caucus

Administrative/Professional Council

Admissions Tour Team

Alumni Association

Civil Service Council

College of Applied Science and Technology Council

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

TASK FORCE MEMBERS

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

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

Aslihan Spaulding, Professor; Agriculture

Lenford Sutton, Department Chair; Educational Administration and Foundations

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

Ani Yazedjian; Chairs and Directors Council

TASK FORCE STAFF

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

This page is left intentionally blank.

SECTION II

ACADEMIC AFFAIRS PROGRAMS AND INITIATIVES

This page is left intentionally blank.

INVENTORY OF ACADEMIC PROGRAMS AND CENTERS

Academic programs and research and service centers at Illinois State University as of July 1, 2020 are listed below in six categories.

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

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

The "CIP Code" following the plan of study name is the Classification of Instructional Programs Code (or CIP code). For more information about CIP codes, see Summaries of 2020-2021 Program Reviews in this document.

Changes made to this program inventory during the year ending June 30, 2021 are listed in the Academic Program and Center Changes 2020-2021 section of this document.

BACHELOR'S DEGREE PROGRAMS

Accountancy, B.S.

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

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

CIP Code: 52.0301A
Accountancy and Information Systems
Professional Accountancy

Agriculture, B.S.

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

Anthropology, B.A., B.S.

CIP Code: 45.0201
Anthropology
Anthropology Accelerated

Art, B.A., B.S.

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

Art, B.F.A.

CIP Code: 50.0702
Graphic Design
Studio Arts

Biochemistry, B.S.

CIP Code: 26.0202
Biochemistry (major plan of study)

Biological Sciences, B.S.

CIP Code: 26.0101
Conservation Biology
General Biology
Physiology, Neuroscience, and Behavior
Plant Biology
Zoology

Biological Sciences Teacher Education, B.S.

CIP Code: 13.1322
Biological Sciences Teacher Education (major plan of study)

Business Administration, B.S.

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

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

CIP Code: 13.1303
Business Teacher Education
Training and Development (B.A., B.S. only)

Business Information Systems, B.S.

CIP Code: 52.1201
BIS Business Analytics
Business Information Systems

Chemistry, B.S.

CIP Code: 40.0501
Chemistry (major plan of study)
Chemistry Teacher Education
Pedagogy Emphasis

Communication Sciences and Disorders, B.S.

CIP Code: 51.0204
Communication Sciences and Disorders (major plan of study)

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

CIP Code: 09.0101
Communication Studies (major plan of study)
Interpersonal Communication
Organizational and Leadership Communication
Political Communication

Computer Science, B.S.

CIP Code: 11.0701
General Computer Science
Web Computing

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

CIP Code: 50.9999
Creative Technologies (major plan of study)

Construction Management, B.S.

CIP Code: 52.2001
Construction Management (major plan of study)

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

CIP Code: 43.0104
Criminal Justice Sciences
Criminal Justice Sciences Accelerated

Cybersecurity, B.S.

CIP Code: 11.1103
Cybersecurity (major plan of study)

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

CIP Code: 13.1210
Early Childhood Education (major plan of study)
Pedagogy Emphasis

Economics, B.A., B.S.

CIP Code: 45.0601
General Economics
Managerial Economics

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

CIP Code: 13.1202
Elementary Education (major plan of study)
Bilingual/Bicultural Teacher Education (English-Spanish)

Engineering Technology, B.S.

CIP Code: 15.0000
Engineering Technology (major plan of study)

English, B.A.

CIP Code: 23.0101
English (major plan of study)
Creative Writing
English Teacher Education
Publishing Studies
Technical Writing and Rhetorics

Environmental Health, B.S.

CIP Code: 51.2202
Environmental Health (major plan of study)

Environmental Systems Science and Sustainability, B.S.

CIP Code: 03.0104

Environmental Systems Science and Sustainability (major plan of study)

Exercise Science, B.S.

CIP Code: 31.0505

Allied Health Professions
Health and Human Performance

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

CIP Code: 19.0901

Fashion Design and Merchandising
Fashion Design and Merchandising Accelerated

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

CIP Code: 51.3101

Dietetics
Dietetics Accelerated
Food and Nutrition Management
Food and Nutrition Management Accelerated

Geography, B.A., B.S.

CIP Code: 45.0701

Geography (major plan of study)
Geography Teacher Education

German, B.A.

CIP Code: 16.0501

German (major plan of study)
German Teacher Education

Health Information Management, B.S.

CIP Code: 51.0706

Health Information Management (HIM) On-Campus
Registered Health Information Technician to Health
Information Management (RHIT-HIM) Online

History, B.A., B.S.

CIP Code: 54.0101

History (major plan of study)
History-Social Sciences Teacher Education

Industrial Technology, B.S.

CIP Code: 15.0612

Computer Systems Technology

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

CIP Code: 24.0101

Human and Educational Service
Individualized Studies
Multidisciplinary Studies

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

CIP Code: 52.1101

International Business (major plan of study)

European Studies, B.A.

CIP Code: 05.0106

European Studies (major plan of study)

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

CIP Code: 9.0101

Family and Consumer Sciences Teacher Education
General

Finance, B.S.

CIP Code: 52.0801

General Finance

French and Francophone Studies, B.A.

CIP Code: 16.0901

French and Francophone Studies (major plan of study)
French Teacher Education

Geology, B.S.

CIP Code: 40.0601

Geology (major plan of study)
Earth and Space Science Teacher Education

Graphic Communications, B.S.

CIP Code: 10.0301

Graphic Communications (major plan of study)

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

CIP Code: 13.1307

Community Health Promotion
School Health Education

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

CIP Code: 19.0701

Human Development and Family Science (major plan of study)

Information Systems, B.S.

CIP Code: 11.0103

Integration of Enterprise Systems
Systems Development/Analyst
Web Application Development

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

CIP Code: 50.0408

Interior Design
Interior Design Accelerated

Journalism, B.A., B.S.

CIP Code: 09.0401

Journalism (major plan of study)

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

CIP Code: 22.0302

Legal Studies (major plan of study)

Marketing, B.S.

CIP Code 52.1401

Marketing (major plan of study)

Advanced Marketing Analytics

Integrated Marketing Communication

Professional Sales

Mathematics, B.A., B.S.

CIP Code: 27.0101

Actuarial Science

Mathematics (major plan of study)

Mathematics Accelerated

Mathematics Teacher Education

Pedagogy Emphasis

Statistics

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

CIP Code: 13.1203

Middle Level Teacher Education (major plan of study)

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

CIP Code: 50.0901

Liberal Arts

Music Business

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

CIP Code: 50.0903

Band and Orchestra Instruments Performance

Classical Guitar Performance

Composition

Composition/Theory Emphasis

Jazz Studies

Keyboard Performance

Music Therapy

New Media Composition

Voice Performance

Nursing, B.S.N.

CIP Code: 51.3801

Pre-licensure BSN (sequence)

RN to BSN (sequence)

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

CIP Code: 13.1314

Kinesiology Studies

Physical Education Teacher Education

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

CIP Code: 45.1001

Political Science (major plan of study)

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

CIP Code: 09.0902

Public Relations (major plan of study)

Management, B.S.

CIP Code: 52.1301

Entrepreneurship and Small Business Management

Human Resource Management

Organizational Leadership

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

CIP Code: 9.0102

Media Arts

Media Management, Promotion, and Sales

Medical Laboratory Science, B.S.

CIP Code: 51.1005

Medical Laboratory Science (major plan of study)

Molecular and Cellular Biology, B.S.

CIP Code: 26.0406

Molecular and Cellular Biology (major plan of study)

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

CIP Code: 13.1312

Choral-General-Vocal

Choral-General-Keyboard

Instrumental-Band

Instrumental-Orchestra

Network and Telecommunications Management, B.S.

CIP Code: 11.0901

Network and Telecommunications Management

(major plan of study)

Philosophy, B.A.

CIP Code: 38.0101

Philosophy (major plan of study)

Physics, B.S.

CIP Code: 40.0801

Physics (major plan of study)

Computational Physics

Engineering Physics Dual Degree Program

Physics Teacher Education

Psychology, B.A., B.S.

CIP Code: 42.0101

Psychology (major plan of study)

Recreation and Park Administration, B.S.

CIP Code: 31.0301

Recreation Management

Therapeutic Recreation

Risk Management and Insurance, B.S.

CIP Code: 52.1701
Business Information Systems
Risk Management and Insurance

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

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

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
Design/Production
Film and Digital Media
Theatre and Film Studies
Theatre Teacher Education

Safety, B.S.

CIP Code: 51.2206
Safety (major plan of study)

Sociology, B.A., B.S.

CIP Code: 5.1101
Sociology (major plan of study)

Special Education, B.S.Ed.

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

Technology and Engineering Education, B.S.

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

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

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

UNDERGRADUATE MINOR PROGRAMS

Accounting
African-American Studies
African Studies
Agriculture
Anthropology
Art
Athletic Coaching
Bilingual Education
Biological Sciences
Business Administration
Business Analytics
Business Environment and Sustainability
Chemistry
Children's Studies
Civic Engagement and Responsibility
Classical Studies
Cognitive Science
Communication Sciences and Disorders
Communication Studies
Computer Science
Criminal Justice Sciences
Dance
East Asian Studies
Economics
English
Entrepreneurship
Environmental Health
Environmental Studies
Ethnic Studies
European Studies
Exercise Science
Family and Consumer Sciences
Film Studies
Financial Planning
Food Studies
French and Francophone Studies
Geography
Geology
German
Gerontology
Health and Wellness Coaching
History
Information Systems
Insurance
Interdisciplinary Studies
International Business
International Studies
Italian Studies
Jazz Performance
Latin American and Latino/a Studies
Legal Studies
Mass Media
Mathematics
Middle Eastern and South Asian Studies
Military Science
Music
Native American Studies
Organizational Leadership
Peace and Conflict Resolution Studies
Philosophy
Physics
Political Science
Psychology
Public Health
Recreation and Park Administration
Religious Studies
Safety
Sociology
Spanish
Teaching English to Speakers of Other Languages
Technology
Theatre
Urban Studies
Women's, Gender, and Sexuality Studies
Writing

MASTER'S DEGREE PROGRAMS

Accountancy, M.S.

CIP Code: 52.0301
Accountancy (major plan of study)

Agriculture, M.S.

CIP Code: 01.0000
Agribusiness
Agricultural Education and Leadership
Agriscience

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

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

Art, M.F.A.

CIP Code: 50.0702
Art (major plan of study)

Biological Sciences, M.S.

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

Chemistry, M.S.

CIP Code: 40.0501
Chemistry (major plan of study)

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

CIP Code: 13.1323
Chemistry Education (major plan of study)

College Student Personnel Administration, M.S.

CIP Code: 13.1102
College Student Personnel Administration (major plan of study)

Computer Science, M.S.

CIP Code: 11.0701
Computer Science (major plan of study)

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

CIP Code: 43.0104
Criminal Justice Sciences (major plan of study)

English, M.A., M.S.

CIP Code: 23.0101
English (major plan of study)

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

CIP Code: 52.0301A
Accounting and Information Systems
Professional Accountancy

Anthropology, M.A., M.S.

CIP Code: 45.0201
Anthropology (major plan of study)
Applied Community and Economic Development

Art, M.A., M.S.

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

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

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

Business Administration, Master of (MBA)

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

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

CIP Code: 13.1323
Chemistry Education (major plan of study)

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

CIP Code: 42.2803
Clinical-Counseling Psychology (major plan of study)

Communication, M.A., M.S.

CIP Code: 09.0101
Communication (major plan of study)

Creative Technologies, M.S.

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

Educational Administration, M.S., M.S.Ed.

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

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

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

History, M.A., M.S.

CIP Code: 54.0101
History (major plan of study)

Information Systems, M.S.

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

Languages, Literatures, and Cultures, M.A.

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

Music, Master of (M.M.)

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

Nursing, Master of Science in

CIP Code: 51.3801
Family Nurse Practitioner
Nursing Systems Administration

Psychology, M.A., M.S.

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

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

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

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

CIP Code: 13.1001
Special Education
Interdisciplinary Early Intervention Sensory Disabilities

Hydrogeology, M.S.

CIP Code: 40.0699
Hydrogeology (major plan of study)

Kinesiology and Recreation, M.S.

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

Mathematics, M.S.

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

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

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

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

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

Reading, M.S.Ed.

CIP Code: 13.1315
Reading (major plan of study)

Sociology, M.A., M.S.

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

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

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

Teaching and Learning, M.S.

CIP Code: 13.0301

Teaching and Learning (Major plan of study)

Technology, M.S.

CIP Code: 15.0612

Technology (major plan of study)

Project Management

Quality Management and Analytics

STEM Education and Leadership

Training and Development

Theatre, M.F.A.

CIP Code: 50.0501

Theatre (major plan of study/no sequence)

Theatre Studies, M.A., M.S.

CIP Code: 50.0501

Theatre (major plan of study)

DOCTORAL DEGREE PROGRAMS**Audiology, Doctor (Au.D.)**

CIP Code: 51.0204

Audiology (major plan of study)

Biological Sciences, Ph.D.

CIP Code: 26.0101

Biological Sciences (major plan of study)

Behavior, Ecology, Evolution, and Systematics

Molecular and Cellular Biology

Neuroscience and Physiology

Educational Administration, Ed.D., Ph.D.

CIP Code: 13.0401

Educational Administration (major plan of study)

Higher Educational Administration

Leadership, Equity, and Inquiry

English Studies, Ph.D.

CIP Code: 23.0101

English Studies (major plan of study)

Mathematics Education, Ph.D.

CIP Code: 13.1311

Mathematics Education (major plan of study)

Nursing, Ph.D.

CIP Code: 51.3808

Nursing (major plan of study)

Nursing Practice, Doctor of (D.N.P.)

CIP Code: 51.3818

Nursing Practice (major plan of study)

Post Master's

Leadership

Family Nurse Practitioner

School Psychology, Ph.D.

CIP Code: 42.2805

School Psychology (major plan of study)

Special Education, Ed.D.

CIP Code: 13.1001

Special Education (major plan of study)

Teaching and Learning, Ed.D.

CIP Code: 13.0301

Teaching and Learning (major plan of study)

GRADUATE CERTIFICATE PROGRAMS

NOTE: The number in parentheses following the certificate name is the Classification of Instructional Program (or CIP) code.

For more information about CIP codes, see Summaries of 2020-2021 Program Reviews in this document.

Anthropology Geographic Information Systems (GIS) Graduate Certificate (45.0299)

Behavior Intervention Specialist Graduate Certificate (13.1005)

Biology Geographic Information Systems (GIS) Graduate Certificate (26.9999)

Business Analytics Graduate Certificate (52.1301)

Chief School Business Official, Post-Master's Graduate Certificate (13.0499)

Curriculum Adaptation Specialist Graduate Certificate (13.1099)

Data Science: Computer Science Graduate Certificate (11.0899)

Data Scientist: Business Information Systems in Accounting Graduate Certificate (11.0802)

Deaf and Hard of Hearing Listening and Spoken Language Graduate Certificate (13.1003)

Dietetic Internship Graduate Certificate (51.3101)

Director of Special Education, Post-Master's Graduate Certificate for (13.0402)

Early Intervention Vision Specialist Graduate Certificate (13.1009)

Enterprise Computing Systems Graduate Certificate (11.1099)
 Family Nurse Practitioner Certificate, Post-Master's (51.3805)
 Forensic Accountant Graduate Certificate (42.0117)
 General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate (13.0409)
 Hydrogeology-Geographic Information Systems (GIS) Graduate Certificate (40.0699)
 Information Assurance and Security Graduate Certificate (11.1003)
 Instructional Technology in World Languages Graduate Certificate (13.1306)
 Internet Application Development Graduate Certificate (11.0801)
 IS Audit and Control Specialist Graduate Certificate (52.0208)
 Library Information Specialist Certificate, Post-Baccalaureate (25.0101)
 Multiple Disabilities Specialist Graduate Certificate (13.1007)
 Network and Telecommunications Management Graduate Certificate (11.0901)
 Organizational Leadership Graduate Certificate (52.0213)
 Project Management Graduate Certificate (52.0211)
 Quality Management and Analytics Graduate Certificate (15.0702)
 School Nurse Graduate Certificate (51.3899)
 School Psychology, Specialist in (S.S.P.) (42.2805)
 Social Aspects of Aging Graduate Certificate (30.1101)
 STEM Education and Leadership Graduate Certificate (13.1399)
 Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate (13.0411)
 Systems Analyst Graduate Certificate (11.0501)
 Teacher Leader Certificate, Post-Baccalaureate (13.0401)
 Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate (13.1401)
 Teaching of Writing in High School/Middle School, Post-Baccalaureate Graduate Certificate in (23.1301)
 Technology Specialist Graduate Certificate (13.0501)
 Training and Development Graduate Certificate (13.1320)
 Transition Specialist Graduate Certificate (13.1019)
 Women's, Gender, and Sexuality Studies Graduate Certificate (05.0207)

RESEARCH AND SERVICE CENTERS

As of July 1, 2020, Illinois State University had 10 research and service centers recognized by the Illinois Board of Higher Education (IBHE) for their contributions to research, public policy development and evaluation, and service to citizens of Illinois. Each center is briefly described below. Information provided was effective July 1, 2020.

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

Adlai Stevenson II Center for Community and Economic Development

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

Center for Child Welfare and Adoption Studies

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

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

Approved by IBHE: June 6, 2017 (temporary status through June 30, 2022)

Reports to: Office of the Vice President for Academic Affairs and Provost
Website: <https://about.illinoisstate.edu/iba/pages/default.aspx>

Center for Insurance and Risk Management (Katie School)

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

Center for Mathematics, Science, and Technology (CeMaST)

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

Center for Teaching, Learning, and Technology (CTLT)

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

Center for the Study of Education Policy (CSEP)

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

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

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

National Center for Urban Education

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

Radio Station WGLT

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

ACADEMIC PROGRAM AND CENTER CHANGES 2020-2021

The following changes to plans of study and research and service centers at Illinois State University were approved during the period beginning July 1, 2020 and ending June 30, 2021. The responsible unit and effective date are indicated for each change.

NEWLY-ESTABLISHED PLANS OF STUDY OR CENTERS

Degree Programs

Computer Systems Technology, B.S.
Department of Technology, College of Applied Science and Technology
Effective May 17, 2021

English B.S.
Department of English, College of Arts and Sciences
Effective May 17, 2021

Low Vision and Blindness, M.S.Ed.
Department of Special Education, College of Education
Effective May 17, 2021

Nutrition, M.S.
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 17, 2021

Sequences

Bilingual/ESL sequence, M.S. in Teaching and Learning program
School of Teaching and Learning, College of Education
Effective May 17, 2021

Child Life sequence, M.A., M.S. in Family and Consumer Sciences program
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 17, 2021

Fashion Design and Merchandising sequence, M.A., M.S. in Family and Consumer Sciences program
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 17, 2021

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

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

History General sequence, B.A., B.S. in History program
Department of History, College of Arts and Sciences
Effective May 17, 2021

History General Accelerated sequence, B.A., B.S. in History program
Department of History, College of Arts and Sciences
Effective May 17, 2021

History-Social Sciences Teacher Accelerated sequence, B.A., B.S. in History program
Department of History, College of Arts and Sciences
Effective May 17, 2021

Human Development and Family Science sequence, B.A., B.S. in Human Development and Family Science program
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 17, 2021

Human Development and Family Science Accelerated sequence, B.A., B.S. in Human Development and Family Science program
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 17, 2021

Human Development and Family Science sequence, M.A., M.S. in Family and Consumer Sciences program
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 17, 2021

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

Interior Design sequence, M.A., M.S. in Family and Consumer Sciences program
Department of Family and Consumer Sciences, College of Applied Science and Technology
Effective May 17, 2021

Leadership, Equity, and Inquiry sequence, Ph.D. in Educational Administration program
Department of Educational Administration and Foundations, College of Education
Effective May 17, 2021

Teaching and Learning sequence, M.S. in Teaching and Learning program
School of Teaching and Learning, College of Education
Effective May 17, 2021

Certificates

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

Psychiatric Mental Health Nurse Practitioner Graduate Certificate
Mennonite College of Nursing
Effective May 17, 2021

Minors

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

Water Sustainability Studies, Minor in
College of Arts and Sciences
Effective May 17, 2021

DISESTABLISHED PLANS OF STUDY OR CENTERS

Degree Programs

Industrial Technology, B.S.
Department of Technology, College of Applied Science and Technology
Effective May 17, 2021

Sequences

Gerontology Practice, M.S.W. in Social Work program
School of Social Work, College of Arts and Sciences
Effective May 17, 2021

NAME CHANGES

Degree Programs

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

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

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

Sequences

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

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

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

Theatre, B.A., B.S. Design/Production sequence
To Production Design and Technology sequence
School of Theatre and Dance, Wonsook Kim College of Fine Arts
Effective May 17, 2021

Minors

From Art, Minor in
To Art History, Minor in
Woonsook Kim School of Art, Woonsook Kim College of Fine Arts
Effective May 17, 2021

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

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

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, 2020. Specialized accreditations are voluntarily sought and maintained by university faculty. Some specialized accreditations are necessary for graduates to qualify for professional certification or licensure.

Of the 39 specialized accreditation associations, 14 recognize educator preparation programs of the University. Those associations include the National Council for Accreditation of Teacher Education (NCATE), which last accredited the teacher education unit at Illinois State in 2012 for seven years. The teacher education unit consists of all educator preparation programs of the University. The Council for the Accreditation of Educator Preparation (CAEP) was organized in 2010 through a merger of NCATE and the Teacher Education Accreditation Council (TEAC) and in 2013 became fully operational as the sole accrediting body for educator preparation providers. The teacher education unit of the University was re-accredited by CAEP in November 2019. Faculty in three educator preparation programs have opted to continue their specialized accreditation associations, while the remaining program faculty decided to discontinue their specialized accreditation associations to instead focus its efforts on seeking and maintaining CAEP accreditation and maintaining their programs in good standing with the Illinois State Board of Education, which approves all educator preparation plans of study in the state.

The tables that follow identify units and plans of study at the University with specialized accreditor affiliations as of June 30, 2020. A separate table is presented for each college. A comprehensive list of specialized accreditation associations with which the University is affiliated follows the tables.

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

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

COLLEGE OF ARTS AND SCIENCES

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

COLLEGE OF BUSINESS

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

COLLEGE OF EDUCATION

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

WONSOOK KIM COLLEGE OF FINE ARTS

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

MENNONITE COLLEGE OF NURSING

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

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

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

ACADEMIC INITIATIVES

IDENTIFYING NEW PRIORITIES FOR ACADEMIC AFFAIRS

Higher education was facing many challenges prior to COVID-19. These challenges include, but are not limited to, maintaining enrollment as student demographics shift nationwide; erosion of public confidence in the value of a college degree; growing social movements regarding social justice, diversity, equity, and inclusion; access and affordability; and declining state support for public universities. The COVID-19 pandemic not only exacerbated these challenges but created new ones. Expenses related to COVID-19 such as new and enhanced technology, expanded cleaning, and the implementation of a COVID-19 testing program significantly increased expenses as revenue losses mounted and Illinois State, like nearly all universities, pivoted to teaching primarily online. In order to identify how best to navigate these challenges and opportunities in the short- and long-term, the Provost proposed a retreat for leaders in the Division of Academic Affairs.

In September 2020, the Provost's office created 10 working groups around the following themes: Academic Programs; Appointment, Salary, Promotion, and Tenure (ASPT); Distance Education; Faculty and Staff Success; Financial Challenges and Opportunities; General Education; Graduate Studies and Research; Internationalization; Recruitment; and Student Success. Two themes: diversity, equity, and inclusion and the post-COVID landscape cut across all working groups. A senior administrator from the Provost's office led each working group. To ensure full transparency and broad campus participation, key stakeholder groups including the Deans' Council, Academic Senate, Chairs and Directors' Council and student government leadership nominated members for the working groups. The retreat planning process was designed to be transparent, inclusive/consultative, and forward-looking. Each working group critically assessed key issues, reviewing the status of ongoing initiatives and plans, identifying gaps, as well as policy and procedural impediments. Groups also identified best practices and institutional strengths with the goal of developing priorities and implementing strategies for Illinois State University to not just remain competitive, but to thrive in the post-pandemic landscape.

The Provost's Office hosted a successful retreat in February 2021 for Chairs, Directors, Deans and their staff, members of the Academic Senate and working group members. Approximately 165 unique individuals attended the retreat over the two-day period and over 100 recommendations were generated. Provost staff are working to integrate feedback gathered through the retreat website (<https://provost.illinoisstate.edu/spring-2021-retreat/>) and retreat attendees to develop a prioritized list of initiatives for the Division of Academic Affairs to implement starting in the 2021-2022 academic year.

DEVELOPING NEW ACADEMIC PROGRAMS

Proposal for Expanding Simulation Capacity in the Mennonite College of Nursing

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

a 15% tuition differential shows that the new revenue will be sufficient to pay for the cost of the building within a few years.

Proposal for Establishing Mechanical Engineering and Electrical Engineering Programs

An internal steering committee was established in early 2017 to study the feasibility of offering undergraduate engineering programs at Illinois State University. The steering committee commissioned EAB, a higher education consultant, to conduct a market demand and feasibility study. In 2020 University faculty and staff began working with the consultant firm CannonDesign to develop educational and technology plans for the proposed programs. The educational planning group was tasked with developing plans related to academic program vision and goals, potential organizational structures, proposed curricula, and implications for and connections to project technology and master planning. The group has developed initial curriculum proposals for three new majors: Electrical Engineering, Mechanical Engineering, and General Engineering. A decision by university administration to pursue establishment of these programs requires action by the President, the Board of Trustees, the Illinois Board of Higher Education (IBHE), and the Higher Learning Commission in addition to reviews by academic units, the University Curriculum Committee, and Academic Senate. During spring 2021, University leadership presented proposals for an education program framework and enrollment plan, a fiscal analysis proposal, a facility space planning proposal, and a proposal to create a new College of Engineering proposal as advisory items to the Academic Senate. University leadership also presented similar presentations to the Board of Trustees. On March 3, 2021, the Academic Senate approved both the academic curriculum plan and the fiscal plan for the new engineering program with strong majorities. On the other hand, both the vote to create the new College and the capital and site plan, taken one month later, failed. Significantly, the majority of individuals who voted against these plans stated they did so to express solidarity with the Graduate Workers Union and not because they were opposed to the creation of the new College. As a result, President Dietz informed the Academic Senate that the University will proceed with planning for the College of Engineering by seeking approval from the Board of Trustees. A resolution asking the Board to approve the new College of Engineering was approved by the Board at their May 7, 2021 meeting.

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

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

Approval of the Bachelor of Science in Computer Systems Technology

A proposal for a new undergraduate degree program, the Bachelor of Science in Computer Systems Technology program, has been approved at all curricular levels, by the Academic Senate, the Board of Trustees, and by the Illinois Board of Higher Education (IBHE). Computer Systems Technology is an interdisciplinary curriculum that provides a background in computer technology, software, programming, information imaging, and other industry-related technologies. The goal is to prepare professionals for the management and supervision of technical computer systems in industrial settings. Coursework emphasizes the use of computer systems to provide students with a diverse technical and professional background in communications, networking, interfacing, and electronic principles related to a variety of computer systems. Unlike the Information Technology Programs, this program focuses on hardware systems and their usage in industrial settings. The degree program has been developed as a stand-alone major from an existing sequence within the industrial technology degree. The program is currently accredited by the Association of Technology Management and Applied Engineering. Administered by the Department of Technology, the program is expected to enroll 74 students each year.

Approval of the Bachelor of Science in English

A proposal for adding a Bachelor of Science degree option to the existing Bachelor of Arts option in English has been approved at all curricular levels, by the Academic Senate, and by the Illinois Board of Higher Education (IBHE). The new option allows the program faculty to realize more fully the innovative potential afforded by the department's English Studies model, to more effectively advise majors seeking to make interdisciplinary connections between English and academic fields outside the liberal arts, and to market the wide range of possibilities available to students who major in English at Illinois State University. The program is expected to enroll 64 students by the fifth year when it is fully implemented.

Proposal of the Master of Science in Nutrition

A proposal for a new Master of Science program in Nutrition within the Department of Family and Consumer Sciences has been approved by the Academic Senate, the Board of Trustees, and the Illinois Board of Higher Education (IBHE). This new program will provide additional options for students studying nutrition within the discipline of Family and Consumer Sciences. The Master's degree in Nutrition, rather than the more general Master's degree in Family and Consumer Sciences, will be more visible to potential students and make graduates more competitive for jobs in their subfields within nutrition. Further, the Commission on Dietetic Registration is requiring a graduate degree for registered dietitians effective January 1, 2024. The program is based on the long-standing Dietetic Internship sequence in the M.S. in Family and Consumer Sciences program and is intended to replace that sequence. Currently over half of the 75 graduate students in the M.S. in Family and Consumer Sciences have a nutrition focus. The new degree program includes two sequences, a Nutrition sequence and a Dietetic Internship sequence. Additionally, the Distance Dietetic Internship Graduate Certificate will be housed within this new program. The proposed program will be administered by the Department of Family and Consumer Sciences within the College of Applied Science and Technology. Enrollment is projected at 80 full-time students once the program is fully implemented.

Accelerated Master's Degree Programs

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

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

FOCUSING ON DIVERSITY, EQUITY, AND INCLUSION

Supporting Success for All Faculty and Staff in Academic Affairs

Illinois State University will be joining over 300 institutions in higher education by entering a three-year partnership with the Collaborative on Academic Careers in Higher Education ([COACHE](#)). Through the Faculty Job Satisfaction Survey administration, COACHE helps institutions study the work lives of faculty, assess the academic workplace broadly, and provide data that can support decision making related to faculty members' professional lives and performance. The COACHE survey data can be disaggregated by tenure status, rank, gender, race, and discipline; comparisons are provided of the demographic groups. COACHE also provides robust

comparative data in its reporting and analytics, including benchmarking the academic workplace internally and against self-selected peer comparison institutions. This partnership will help the Division of Academic Affairs advance our goal of further diversifying our faculty and is part of our broader faculty recruitment and retention initiatives. Academic Affairs wants to be intentional in learning what is working well and how we can improve in our efforts to welcome, recruit, and retain faculty across the inclusion spectrum.

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

A parallel framework for staff was developed early in the fall 2020 – *The Framework for Inclusive Service and Support Excellence* (FISSE). The FISSE dimensions – all developed within a diversity, equity, and inclusion lens – include Service and Support, Impact of Outreach and Programming, Leadership and Mentoring, Climate and Culture, Collaboration and Teamwork, and Feedback, Assessment, and Data Informed Reflection. FISSE is guiding professional development programming for staff in Academic Affairs.

The GROWTH Change Team was formed in spring 2020 as a university-wide structure for college-unit specific professional development (PD). This team's primary goal is to build the capacity within colleges and units in Academic Affairs to design, implement, and assess a yearly faculty/staff PD plan aligned with local needs to support student success in alignment with the FITE and/or FISSE. Over summer 2020, GROWTH Change leaders from each college/unit developed PD plans for the 2020-2021 academic year based on their needs. GROWTH Teams implemented their PD plans in each College/Unit offering on average, 3-4 professional development sessions per semester to faculty and/or staff in Academic Affairs. Some examples of workshops offered in colleges and units during the 2020-2021 academic year include:

- Diversity, Equity and Inclusion in Planning Goals (EMAS)
- Empathy in Our Work (EMAS)
- Creating and Inclusive Classroom Culture: Disrupting White Norms Pedagogy (COE)
- Redesigning your Syllabus and Course Materials for DEI (COE)
- Implicit Bias (Milner)
- Power and Privilege (Milner)
- Trauma Informed Teaching (WKFA)
- Employing Equity-Minded and Culturally Affirming Teaching Practice in Virtual Learning Communities (WKFA)
- The Impact of Self-Reflection, Knowledge and Application on Student Success and Retention (COB)
- Increasing Student Engagement by Enhancing Classroom Culture and Climate (COB)
- The Power of Empathy and its Impact on DEI (CAST)
- Professionally and Academically Supporting Students: What we Need to Know (CAST)
- Crossroad Anti-Racisms Training (MCN)
- ASPT with an EDI focus discussion (CAS)

The Office of the Provost sponsored over 40 workshops on recognizing and intervening when microaggressions occur in academic environments. Workshops were delivered to departments, schools, and units during the Spring and Fall of 2020 by a team of faculty and staff facilitators who have research-based expertise on this topic. Over 850 faculty and staff in academic affairs participated in this learning opportunity. Data collected about the impact of these sessions is currently being analyzed to identify needs for future programming.

The initiatives outlined above are ongoing. The GROWTH Change Team will meet in summer 2021 to reflect and evaluate Year 1 of professional development implementation at the college/unit level. During the summer, the team will also develop professional development plans for the 2021-2022 academic year based on the feedback and results of Year 1 implementation and other professional development needs identified. All professional development programming will continue to align to FITE/FISSE. Once data analysis concludes for the

microaggressions workshops, we will disseminate the results to multiple stakeholders with future professional development programming recommendations. CTLT will continue to offer various professional development opportunities to support teaching and learning with an inclusive and equitable lens aligned to the FITE framework. CTLT and the Office of the Cross Chair in SoTL are partnering to name three Teaching Scholars-in-Residence with a focus on student success, student engagement, and DEI-based pedagogies. Teaching-Scholars will begin to work on their projects in summer 2021 and fall 2021.

Supporting Success for All Students

Under the direction of the Interim Assistant Vice President for Student Success, the Division of Academic Affairs is launching a concerted and focused effort to identify barriers to and opportunities for improved student success with emphasis on diversity, equity and inclusion. In FY22, student success efforts will continue to focus on several initiatives. The first is administration of a \$1.9 million Governor's Emergency Education Relief (GEER) grant to address the technology equity gap for first-generation, low-income and underrepresented students due to COVID-19. As of the date of this document, technology (laptops, MiFis, and webcams) have been issued to more than 300 students with plans to continuing awarding over 500 additional laptops to incoming and continuing students. Over \$16,000 has been awarded in micro-grants directly to students. \$50,000 has been dedicated to the construction and outfitting of a multimedia/podcasting room in the new Multicultural Center. Additionally, funding has been awarded to three identity-based RSOs for programming with additional funding available through fall 2021.

The AVP for Student Success is developing multiple initiatives targeting student success issues through a variety of perspectives. The various components of this initiative, including gathering of significant student success data, will result in the eventual development of a campus-wide student success framework. These initiatives include meetings at the department/school, college, and university levels, identifying issues and developing solutions that contribute to student success. Also included in the multi-part-initiative is a review of University procedures to determine their impact on student success as well as the identification of student success measures that include, but also go beyond, retention and graduation rates. Student success initiatives will align with established and emerging faculty success initiatives. This planning process will involve partnerships with such units as Student Affairs focusing on programming for the new Multicultural Center, coordination with Career Services, and collaboration with the Colleges and Milner library as they develop their college-level student success initiatives. As an example, a new program called SOAR (Supporting Opportunity, Actualization, and Realization), is being developed which focuses on a small cohort of first-generation students and students from under-resourced school districts and low-income households. The program will provide exclusive access to tenured faculty and administrators at Illinois State as well as diverse leaders in the community, opportunities for networking, cultural enrichment, community service, peer connections, academic support, and opportunities to engage in contemporary social topics among other benefits. Students in the SOAR cohort will be given financial assistance to make Illinois State University affordable, ideally without having to take out student loans, thereby reducing financial stress and burden. The Office of Admissions is working closely with high school counselors to recruit SOAR students and staff in University College are developing the programming for the inaugural cohort which will begin in fall 2021.

A third initiative for FY21 is a 5-part series of virtual panels ReggieCon (<https://about.illinoisstate.edu/reggiecon/>) focusing on diversity, equity, and inclusion in comics, movies, and popular media. Recognizing the heritage and history months throughout the year, ReggieCon is providing a vehicle for students, faculty, and staff to discuss important diversity and equity issues within the context of popular media. The February and March 2021 ReggieCon panels included external experts and each hosted well over 100 participants.

In the latter part of the FY21 academic year, two initiatives will launch that will extend into the next academic year and beyond. First, in March 2021, Illinois State University was selected as one of 16 institutions to be awarded a grant from the Association of Public and Land-Grant Universities (APLU) to participate in an institutional transformation assessment focusing on student success and equity. This project will be a cooperative effort between Academic Affairs, Student Affairs, and the Interim Assistant to the President for Diversity, Equity and Inclusion. Second, the Office of the Provost has chosen to focus on student success planning as part of the Higher Learning Commission's Quality Initiative. A component of the Open Pathway option for accreditation, the Quality Initiative is a multi-year project that will involve planning and participation from all divisions of the University. Through the

Quality Initiative, Illinois State will take a deep dive into the issues and opportunities surrounding student success and systematically integrate the findings into the accreditation process.

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

Responding to recommendations of the Campus Climate Task Force and an *ad hoc* committee appointed by the Provost, the University Curriculum Committee approved a proposal for a new graduation requirement concentrating on diversity in the United States. Learning outcomes were proposed by the *ad hoc* committee and discussed at two university-wide open forums. Under the proposal, all undergraduates will be required to complete a course concentrating on issues related to Inclusion, Diversity, Equity, and Access in U.S. Society (IDEAS). The requirement would be fulfilled either as part of General Education, the student's major, or as an elective. The University Curriculum Committee forwarded the proposal to the Academic Senate for review in spring 2019. The Academic Affairs Committee submitted the proposal to the Academic Senate in spring 2021.

GENERAL EDUCATION REVISION

The Council on General Education requested a review of the general education program beginning in fall 2019. This review is typically completed every five years. Consonant with this request, an *ad hoc* executive work group was formed. The executive work group has 26 faculty and staff members being led by co-chairs Jennifer Friberg (CSD faculty, Interim Director of CTLT and Cross Endowed Chair for the Scholarship of Teaching & Learning) and Erin Mikulec (TCH faculty and interim associate chair for TCH). The Executive Committee was given the charge to gather extensive campus input on general education, review the student learning outcomes, investigate national best practices, review the current structure, make recommendations for any changes to the program, develop an assessment plan, analyze resource needs, and make recommendations for faculty development for general education. It is anticipated that a proposal/report will be submitted to the Provost in Summer/Fall 2021.

PROFESSIONAL DEVELOPMENT IN RESPONSE TO COVID-19

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

Eleven asynchronous "DIY-style" modules featuring guidance regarding the design of accessible and engaging online courses were created and paired with 15 synchronous workshops facilitated by course instructors with expertise in each topic. The synchronous workshops enabled instructors to interact with their peers and discuss the ways in which each DIY topic could be implemented in the course planning process. Additionally, ways in which to teach using ReggieNet and Zoom were discussed in 35 different short courses offered for all course instructors. A four-topic professional development workshop series was created for graduate teaching assistants in

collaboration with the Graduate School. CTLT staff also engaged in dozens of individual consultations with course instructors to support individual needs and/or provide resources in support of both faculty and student success.

CTLT continued to offer programming throughout the academic year with an emphasis on culturally responsive teaching practices, improving blended and online courses, teaching with technology, mental health in the classroom, and the scholarship of teaching and learning. The Center also offered various learning communities where faculty discussed specific topics related to teaching and learning (e.g., the neuroscience of learning, community engagement and service-learning, including historically marginalized voices in courses, supporting student success in STEM courses, diversity learning community). CTLT staff have also built out several resources and opportunities for graduate teaching assistants in the last year, including the Future Professors Professional Development Circle, Instructional Design for Future Faculty, and the newly developed Foundations of College Teaching program.

DOCUMENTING THE VALUE OF AN ILLINOIS STATE UNIVERSITY EDUCATION

The Illinois State University Graduate Job and Salary Initiative was initiated by University Assessment Services (UAS) in fall 2016. The initiative initially involved working with the Office of Planning, Research, and Policy Analysis and the Illinois Department of Employment Security (IDES) to match data for about 42,000 former students who graduated from Illinois State University with a bachelor's degree between 2003 and 2012 with state-level unemployment insurance records. In 2020, UAS submitted a revised update to IDES that will match over 82,000 Illinois State graduate and undergraduate students who graduated between 2003 and 2018. Incomes and other labor market data will be reported between 2004 and 2019. Having objective outcomes data serves multiple purposes, including 1) maintaining university accreditation, 2) demonstrating that investment in Illinois State University leads to positive outcomes, 3) demonstrating to legislators that Illinois State University is a good steward of taxpayer dollars, 4) highlighting Illinois State's role in keeping college graduates in state, and 5) recruiting students to the University.

The first part of the initiative was successfully completed in fall 2017. A report was sent to all the department chairpersons and school directors for each major housed in their department or school. The report included 1) annual mean and median monthly wages calculated for each year since graduation, 2) data regarding job stability (stable, ongoing employment when graduates hold the same job over continuous quarters and years), 3) the top five industries in which graduates are employed, and 4) the percentage of graduates from each academic program currently working in Illinois. Each college dean also received the same reports for all academic programs in their respective colleges. Between spring 2018 and spring 2019, UAS conducted approximately 10 presentations to various campus programs and generated reports for nearly 10 academic programs.

In collaboration with Enterprise Data Analytics (EDA), UAS has created a method for incorporating more Illinois State-level academic and demographic data. This will allow for more detailed and meaningful analyses. Finally, UAS will implement a plan for sharing results. Options under consideration include on-line dashboards through Power BI; incorporating data into regular reporting and planning processes (like Academic Program Review); including employment projections for industries and occupations aligned with majors; matching with other long-term graduate outcomes like graduate school enrollment and alumni survey questions; and empirical analyses.

SECTION III

COLLEGE PROGRAMS AND INITIATIVES

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

Section III of this report includes Fiscal 2022 objectives (i.e., for the year ending June 30, 2022) and the multi-year strategic plan for each college and for the Graduate School. All Fiscal 2022 objectives are presented first, followed by all unit strategic plans. In each set, the documents are presented in the following order.

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

NOTE REGARDING PLANNING PERIODS OF ACADEMIC UNIT STRATEGIC PLANS

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

FISCAL YEAR 2022 OBJECTIVES

FISCAL 2022 OBJECTIVES
COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

The College has established four major goals with strategies and corresponding action items listed under each goal for FY22 (College of Applied Science and Technology Strategic Plan 2019–2024). Each of the College’s goals is linked and fully supports the core values and goals championed in *Educate-Connect-Elevate Illinois State 2018-2023*.

CAST 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.

College of Applied Science and Technology Goals

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

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

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

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

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

1. Recruit and retain high quality and diverse faculty and staff.

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

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

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

FISCAL 2022 OBJECTIVES
COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences will be guided by the following objectives, which are framed within the four areas of program development, student success, diversity and inclusion, and faculty and staff success.

A. Program Development:

1. Work with and support programs and departments to promote the inherent value of a liberal arts and sciences education. This will include continued development and promotion of marketing materials that speak to both the breadth of preparation from a liberal arts and sciences education and the value of interdisciplinary minors.
2. Work with programs and departments, particularly in the Humanities and Social Sciences, to expand the relevance of a liberal arts and sciences education to a dynamically changing world.
3. Work with STEM disciplines to advocate for expansion of laboratory facilities to support growth in STEM majors, engineering, and nursing.
4. Work with CAS departments to prepare for the implementation of the engineering program.
5. Work with interested programs and departments to explore, and if appropriate, develop cross-college, interdisciplinary programs including:
 - Data science/data analytics across CAS, CAST, COB.
 - Explore the feasibility with COB for a 3+2 AMD program with a liberal arts and sciences undergraduate degree and a management graduate degree.
 - Explore cross-college initiatives with CAST in areas of environmental sustainability.
6. Work with CAS departments to develop Accelerated Master's Degree (AMD) programs where appropriate.
7. Work with CAS departments to develop online/distance education programs (primarily graduate programs) where appropriate.
8. Continue to seek guidance and consultation from the College of Arts and Sciences' three Advisory Boards to ensure that we are preparing students to have relevant skills and backgrounds to meet current and future needs:
 - Community Advisory Board
 - Emeritus Faculty Advisory Board
 - Chicago Advisory Board
9. Continue the assessment and update of the current strategic plan. The assessment will provide a summary for the incoming permanent dean as to what was accomplished, what remains as work in progress, and what may be emerging areas for focus in the next plan.

B. Student Success:

1. Develop a Student Advisory Council to the College as a body to provide student feedback regarding their experiences in CAS learning environments.
2. Encourage students to enhance their multi-dimensional experiences while promoting the broad, transferrable knowledge and skills of a liberal education that prepares people for many careers.

Opportunities include:

- Promote students' pursuit of minors—especially interdisciplinary minors—that add distinguishing experiences and competencies to student resumes.
 - Promote CAS Career Enhancement Competencies.
 - Promote “Internationalizing Your Major.”
 - Promote the Honors Program.
 - Promote “Undergraduate Research Experiences” with the Office of Student Research to position students advantageously for employment and graduate education.
 - Work with the Career Center so students gain early in their careers both professional development and information about how a liberal arts and sciences education prepares them for the workforce.
3. Partner with units and departments to assess barriers to student success and support curricular and programmatic changes as appropriate.

C. Diversity and Inclusion:

1. Through the Student Advisory Council, host at least one student listening forum each semester to receive student feedback about and recommendations for inclusive learning environments.
2. Continue to promote diversity in hiring and retention of faculty and staff.
3. Continue to devise faculty and staff professional development series to promote inclusive teaching for diverse students.
4. Encourage D/SFSCs to adapt ASPT policies more inclusive of DEI efforts.

D. Faculty and Staff Success:

1. Work with the Steering Committee on the GROWTH Change process to integrate principles guided by GROWTH into College professional development initiatives.
2. Continue to support faculty across all three divisions with the knowledge and tools to seek external funding (Pivot, etc.).
3. Fund 100% of all URG proposals for a second year in a row; fund 100% of all Humanities and Social Science proposals for a fourth year in a row.
4. Maintain URG ROI of \$44 in external funding proposals for every \$1 invested.

FISCAL 2022 OBJECTIVES

COLLEGE OF BUSINESS

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

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

Accounting Department (ACC)

- Continue to provide professional development opportunities for our five departmental student groups. The groups are NABA, SAS, AFWA, BAP, and the BIS Club.
- Continue to grow and promote our internship programs in accounting and BIS
- Continue to promote and develop data analytics and other technology course offerings so our students will be competitive in the job market
- Imbed technology from the data analytics tools classes throughout the other accounting courses.
- Continue to promote and provide SCRUM Master Certifications for our students as well as other BIS certification.
- Continue to work with clients on projects in the BIS classes
- Continue to develop our Jumpstart program to ensure retention in our accounting program.
- Continue to grow our SAP class.
- Continue to promote our new certificates (Forensic Accounting, Data Scientist, and Systems Auditing)
- Continue to promote our new sequences in data analytics to students.
- Continue to support transfer students through our new transfer student class.
- Promote our Study Abroad to Belgium
- Promote our online certificates

Finance, Insurance, and Law Department (FIL)

- Continue to build on the foundation of technical skills provided by the introductory course in the finance major (FIL 190).
- Continue to develop data analysis modules in existing classes as a means to create a stand-alone elective on analytics.
- Continue to increase the number of FIL students in internships.
- Propose formal sequences within the finance major to highlight career opportunities. Also identify additional elective courses in the both the finance and RMI majors.
- Increase participation and engagement of students in the registered student organization Illinois State Students in Finance (ISSF), especially by students of underrepresented groups.
- Identify opportunities for participation in student competitions for finance majors.
- Update the department web site to include information on careers and campus resources for job searches.
- Through the Institute for Financial Planning and Analysis, continue to provide support for financial planning students to attend professional conferences.

International Business and

The Carson and Iris Varner Institute for International Business (VIBI)

Engagement

- Work on improved marketing of the IB major and minor to current ISU students as well as prospective students

- Continue to develop relationship with Illinois Global Scholars as a recruitment pipeline for IB majors and minors to ISU

Impact

- Continue to increase the number of International Business students enrolled in transformational international learning experiences
- Continue to support and grow the IB program in Panama
- Given that almost ¼ of IB graduates over the past 5 years have gone into Customs and Logistics, develop an International Logistics course to better prepare those students for their careers and provide them an advantage in the job market. This would become an additional functional course that will ultimately be an IB elective. This is being done with the support and involvement of 4-6 alumni who currently work in the Logistics/Customs area and would be guest lecturers to provide real examples and live cases for the students to work on. In the short run, this could be taught alternately with IB 346 until permanent staffing could be arranged. (Ideally it would end up taught once per year by one of the Operations Management faculty in the long run)
- Increase funding for study abroad

Katie School of Insurance and Risk Management (Katie School)

- Katie School will continue to develop students who are pursuing careers in insurance through co-curricular programming, internships, industry-focused research and industry speakers.
- Pricing for CPCU became unaffordable for students. Look for alternatives to CPCU for continuing the industry designation. The Katie School director coordinated efforts with 8 other universities to seek a bundled resource of risk management curriculum from industry risk management organization IRMI to provide students with a lower cost, higher quality content.

Management and Quantitative Methods Department (MQM)

Engagement

- Resume recruiting for study abroad and rebuild our relationships in the new reality, “post-Covid-19”
- Continue to increase enrollment of MQM students in internships both domestically and abroad

Innovation

- Continue to promote the importance of analytics in Management sequences, per Association to Advance Collegiate Schools of Business (AACSB) recommendations
- Streamline the MQM core curriculum to allow MGT majors to take a course focused on analytics and data analysis

Impact

- Fund-raising to support student travel to case competitions, study abroad, and international internships

Marketing Department (MKT)

- Obtain approval of a Master of Marketing Analytics degree and 4+1 accelerated master’s degree (AMD) program, which would increase graduate enrollment and provide an opportunity for high achieving students to complete their bachelor’s degree and master’s degree with one additional year of study. Implementation of the program would require recruiting at least one additional marketing analytics faculty member to teach in the graduate program or to assist in the undergraduate program so other analytics faculty could teach new courses in the master’s program. The new initiative supports innovation in that it offers a new means for student to gain the skills and accreditation that will make them more competitive in the job search as they begin their career in the analytics field.
- Promote the Business Analytics Graduate Certificate program to analysts and other business professionals at local employers to substantially increase enrollment. Expand our enrollment by developing a fully online version of the certificate program to attract Chicago area alumni and others interested in a distance learning option.
- Expand enrollment in the fully online Master of Science in Business Education program pedagogy track, particularly, by targeting ISU business teacher education alumni and other teachers, in-state and out-of-state.

- Host the fall 2021 Marketing Meet the Firms career fair with participation by a substantially larger number of firms offering positions in all areas of marketing, not only professional sales, in order to meet the student demand for more analytics, promotions and general marketing job recruitment on campus or via online platforms.
- The Professional Sales and Analytics faculty will conduct team selling professional development workshops and prepare a team to compete successfully in the fall 2021 Indiana University Sales and Analytics Team Selling Case Competition.
- Offer students a series of extra-curricular skill building workshops on high quality video production, copy writing, story-telling and other marketing communications related topics. The workshops could be taught by engaged ISU alumni and promoted on Handshake, and students could receive a digital badge to display on LinkedIn for completion of a workshop series.
- Expand use of Adobe applications across introduction, intermediate and advanced marketing classes to improve the quality of content created for promotion and strategic marketing plans and other client and course reports.
- Strategic Marketing sequence faculty will implement extra-curricular initiatives particularly in support of general marketing students who choose not to specialize in sales, analytics, or integrated marketing communication.
- Host the 2022 Redbird National Sales Competition.

The George R. and Martha Means Center for Entrepreneurial Studies (Means Center)

Innovation

- Host the Startup Showcase in its new one-day format at the Stadium Club, culminating with an awards ceremony

Impact

- Advertise in local media (The Vidette, The Pantagraph, social media, WZND, and WGLT) and on campus (yard signs, fliers) to publicize to students the availability of our Accelerator and the Yargar funds with the specific goal of increasing the participation of students of color and women
- Partner with the new Center of Innovation in the College of Business to A) establish the parameters of the relationship; B) establish how the two units complement one another; C) collaborate to search out and support commercially viable student enterprises, especially those that foster sustainability

Organizational Leadership Institute (OLI)

Engagement

- Offer the four student leadership programs during both spring and fall (except the Leadership Fellows Program; this program is designed to be face-to-face and will be offered in Fall if COVID-19 restrictions permit)
- Increase student participation in each program. Participation thus far in 2021 is lower than desired. A major focus during 2021 will be strengthening communication regarding and promotion of our student leadership programs
- This will also include linking participation in student programs to the relevant aspects of the Redbird Career Portfolio

Master of Business Administration Program (MBA)

- Return to the 50/50 blended modality for our MBA programs.
- Develop new funding sources for student professional development opportunities such as case competitions, employment fairs, etc.

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

Accounting Department

- Continue to work with corporate partners to fund faculty fellowships and faculty support.
- Encourage faculty to apply for College and University awards
- Continue to recruit for fit with a strong emphasis on diversity

- Continue to support research workshops within the department
- Bring in experts on data analytics to speak to the faculty on embedding data analytics into most accounting courses.
- Continue to advocate for our advisors and administrative assistant with regard to awards and job promotions.
- Educate our faculty on applying for grants from outside the university
- Update our DFSC document to guide faculty

Finance, Insurance, and Law Department

- Continue to recognize faculty excellence in teaching, research and service with departmental and college recognition.
- Continue to host FIL research seminars.
- Encourage FIL faculty to apply for both internal and external awards/grants.

Katie School of Insurance and Risk Management

- Katie School will continue to support faculty who do research and presentations related to the insurance industry.
- In conjunction with Innovation Consulting Community Katie School will help with Train-the Trainer Design Thinking Sprints for faculty interested in helping students learn how to be more innovative and teach innovation in their classes* (This could be funded by Hagge and/or ICC). Katie School would help facilitate. Another possible use of funding would be to purchase video production and editing hardware and software for students to use to help capture and promote innovation projects in the college.

Management and Quantitative Methods Department

Engagement

- Hire a new faculty member in Operations Management and another new faculty member with a focus on DEI & Social Management in OB/Organizational Leadership to return to previous levels of instructional capacity
- Hire one additional office support staff to offer better support to the centers and institutes (especially the VIBI, the Means Center, and the new Innovation Center)

Impact

- Hiring for diversity in both Ops Man and OB would constitute significant progress in diversifying the faculty in MQM

Marketing Department

- Fully implement biometrics behavioral lab in support of faculty research
- Increase funding for department sponsored research grants
- Expand student participation in the department's student research pool and increase the number of faculty research projects utilizing the student research pool
- Hire new faculty members in the sales, analytics, and strategic/general marketing sequences to replace faculty who have retired or relocated.

The George R. and Martha Means Center for Entrepreneurial Studies

Innovation

- Survey entrepreneurship faculty to identify which research databases the Means Center can purchase to support entrepreneurship research
- Create a mechanism for faculty to seek financial assistance from the Means Center for the purposes of collecting primary data for qualitative and quantitative entrepreneurship research

Master of Business Administration Program

- Work with the Growth Change Team to deliver professional development resources designed specifically for the COB.

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

Accounting Department

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

Finance, Insurance, and Law Department

- Hire new faculty in finance, RMI, and Law to replace lost instructional capacity and to help meet program needs (especially at the graduate level) while maintaining emphasis on diversity.
- Encourage faculty to continue participation in workshops dedicated to diversity issues.
- Encourage faculty to continue to develop cultural and global awareness through international experiences such as teaching in programs at Quality Leadership University.
- Provide support for inclusion-promoting activities of RSOs.

International Business and

The Carson and Iris Varner Institute for International Business

Engagement

- Continue to administer the Bachelor of Science in International Business at Quality Leadership University in Panama City, Panama
- Continue to increase the number of students enrolled in the IB major and minor

Management and Quantitative Methods Department

Engagement

- Continue to sponsor and support visiting international scholars in a variety of capacities

Innovation & Impact

- Appoint a faculty member to mentor and support students with diversity and inclusion concerns
- Focus on hiring for DEI
- Recruit more female faculty, since only 36% of the tenure-line faculty are women
- Recruit more faculty from underrepresented groups, since only 12% of the faculty belongs to protected classes
- Recruit more women students into the major, since only 35% are female. Zero students are non-binary
- Recruit for diversity and inclusion in the major, since only 29% of undergraduates belong to protected classes

Marketing Department

- Work with the COB Diversity and Inclusion Initiative team in planning and conducting student events and faculty training that build a committed culture of diversity and inclusion in the department and throughout the College of Business
- Encourage greater engagement by students of underrepresented minorities in the RSOs and other extra-curricular activities sponsored by our department. Greater engagement will result in transformative learning experiences and opportunities for leadership development.

- Encourage faculty to develop more culturally diverse and global perspectives by teaching for two to three weeks in Panama in the ISU International Business and MBA programs at Quality Leadership University (QLU)

The George R. and Martha Means Center for Entrepreneurial Studies

Innovation & Impact

- The Means Center will increase the number of Accelerator applicants from a diverse background (e.g., outside of the COB, traditionally underrepresented groups, students from pluralistic diasporas, and women)

Master of Business Administration Program

- Launch 4th MBA intake taught on site in Panama.
- Obtain 100% participation by the MBA and advising staff in the upcoming university-sponsored DEI workshops.

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

Accounting Department

- Continue to hold AACSB separate accounting accreditation and prepare for our next visit in 2021.
- Continues to post news and accomplishments on Linked In pages (young alumni page and older faculty page)
- Continue to promote and nominate our students and faculty for external awards and programs such those sponsored by the Illinois CPA Society
- Continue to promote the CPA exam and consider ways to assist students with passing such as additional CPA review scholarships.
- Continue to compete with U of I and Northern for CPA exam pass rates.
- Continue to present our goals and accomplishments at the Student Accounting Society (SAS) Banquet
- Continue to present to Department of Accounting Advisory Board about our annual accomplishments.
- Continue to promote our new endorsement from the Institute of Management Accountants (IMA), for curriculum leading to certification as a management accountant (CMA).
- Publish a virtual newsletter two to three times per year for outreach and to announce accomplishments.

Finance, Insurance, and Law Department

- Support efforts during the College of Business AACSB accreditation review process.
- Investigate social media alternatives for sharing departmental updates with both internal and external stakeholders.
- Increase the proportion of faculty classified as “Scholarly Academic”.
- Support publication in high-quality Accounting, Finance and Insurance journals.
- Support participation as presenters and discussants in leading academic conferences in finance and insurance.

International Business and

The Carson and Iris Varner Institute for International Business

Innovation

- Configure IB Day as a celebration of 40 years of the IB program graduating IB majors and to celebrate the retirement of Carson Varner

Katie School of Insurance and Risk Management

- The Katie School continues to develop engagement opportunities with diverse students from high school, community college, and freshman and sophomores on campus.

Marketing Department

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

The George R. and Martha Means Center for Entrepreneurial Studies

Engagement

- Continue progress on the Means Center's 5-year strategic plan

Innovation

- Develop award criteria to rebrand our entrepreneur award with new awards, including an Economic Impact Award, a Science and Technology Impact Award, and an Impact on the Arts award
- Follow the Startup Showcase with an awards ceremony at the Stadium Club for students and award-winning entrepreneurs in the community, featuring food and beverages
- Cultivate prospects to create a named-endowed chair in Entrepreneurship
- Create more grant opportunities for Entrepreneurship faculty to increase their presence at national and international entrepreneurship conferences

Organizational Leadership Institute

Impact

- Analyze growth goals and strategies necessary to increase opportunities for community members who are differently abled, people of color, GLBTQ+, first-generation, or from ethnic and religious minorities to participate in OLI's events.

Master of Business Administration Program

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

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

Accounting Department

- Continue to expand the Department of Accounting Advisory Board with new corporate partners. Corporate partners will contribute financially to the department foundation accounts.
- Continue our program with ADM for accounting faculty scholars.
- Continue our scholarship golf outing. Work with our partner from Sikich to coordinate the event with the assistance of the department. Work to increase financial contributions from this event for scholarships.
- Continue our Trivia Night Fundraiser that appeals to younger alumni
- Continue the Student Accounting Society (SAS) annual banquet with a guest speaker from industry and with partner firms present.
- Continue to have Department of Accounting Advisory board members speak in classes and hold mock interviews for students.
- Continue Department of Accounting Advisory board meetings three times per year.
- Continue and grow the fall accounting career fair in September of 2020.
- Continue and grow Meet the Firms, our spring accounting career fair.
- Continue to connect with alumni through Linked In
- Continue the annual awards banquet and grow the amount of scholarships awarded.
- Continue to have many firms and speakers present in the classroom and at student RSO meetings

- Continue outreach to young alumni
- Continue outreach to community college faculty
- Publish a virtual newsletter two to three times per year.

Finance, Insurance, and Law Department

- Continue professional panels of experts providing interactive sessions with students on careers in finance.
- Encourage alumni/professional presentations in finance and insurance classes, as well as through student organization meetings.
- Increase the number of firms and students participating in the fall “Meet the Firms” event.
- Continue to seek funding opportunities for scholarships, attendance at professional conferences, and student competitions.
- Enhance advisory board engagement with students.

Management and Quantitative Methods Department

Engagement

- Continue fund-raising for scholarships, the Accelerator Program, and faculty development

Marketing Department

- Expand Marketing Advisory Board involvement in mentoring and fundraising
- Continue our extensive community engagement through client projects supporting local for-profit businesses, nonprofits and community agencies

The George R. and Martha Means Center for Entrepreneurial Studies

Engagement

- Continue fund-raising for the Accelerator Program and faculty development
- Create more grant opportunities for Entrepreneurship faculty to increase their presence at national and international entrepreneurship conferences

Innovation

- The Means Center will work with Steve Millard, Ecliptic Capital (Austin, Texas) to support early-stage entrepreneurs who are in pre-revenue stages

Organizational Leadership Institute

Engagement

- Continue to involve alumni and local organizations (such as GROWMARK, COUNTRY Financial, State Farm, and the Illinois Soybean Growers Association) in development, design, and delivery of student leadership programs
- Continue to involve alumni and local organizations (including those listed above and the City of Bloomington) in development, design, and delivery of student leadership programs

Innovation

- Consult with Steve Vandiver, Joyce Parmenter, and the Alumni Office to communicate more frequently with alumni via social media regarding the professional development programs offered by OLI
- Consult with COB-IT and the above-listed entities to leverage virtual technologies in the development and delivery of additional leadership development programming in order to reach a wider audience

Master of Business Administration Program

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

FISCAL 2022 OBJECTIVES COLLEGE OF EDUCATION

The College of Education (COE) has five goals and objectives based on our 2019-2024 Strategic Plan. We linked all goals and objectives to the University vision, values, and goals articulated in Educate, Connect, Elevate (ECE) 2018-2023. Ongoing priorities in the COE include increasing enrollment and diversity among students, faculty, and staff; developing new graduate programs and promoting existing programs; developing teacher preparation pipelines; and supporting the success of our faculty, staff, and teacher candidates.

College of Education Strategic Goals

Goal 1: Support, recruit, and retain educators (faculty and students) who work to eliminate systemic inequities and promote inclusion in education

1. Build a Student Success Center to provide tutoring, leadership and professional development, and offer equitable access to college and university resources
2. Recruit and retain faculty and staff from diverse backgrounds
3. Embed Culturally Responsive Teaching practices in all SED courses
4. Promote professional development, mentorship, and collegiality for faculty through the expansion of GROWTH activities
5. Review and revise policies to better support diverse students in our programs
6. Support the professional development of Non-Tenure Track faculty and graduate students
7. Increase EAF's overall enrollment by 15% (enrollment target 103 students)
8. Promote faculty cultural competency

Goal 2: Develop and support innovative, exceptional, and globally-minded educators and administrators

1. Create new innovative undergraduate and graduate programs
2. Prepare Diversifying Higher Education Faculty in Illinois (DFI) Fellows for teaching opportunities at institutions of higher education in the state of Illinois
3. Engage in service and outreach initiatives to enhance relationships with professionals and alumni
4. Support and encourage faculty to involve undergraduates in research—Reach-a-Redbird
5. Nominate and establish three doctoral students as UCEA Barbara Jackson scholars, a participant in the David L. Clark Seminar at AERA, and a participant in the AASA Principal Academy

Goal 3: Build partnerships that reflect a shared commitment to excellence in teacher preparation

1. Explore possibilities to meet new state endorsement rule changes
2. Increase engagement with district partnerships through the Cecilia J. Lauby Center
3. Engage in systematic process mapping to increase efficiencies in student teaching placements and district contracts through the Cecilia J. Lauby Center
4. Increase interactive data reporting
5. Work with CTE and the Registrar's office on licensure requirement changes
6. Nurture existing partnerships and exploring new partnerships with school districts that will benefit our students and faculty.
7. Partner with community colleges to create teacher education pipelines.

Goal 4: Provide a supportive and engaging graduate student experience

1. Develop a new Masters of Art in Teaching (MAT) graduate program
2. Develop new graduate programs and promote current programs
3. Support graduate coordinators, across the college, with communication and digital marketing efforts
4. Explore the feasibility of distance learning offerings in an online Graduate Research and Community College Leadership Certificate
5. Establish a cohort of students from Joliet/Chicago interested in Principal Preparation, Superintendent, CSBO, and doctoral studies
6. Establish a cohort of doctoral students in the Leadership, Equity, and Inquiry sequence

7. Complete the design of the new state endorsement rule changes in Early Childhood (ECE), Elementary (ELED) and Middle Level education (ML)

Goal 5: Affirm the reputation of the College of Education as the leader in educator preparation

1. Engage in quality state, nationally, and internationally recognized scholarship
2. Engage in service and outreach initiatives to enhance relationships with professionals and alumni
3. Advocate for education legislation at the state and federal levels
4. Engage faculty and staff in legislative advocacy

FISCAL 2022 OBJECTIVES
WONSOOK KIM COLLEGE OF FINE ARTS

Wonsook Kim College of Fine Arts Strategic Focus 1: Enrich Academic and Artistic Excellence

Wonsook Kim College of Fine Arts Strategic Focus 2: Foster a Diverse and Inclusive Environment

Wonsook Kim College of Fine Arts Strategic Focus 3: Enhance Student Success Through Enrollment, Retention, and Civic Engagement

Wonsook Kim College of Fine Arts Strategic Focus 5: Improve Teaching and Learning Spaces and Infrastructure

Wonsook Kim College of Fine Arts Strategic Focus 6: Strengthen Alumni and Friend Engagement and Development

Educate, Connect, Elevate Strategic Direction I: Enhance Strength and Stability; Strategic Direction II: Foster Innovation; Strategic Direction III: Nurture Diversity and Inclusion; Strategic Direction IV: Enrich Engagement)

Plans for FY22 include:

- Recruit and retain enrollment in the college's Teacher Education programs in Art, Music, Theatre and Dance. (Wonsook Kim College of Fine Arts Strategic Focus 1: Enrich Academic and Artistic Excellence; Educate, Connect, Elevate Strategic Direction I. Enhance Strength and Stability)
- Recruit, grow, and retain enrollment in Creative Technologies' sequences, Wonsook Kim School of Art Graphic Design program, and School of Theatre and Dance Design and Technology programs. (Wonsook Kim College of Fine Arts Strategic Focus 1: Enrich Academic and Artistic Excellence; Educate, Connect, Elevate Strategic Direction I. Enhance Strength and Stability)
- Work with Ratio and HGA architects, ISU Facilities Planning and Construction, contractors, the State of Illinois Capital Development Board (CDB), ISU Provost, AVP for Academic Fiscal Management, VP for Finance and Planning, and the college's internal team to complete planning and budgets for the Fine Arts Rehabilitation Project. (Wonsook Kim College of Fine Arts Strategic Focus 5: Improve Teaching and Learning Spaces and Infrastructure; Educate, Connect, Elevate Strategic Direction I: Enhance Strength and Stability; Strategic Direction II: Foster Innovation)
- Work with ISU Facilities Planning and Construction to plan calendar, placement, and renovation of temporary spaces on campus for the Wonsook Kim College of Fine Arts schools, programs, and administration offices to relocate during 2-3 years of construction. (Wonsook Kim College of Fine Arts Strategic Focus 5: Improve Teaching and Learning Spaces and Infrastructure; Educate, Connect, Elevate Strategic Direction I: Enhance Strength and Stability; Strategic Direction II: Foster Innovation)
- Complete renovation of CVA 140, a Creative Technologies Game Design classroom, that supports game development curriculum. (Wonsook Kim College of Fine Arts Strategic Focus 5: Improve Teaching and Learning Spaces and Infrastructure; Educate, Connect, Elevate Strategic Direction I: Enhance Strength and Stability; Strategic Direction II: Foster Innovation)
- Develop curriculum for a master's degree in Virtual Reality (VR). College leadership is working with Associate Vice-President and Chief Information Officer Charley Edamala, directors of the Wonsook Kim School of Art, School of Music, School of Theatre and Dance, Creative Technologies program director and associate program director, and deans to develop courses and staffing, space, and budget plan. (Wonsook Kim College of Fine Arts Strategic Focus 1: Enrich Academic and Artistic Excellence; Educate, Connect, Elevate Strategic Direction I: Enhance Strength and Stability; Strategic Direction II: Foster Innovation; Strategic Direction IV: Enrich Engagement)

- Develop an Audio and Music Production undergraduate sequence in the Creative Technologies program. This sequence will attract enrollment of current and prospective students. The Creative Technologies program director and faculty are working with the school directors and deans to develop additional courses and identify appropriate budget, space, and equipment. (Wonsook Kim College of Fine Arts Strategic Focus 1: Enrich Academic and Artistic Excellence; Educate, Connect, Elevate Strategic Direction I: Enhance Strength and Stability; Strategic Direction II: Foster Innovation; Strategic Direction IV: Enrich Engagement)
- Develop a 4 + 1 in the Creative Technologies program. Current students have indicated they would like to continue as students in Creative Technologies after graduating to further develop their skills and knowledge in specific sequences to expand their career options. (Wonsook Kim College of Fine Arts Strategic Focus 1: Enrich Academic and Artistic Excellence; Educate, Connect, Elevate Strategic Direction I: Enhance Strength and Stability; Strategic Direction II: Foster Innovation; Strategic Direction IV: Enrich Engagement)
- Continue working with the college deans, faculty, staff, and students on Growth Change Initiatives, with a focus on Diversity, Equity, and Inclusion. Initiated in the Wonsook Kim College of Fine Arts in 2020-2021, schools and programs have organized unit DEI committees that come together to form the college's Growth Change-DEI Committee. (Wonsook Kim College of Fine Arts Strategic Focus 2: Foster a Diverse and Inclusive Environment; Educate, Connect, Elevate Strategic Direction I: Enhance Strength and Stability; Strategic Direction III: Nurture Diversity and Inclusion; Strategic Direction IV: Enrich Engagement)
- Students, faculty, and staff will continue to create surveys, secure guest speakers, plan book discussions, and organize directed conversations to address DEI topics in the college, campus, and community. (Wonsook Kim College of Fine Arts Strategic Focus 2: Foster a Diverse and Inclusive Environment; Educate, Connect, Elevate Strategic Direction I: Enhance Strength and Stability; Strategic Direction III: Nurture Diversity and Inclusion; Strategic Direction IV: Enrich Engagement)
- Apply newly acquired funds from the Wonsook Kim endowment (2019) to support faculty, staff, and student development and strategic initiatives. (Wonsook Kim College of Fine Arts Strategic Focus 1: Enrich Academic and Artistic Excellence; Wonsook Kim College of Fine Arts Strategic Focus 6: Strengthen Alumni and Friend Engagement and Development; Educate, Connect, Elevate Strategic Direction I: Enhance Strength and Stability; Strategic Direction II: Foster Innovation; Strategic Direction III: Nurture Diversity and Inclusion; Strategic Direction IV: Enrich Engagement)
- In March FY21, the college will purchase 12 Steinway pianos for the School of Music, funded by donor Wonsook Kim. The total group of pianos will be delivered in FY22. This purchase will become a part of the School of Music's Steinway inventory and will allow ISU and the college to be designated as an international "Steinway School," the first public university in Illinois to have this designation. These pianos will support all music majors and graduate students, performance faculty, guest artists, and collaborations with the School of Theatre and Dance. A donor event and community-wide celebration will occur in FY22. (Wonsook Kim College of Fine Arts Strategic Focus 1: Enrich Academic and Artistic Excellence; Wonsook Kim College of Fine Arts Strategic Focus 6: Strengthen Alumni and Friend Engagement and Development; Educate, Connect, Elevate Strategic Direction I: Enhance Strength and Stability; Strategic Direction III: Nurture Diversity and Inclusion; Strategic Direction IV: Enrich Engagement)
- Conduct a search for the Director of the School of Music position vacated by Dr. Steve Parsons in 2020 and currently held by Interim Director, Dr. Adriana Ransom.
- Continue to reach out to alumni to reengage them with ISU and the Wonsook Kim College of Fine Arts; pursue donor support and gifts for the college; apply resources to promote the college's programs and events to recruit and retain students; identify funding to enhance current programs and develop new opportunities. (Wonsook Kim College of Fine Arts Strategic Focus 6: Strengthen Alumni and Friend Engagement and Development Educate, Connect, Elevate Strategic Direction I: Enhance Strength and

Stability; Strategic Direction III: Nurture Diversity and Inclusion; Strategic Direction IV: Enrich Engagement)

- Support the Illinois Shakespeare Festival, University Galleries, Big Red Marching Machine, and the college's 300+ public events (concerts, performances, exhibitions, presentations, String Project, Red Note New Music Festival, Community School for the Arts, and collaborative creative projects). (Wonsook Kim College of Fine Arts Strategic Focus 6: Strengthen Alumni and Friend Engagement and Development Educate, Connect, Elevate Educate, Connect, Elevate Strategic Direction I: Enhance Strength and Stability; Strategic Direction II: Foster Innovation; Strategic Direction III: Nurture Diversity and Inclusion; Strategic Direction IV: Enrich Engagement)
- Continue to improve the facilities, mechanical, electric, plumbing (MEP), and technology throughout the college's buildings as funding allows to support teaching, research, and creative activities. (Cook Hall, Center for the Visual Arts, Centennial East and West, Center for the Performing Arts, MFA Art studios, University Galleries Permanent Art Collection). (Wonsook Kim College of Fine Arts Strategic Focus 5: Improve Teaching and Learning Spaces and Infrastructure; Educate, Connect, Elevate Strategic Direction I: Enhance Strength and Stability; Strategic Direction II: Foster Innovation; Strategic Direction III: Nurture Diversity and Inclusion; Strategic Direction IV: Enrich Engagement)

FISCAL 2022 OBJECTIVES MENNONITE COLLEGE OF NURSING

Below is an outline of college goals represented in the Mennonite College of Nursing 2018-2023 Strategic Plan. Those goals completed in prior fiscal years are designated as completed, while others listed as a focal point for FY22 are listed as such. Goals to be addressed beyond FY22 and those that are on-going each year, though strategic, are also designated.

Strategic Goal 1: Teach Our Students with Excellence

Objective 1: Programs

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

Objective 2: Curriculum

FY'22

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

FY'22

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

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

FY'22

Goal 4: Align testing with NCLEX standards throughout undergraduate program (responsible: PCC)

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

Objective 3: Leadership & Development

FY'22

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

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

FY'22

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

Objective 4: Technology

FY'22

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

- (Ongoing) Goal 2: Further develop online learning offerings, distance education and methods to promote and support these offerings (responsible: PCC, RN BSN, GPCC)
- (Ongoing) Goal 3: Further expand simulation learning; explore online simulation (responsible: SC)
- (Completed) Goal 4: Develop digital testing- online testing platform

Strategic Goal 2: Strategically Grow Research and Scholarly Works

Objective 1: Reputation

- (Ongoing) Goal 1: Hire faculty with competence and motivation to achieve desired quality and quantity of research; assess needs and impending retirements of current faculty (responsible: DC)

FY'22

- (Future Goal) Goal 2: Consider faculty member for NIH Reviewer Training (responsible:ADR)
- (Ongoing) Goal 3: Increase quantity and quality of externally funded research, projects
- Goal 4: Using marketing strategies, develop alternative communication channels on research outcomes for internal and external audiences (responsible: DMR)

Objective 2: Focus

- (Ongoing) Goal 1: Hire and sustain tenure track faculty that support research focus (responsible: DC)

Objective 3: Technology

- (Ongoing) Goal 1: Leverage technology to enhance programs that require research (responsible: ADR, CRC, TSC)
- (Completed) Goal 2: Support large dataset studies
- (Completed) Goal 3: Develop simple and transparent tracking system for timelines on grant submissions, IRB protocol submissions, all current research projects – especially ones that are happening with our students

Strategic Goal 3: Collaborate with Our Community

Objective 1: Strengthen & Develop Partnerships

- (Ongoing) Goal 1: Explore health-related opportunities that help to educate our students and provide a benefit to the community – both on and off campus (responsible: APSP, ANEW, CAUSE)
- (Ongoing) Goal 2: Offer health-related service experiences through cross-agency collaboration that develop leadership skills, and understanding of vulnerable and diverse populations (responsible: APSP, ANEW, CAUSE, SEL)

Objective 2: Develop Stronger Focus on Healthcare Delivery Outside of Acute Environment

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

Objective 3: Capture and Highlight Community Service of College

FY'22

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

Objective 4: Strengthen Alumni Engagement

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

Strategic Goal 4: Develop Diverse Clinical Experiences for Students

Objective 1: Assure Varied Clinical Experiences

FY'22

Goal 1: Offer experiences in diverse settings that align to industry shifts—outpatient and ambulatory environments, in-patient environments, mental health, chemical dependency, long-term care, end of life care, chronic disease care, and global health—assuring nursing students understand clinical practices beyond the traditional inpatient medical model (responsible: ADA, CAUSE)

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

Objective 2: Expand Clinical Partnerships

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

Objective 3: Expand Role of Simulation Learning to Enhance Clinical Experiences

- (Ongoing) Goal 1: Utilize simulation to compliment coursework, expand research and publication opportunities, and model clinical best practice (responsible: CAUSE)
- (Ongoing) Goal 2: Expand faculty simulation expertise to promote quality student simulation-based learning opportunities (responsible: SC)

FY'22

Goal 3: Explore additional spaces and opportunities to expand simulation programs (responsible: SC)

Strategic Goal 5: Grow and Promote a Premier Institution of Nursing Excellence

Objective 1: Culture

- (Ongoing) Goal 1: Provide and communicate clear and simple job responsibilities for roles (responsible: DC)
- (Ongoing) Goal 2: Assess culture and job satisfaction through faculty and staff engagement. Target areas for improvements (responsible: Culture Committee led by CC Chair)
- (Ongoing) Goal 3: Develop stronger faculty/staff connections and utilization (responsible: DC)
- (Ongoing) Goal 4: Hire faculty and staff that align to culture and College's needs (responsible: DC)
- (Ongoing) Goal 5: Consciously develop the culture elements that are meaningful; develop, foster, and hold people accountable to expected cultural norms (responsible: Culture Committee led by CC Chair)
- (Ongoing) Goal 6: Assess and consider purpose and outcomes of all meetings; improve efficiency and effectiveness of meetings to decrease frequency of meetings (responsible: DC, Committee Chairs)

Objective 2: Marketing

- (Ongoing) Goal 1: Curate and leverage content that illustrates MCN's value and nurtures relationships with students, community, and industry (responsible: DMR)
 - Use research excellence as a tool for attracting students and faculty; especially focusing on

- programs where growth is needed and beneficial to the college (responsible: DMR)
- (Completed FY19) Design, document, and implement a marketing and recruitment plan that is SMART (Specific, Measurable, Achievable, Relevant, and Time-bound)
- (Ongoing) Goal 2: Recruit high caliber diverse students, faculty, and staff (responsible: DC)
- (Ongoing) Goal 3: Increase brand awareness, perception, and affinity within Illinois; then expand beyond state (responsible: DMR)
- (Ongoing) Goal 4: Leverage technology and marketing automation (responsible: DMR)

Objective 3: Foundation Building

FY'22

Goal 1: New Facility (responsible: Dean)

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

Objective 4: Faculty Outreach

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

Objective 5: Faculty and Staff Development and Funding

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

FY'22

Goal 2: Develop succession plans (responsible: DC)

- (Ongoing) Goal 3: Redefine and implement a faculty mentoring program (responsible: ADA)

Objective 6: 100th Anniversary Celebration

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

Objective 7: Business Process Excellence

FY'22

Goal 1: Data

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

Goal 2: Processes

FY'22

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

FY'22

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

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

Abbreviation

Committee / Role

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

**FISCAL 2022 OBJECTIVES
MILNER LIBRARY**

At the time of writing, Milner Library is nearing completion of its strategic plan for FY22-26. Although not yet approved and adopted, this planning document assumes the adoption of draft strategic directions.

MIL Strategic Directions for FY22-26	Educate Connect Elevate Goal(s)
Facilitate academic excellence by enriching campus learning and teaching	II.A.1-2; II.B.1-2; IV.B.3
Create a more diverse, equitable, and inclusive library system that welcomes all members of the campus community	I.B.2-3; III.B.1-3
Enhance physical and virtual environments for research, teaching, and innovation	II.B.1-2; II.C.1,3
Enhance strategic partnerships to increase engagement with campus and the community	IV.A.1-3; IV.B.3
Promote student success via engagement, programming and support services through a holistic lens	IV.B.1,3; IVC.3-4
Grow University success through initiatives to enhance scholarly and creative productivity	II.B.2-3; II.C.-13

Milner Library Strategic Initiatives for FY22

In addition to being guided by our Milner Library Strategic Plan, Milner Library has specific initiatives for FY22 as listed below:

- Investigate after hours chatbot to increase patron access to information.
- Facilitate implementation of the Guide Review Project Team's FY21 recommendations to enhance the navigability of the library's subject-based guides.
- Design and deliver digital learning objects supporting each stage of the research process in alignment with the library's information fluency program goals.
- Facilitate professional development of librarians by integrating a library community of practice and creating best practices for designing and delivering library instruction.
- Create and post short videos promoting census, election, legislation, and relevant primary sources from federal, state, and local governments in order to promote civic engagement.
- Design an equity, diversity, and inclusion plan in the context of the library's services.
- Develop and deliver new programming on open access publishing models, understanding publishing metrics, managing online scholarly identities, and supporting affordable and open educational textbooks.
- Partner with the Center for Teaching, Learning, and Technology on the design and construction of space to integrate the center at Milner Library to support faculty success.
- Continue to plan for the design and construction of the Milner Student Success Center.
- Assess usage patterns of the library's collections to plan for areas of collection growth.
- Explore in depth our analytics capabilities with our newly adopted library systems to incorporate better data into collection development decision making processes.
- Prepare for the migration of Archon to ArchivesSpace, replacing an outdated and information-insecure content management system for hosting archival finding aids for the Dr. Jo Ann Rayfield Archives as well as the library's special collections and rare books.
- Rehouse and inventory the Herbert Ueckert Costume Collection of circus wardrobe pieces donated to the library's as part of its Circus and Allied Arts Collection with the goal of stabilizing the costumes for ultimate use as a teaching collection.

FISCAL 2022 OBJECTIVES GRADUATE SCHOOL

The Graduate School's strategic plan, as well as all four goals within *Educate Connect Elevate Illinois State* will drive the FY 22 Planning document:

Below are the 10 strategies and associated tactics that will guide the Graduate School.

1. Continue to improve the role of the Graduate School in problem-solving, customer service and leadership
 - a. Continue to look for ways to serve our constituents. (ongoing)
 - b. Seek to enhance customer service to faculty, staff, and students. (ongoing)
2. Advocate for graduate students, student services, and student scholarship and creative activity.
 - a. Work closely with the graduate student senator to communicate issues relevant to graduate students. (ongoing)
 - b. Capitalize on establishing/growing programs that meet the demands of potential students and the job market such as:
 - i. professional master's degrees
 - ii. Interdisciplinary/joint programs
3. Maintain standards across campus
 - a. Re-implement the first year graduate student survey to assess processes and why they chose ISU. (ongoing)
4. Review and improve the thesis/dissertation process including deadlines and formatting
 - a. Investigate eliminating ProQuest and using the ISU ReD as the repository.
5. Provide recruitment assistance to programs.
 - a. Hire a recruiter to work on behalf of the University and individual departments who will also be responsible for external graduate practicums.
 - b. Increase funding from the Graduate School for recruitment.
 - c. Establish an underrepresented student mentoring program with the Black Graduate Student Association.
6. Integrate across campus the concept that graduate programs add value to the university in terms of prestige and scholarship.
 - a. Change title to leader of the Graduate School as AVP of Graduate Education or Dean of the Graduate School to elevate the value of the position and the Graduate School both on campus and across the country.
 - b. Implementation of new strategic plan as the current plan is through FY22.
7. Build on the value faculty members have for graduate education to expand program offerings
 - a. Build strong graduate programs by reviewing underperforming programs and exploring new programs to meet the changing job market.
 - b. Investigate the feasibility of an interdisciplinary degree through stackable certificates or other plans of study.
8. Reposition graduate programs so they get more institutional recognition than they currently receive.
 - a. Develop a marketing plan for the Graduate School that showcases the value of graduate education at ISU including diversity, finances, etc.

9. Advocate that graduate assistants are valuable resources.
 - a. Provide more transparency within colleges in how graduate assistantships are distributed to programs.
 - b. Monitor graduate assistants (GAs) across campus including the number of GA positions, stipends, and the distribution of GAs within programs and departments.

10. Recognize that graduate students are different than undergraduate students and that different services are required to support them.
 - a. Work with student and faculty success efforts to address graduate student needs
 - b. Work with Dean of Students to add an additional graduate student seat to the Student Government Association.

MULTI-YEAR STRATEGIC PLANS

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

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

Our Values:

We value:

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

Mission statement:

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

Vision statement:

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

Goals:

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

Strategies:

1. Foster hands-on learning through an applied focus in the classroom and experiential learning opportunities when appropriate.
2. Cultivate individualized and transformative educational experiences including internships, study abroad, service-learning, and civic engagement.
3. Add new scholarships, graduate assistantships, and support opportunities to benefit student recruitment and retention.
4. Provide quality programs to students while exploring and developing new programs and courses that provide opportunities for growth of the College.
5. Seek input from external constituents, as appropriate, to integrate and improve the curricula.
6. Enhance facilities within budgetary constraints to provide student access to outstanding technology and learning experiences.
7. Calibrate available resources and our commitment to individualized attention of students as considerations for program enrollments.
8. Recruit and retain diverse, motivated, and academically talented students.

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

Strategies:

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

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

Strategies:

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

IV. Develop and maintain productive relationships with external constituencies.

Strategies:

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

7. Explore self-supporting, entrepreneurial opportunities that encourage civic engagement while raising the visibility of our programs.

COLLEGE OF ARTS AND SCIENCES STRATEGIC PLAN 2016-2021

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

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

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

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

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

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

The Planning Process

The Strategic Planning Steering Committee was formed to be representative of all constituencies in the College, with elected representatives from among Department Chairs, tenure-track faculty, students, non-tenure track faculty, Administrative/Professionals, and Civil Service staff. Volunteers from the Emeritus Faculty, Community, and Chicago Advisory Boards also served. The committee worked together to update the existing mission, vision,

and values statements in light of *Educating Illinois 2013--2018*, the existing strengths of the College, and the emerging opportunities suggested by local, national, and international trends. Each of these sections was carefully developed with opportunity for input from all constituencies through open forums. The newly defined areas of strategic focus and resulting goals grew out of these discussions. Concrete actions were developed, along with measurable outcomes, to ensure that we could document our progress on each goal.

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

The Strategic Plan Steering Committee

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

MISSION STATEMENT

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

VISION STATEMENT

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

VALUES STATEMENT

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

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

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

- *a strong liberal arts and sciences tradition* that expands learners' horizons and provides a basis for continual learning;

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

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

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

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

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

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

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

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

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

AREAS OF STRATEGIC FOCUS

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

Strategic Focus 1: Facilitate academic excellence.

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

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

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

Strategic Focus 1: Facilitate academic excellence

Goal 1.1 Develop and maintain rigorous and inclusive academic curricula.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategic Focus 1: Selected Accountability Measures

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

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

Goal 2.1 Enhance communication and collaboration to support academic excellence.

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

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

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

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

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

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

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

Goal 2.3 Enhance physical infrastructure to support academic excellence.

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

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

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

Strategic Focus 2: Selected Accountability Measures

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

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

Goal 3.1 Increase funding from external research grants and contracts.

- Action 3.1.1: Work with Provost and Vice-President of Finance to get Research and Sponsored Program funding equivalent to that of CTLT.
- Action 3.1.2: Work with Provost and Vice President of Finance to create spring and summer research institutes similar to CTLT's teaching institutes.
- Action 3.1.3: Investigate feasibility of adding personnel for proposal writing and budget preparation (Unit must return buyout funds if an external grant is not submitted).

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

- Action 3.2.1: Work with HR to allow units to use grant buyout dollars to pay some faculty overload pay to teach an additional course, possibly increasing the diversity of courses to students.
- Action 3.2.2: Engage in cooperative learning experiences with businesses.
- Action 3.2.3: Research and implement best practices for inclusive hiring and mentoring of underrepresented groups.

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

- Action 3.3.1: Help identify opportunities for faculty and staff to provide consulting services based on their professional expertise by updating the expertise list.
- Action 3.3.2: Facilitate interdisciplinary and inter-collegiate connections for research projects.
- Action 3.3.3: Work with CTLT to implement faculty and graduate teaching assistant training in classroom strategies for conversations regarding diversity and inclusiveness

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

- Action 3.4.1: Work with higher administrators and HR to secure additional dollars for course buyouts
- Action 3.4.2: Promote use of resources for mentoring of underrepresented groups
- Action 3.4.3: Provide recognition or awards to departments/faculty/staff who engage in diversity and inclusion training programs
- Action 3.4.4: Give chairs/directors access to funds for advertising in media outlets that attract prospective faculty from underrepresented groups
- Action 3.4.5: Work with RSP to increase external funding to support the research endeavors of faculty from underrepresented groups

Strategic Focus 3: Selected Accountability Measures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategic Focus 4: Selected Accountability Measures

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

COLLEGE OF BUSINESS STRATEGIC PLAN 2018-2023

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

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

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

Core Values:

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

Goal One

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

Strategies

1. Maintain high expectations for excellence in student performance.

Tactics

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

Tactics

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

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

Tactic

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

Goal Two

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

Strategies

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

Tactics

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

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

Tactics

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

3. Support teaching excellence.

Tactics

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

4. Provide leading edge facilities, technology, and technology services and support for students, faculty, and staff.

Tactics

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

Tactics

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

Goal Three

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

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

Tactics

- A. Provide opportunities for faculty and staff development and engagement through participation in seminars, and workshops.
 - B. Increase opportunities for hearing and interacting with speakers invited to campus.
 - C. Increase welcoming and celebratory events for students, faculty, staff and other selected constituents.
2. Maintain a student body consisting of diverse, individuals with high standards and high expectations.

Tactics

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

Goal Four

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

Strategies

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

Tactics

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

Tactics

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

Tactics

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

Tactics

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

Goal Five

Create and strengthen partnerships with alumni and business organizations. Strategies

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

Tactics

- A. Create and support centers and institutes central to our mission.
 - B. Develop and maintain appropriate initiatives and partnerships.
2. Maintain existing and create new relationships with businesses and organizations that partner with the COB and hire our graduates.

Tactics

- A. Increase opportunities for business partners to meet and interact with students.
- B. Increase number of business partners who seek to interview and hire our students.

- C. Increase student awareness of career options and the soft skills needed to succeed in a career.
3. Increase private financial support.

Tactics

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

Tactics

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

COLLEGE OF EDUCATION STRATEGIC PLAN 2019-2024

Vision

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

Mission

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

Strategic Plan

Goal 1

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

OBJECTIVES

1. Develop an intentional plan with strategies and incentives for increasing the recruitment and retention of underrepresented and historically marginalized students, faculty, and staff
2. Establish opportunities for COE students, faculty, and staff to learn about and engage in efforts that promote equity and inclusion in education and communities that are historically marginalized

Goal 2

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

OBJECTIVES

1. Prepare students, faculty, and staff to utilize pedagogically-driven and culturally responsive practices for teaching with technology
2. Encourage teaching and research efforts that lead to effective practices in education that help schools and colleges adapt to a changing world
3. Increase opportunities to connect students, faculty, and staff with educators and educational institutions around the world

Goal 3

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

OBJECTIVES

1. Encourage interdisciplinary teaching and research across departments and schools
2. Incentivize research and teaching collaborations between COE faculty and faculty associates
3. Develop structures to involve all stakeholders (schools, colleges, private industry, professional associations, and others) in the COE including but not limited to periodic reviews of COE curriculum development and assessment
4. Involve school and college leaders/educators in the education and mentoring of COE students

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

Goal 4

Provide a supportive and engaging graduate student experience

OBJECTIVES

1. Renovate designated classrooms and other learning spaces for the use of graduate students
2. Provide a wider range of financial support for graduate students
3. Facilitate faculty development emphasizing best practices in adult education, distance learning, and blended/online learning
4. Facilitate mentorship opportunities that will engage students in ongoing research and teaching with faculty

Goal 5

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

OBJECTIVES

1. Publicize the contributions and accomplishments of students, faculty, staff, and alumni
2. Partner with all stakeholders (schools, colleges, private industry, professional associations, and others) to increase COE presence in statewide policy making concerning education at all levels
3. Establish the COE as the state's primary center for inquiry in educational equity

COLLEGE OF FINE ARTS STRATEGIC PLAN 2018-2023

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

The Planning Process

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

The Strategic Planning Steering Committee

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

Vision Statement, Mission Statement, and Values Statement

Vision Statement

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

Mission Statement

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

Values Statement

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

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

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

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

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

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

Areas of Strategic Focus

Strategic Focus 1: *Enrich Academic and Artistic Excellence*

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

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

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

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

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

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

Strategic Focus 1:

Enrich Academic and Artistic Excellence

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Selected Accountability Measures:

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

Strategic Focus 2:
Foster a Diverse and Inclusive Environment

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

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

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

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

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

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

Action 2.2.1: Encourage culturally responsive components across the curriculum.

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

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

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

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

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

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

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

Action 2.4.1: Appoint a College Diversity Liaison.

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

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

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

Action 2.4.5: Evaluate and enhance equal access to facilities.

Selected Accountability Measures

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

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

Strategic Focus 3:

Enhance Student Success through Enrollment, Retention, and Civic Engagement

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

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

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

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

Selected Accountability Measures

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

Strategic Focus 4:

Expand and Promote Research and Creative Scholarship

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

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

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

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

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

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

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

Selected Accountability Measures

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

Strategic Focus 5:
Improve Teaching and Learning Spaces and Infrastructure

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

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

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

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

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

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

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

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

Selected Accountability Measures

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

Strategic Focus 6:

Strengthen Alumni and Friend Engagement and Development

Goal 6.1 Promote and enhance the reputation of the College.

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

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

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

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

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

Goal 6.2 Increase stakeholder engagement in the College.

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

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

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

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

Selected Accountability Measures

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

Strategic Focus 7:

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

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

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

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

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

Action 7.2.2: Leverage traditional marketing strategies.

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

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

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

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

Selected Accountability Measures

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

**MENNONITE COLLEGE OF NURSING
STRATEGIC PLAN 2018-2023**

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

Objective 1: Teaching Our Students with Excellence

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

Objective 2: Strategically Grow Research and Scholarly Works

Strategic Focus Areas: Reputation; Focus; Technology

Objective 3: Collaborate with Our Community

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

Objective 4: Develop Diverse Clinical Experiences for Our Students

Strategic Focus Areas: Assure varied clinical experiences; Expand clinical partnerships; Expand role of simulation learning to enhance clinical experiences

Objective 5: Grow and Promote a Premier Institution of Nursing Excellence

Strategic Focus Areas: Culture; Marketing; Foundation building; Faculty outreach; Faculty and staff development and funding; 100th Anniversary Celebration; Business process excellence

Values: We value life-long, curious learners and relationships with one another and our community. We strive to improve health, demonstrate excellence in our work; provide service to and care for others; and display empathy, openness, advocacy and purposeful action in an environment that welcomes diversity while promoting inclusion and the celebration of personal and professional accomplishments.

MILNER LIBRARY STRATEGIC PLAN 2021-2026

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

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

Objectives with Action Steps

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

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

Objectives with Action Steps

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

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

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

Objectives with Action Steps

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

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

Objectives with Action Steps

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

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

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

Objectives with Action Steps

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

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

Objectives with Action Steps

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

GRADUATE SCHOOL STRATEGIC PLAN 2018-2023

The Graduate School of Illinois State University
Illinois State University
Fall 2017

INTRODUCTION

Student demographics on university campuses are changing significantly. We are seeing a declining number of high school graduates, shifts in racial/ethnic composition of students going to college, a large number of Illinois high school graduates leaving the state to attend other universities, slight increases in graduate students across the country, increased online graduate degree options, and increased numbers of international students coming to the United States to study. This results in a substantial challenge for ISU, undoubtedly a decline in the number of students who are classified as first time in college, and a prime graduate population to target. In order to meet university enrollment goals, the Graduate School must position itself for growth. With growth it can more readily and substantially contribute to meeting enrollment targets. This document will outline results of the strategic planning process, a ten-year aggressive vision, a SWOT analysis, and results of the three data collection techniques utilized. All of this resulted in 10 strategies (goals) and detailed tactics to achieve in fulfilling the strategies. The strategies and tactics will contribute to the goals and objectives of Educating Illinois. Once the newest version of Educating Illinois is released in spring 2018 these strategies and tactics will be reviewed to ensure they align with ISU's guiding plan.

A 10 YEAR VISION

In 10-years the Graduate School will:

- Have 3,000-3,500 students.
- Offer non-traditional programs/degrees to meet the needs of the workforce including but not limited to accelerated master's degree programs; online opportunities; professional master's degrees; and badges, micro- degrees, and stackable certificates.
- Be staffed at the appropriate level to meet university and program growth goals with a top priority being student recruitment.
- Be valued at all levels of the university and viewed as an integral part of meeting university goals
- Be viewed as an essential part of enrollment management.
- Have at least 15 percent of all graduate students from underrepresented populations.

THE PROCESS

The Graduate School worked with Jeri Beggs, professor in the Illinois State University College of Business, to complete the strategic planning process. It was the desire of the Graduate School to learn the perceptions of its services, what role it plays at the University, and what future direction it should take.

The research phase of this plan had three parts. The first part was a series of six focus groups conducted in November and December of 2015 with five different participant groups including 1) graduate coordinators, 2) graduate program administrative assistants, (3) department chairs/school directors, (4) graduate students and (5) a support group (International Studies, Registrar, Admissions, etc.). Beggs asked a series of questions including such things as:

- What is the role of the Graduate School on campus?
- What does the Graduate School do well?
- What could the Graduate School improve?

- What should the Graduate School be doing that it isn't?

- If you were the director of the Graduate School or the provost, what changes would you make to graduate education?

As the focus groups were being conducted, Beggs met with Troy Johnson, associate vice president for Enrollment Management to discuss the role of the Graduate School in enrollment management.

The second part of the process was a survey informed by the focus group findings. After a thorough review of the data, Beggs, Amy Hurd (director of the Graduate School), and Brent Beggs (professor, School of Kinesiology and Recreation and a survey design expert) collaborated to develop the survey questions. The survey was created using Select Survey and distributed to all ISU graduate faculty members in April 2016. The survey (Appendix B) was divided into six sections including:

- The Role of the Graduate School
- Graduate Students
- Thesis/Dissertation Process
- Perceptions of the Graduate School
- Priorities of the Graduate School
- Open ended general questions

Results included responses from 219 graduate faculty members. The data, analyzed by Brent Beggs, led to 10 research findings, or strategies, that were used as the impetus for establishing the tactics the Graduate School will use to guide its work over the next five years.

Responses were analyzed by faculty rank, college, and involvement with the thesis/dissertation process. Responses did not differ by faculty rank or college. However, a faculty member's involvement in the thesis/dissertation process did have an impact on their responses. The summary of the survey and the summaries by faculty rank, college, and involvement with the thesis/dissertation process are presented in the next section.

For the third part, once the draft strategies and tactics were completed, graduate coordinators and the Graduate Council members were invited to review the findings and provide additional input. Jeri Beggs facilitated this meeting and encouraged the participants to "think outside the box." The input from this meeting resulted in further refinement of the strategies and tactics.

STRATEGIES AND TACTICS

Role of Graduate School

1. Continue to improve the role of the Graduate School in problem-solving, customer service and leadership
 - a. Continue to look for ways to serve our constituents. (ongoing)
 - b. Seek to enhance customer service to faculty, staff, and students. (ongoing)
 - c. Advocate for electronic degree audits to aid faculty staff, and students. (FY 19)
 - d. Investigate graduate student payment options to understand the feasibility of graduate students having a different payment schedule with a first payment due after they receive their first GA stipend payment. (FY 21)
2. Advocate for graduate students, student services, and student scholarship and creative activity
 - a. Work closely with the graduate student senator to communicate issues relevant to graduate students. (ongoing)
 - b. Hold a "Coffee with the Director" event inviting all graduate students to share concerns with the staff on a regular basis. (FY 18)
 - c. Develop a plan to best utilize the Graduate Student Advisory Board. (FY 19)

- d. Work with Milner Library's Information Use and Fluency Department/Scholarly librarian to develop the "Grow a Researcher" program. (FY 19)
 - e. Continue to advocate for a second seat on the Academic Senate, which would create representation equal to the percentage of graduate students enrolled at the University. (FY 20)
 - f. Capitalize on establishing/growing programs that meet the demands of potential students and the job market such as:
 - i. Accelerated master's degree programs (FY 18)
 - ii. Online programs (FY 19)
 - iii. Professional master's degrees (FY 22)
 - iv. Interdisciplinary/joint programs (FY 22)
 - g. Investigate low retention rates for doctoral students and determine why students drop out of the program, what point they drop out, and if underrepresented students drop out at a higher rate than others. (FY 21)
3. Maintain standards across campus
- a. Work with departments to recruit more applicants to increase the quality of the applicant pool. (FY 18)
 - b. Review and develop a policy to deal with dual credit courses (300 level) and the lack of standardization for graduate student requirements within them. (FY 18)
 - c. Revise the Graduate Catalog to ensure degree requirements are detailed for each program. (FY 18)
 - d. Review and develop a policy to deal with decimalized courses and the lack of curriculum process review with them. (FY 19)
 - e. Develop an exit survey to determine the quality of the program. (FY 19)
 - f. Re-implement the first year graduate student survey to assess processes and why they chose ISU. (FY 20)
4. Review and improve the thesis/dissertation process including deadlines and formatting
- a. Review the thesis/dissertation process and formatting guidelines in both the Graduate School and the Registrar's Office in order to eliminate inefficiencies. (FY 18)
 - b. Once thesis and dissertations formatting and inefficiencies are reviewed, adjust dates and deadlines to give students more time to complete the thesis/dissertation. (FY 18)
 - c. Hold ProQuest drop-in hours to better serve students at the defense stage of the thesis/dissertation. (FY 18)
 - d. Remove thesis and dissertation proposal approval form submission deadlines to expedite the process. (FY 19)
 - e. Increase the number of workshops aimed at assisting students with the thesis/dissertation process. (FY 20)
 - f. Develop new methods of delivering workshops and resources through the coordinator of Outreach. (FY 20)
 - g. Create an internal research tools certificate for graduate students. (FY 21)
 - h. Develop an embargo policy for theses/dissertations. (FY 22)
 - i. Investigate eliminating ProQuest and using the ISU ReD as the repository. (FY 22)
5. Provide recruitment assistance to programs
- a. Hold a recruitment workshop for faculty to build skills and learn best practices in recruiting quality graduate students. (FY 18)
 - b. Create the Graduate School summer fellowship where a faculty member works in the Graduate School to develop recruiting strategies, promotional talking points, marketing materials. (FY 18)

- c. Survey those students accepted to ISU but who did not attend to determine reasons why we are losing graduate students. (FY 18)
- d. Require departments to develop recruiting plans to receive recruitment funds. (FY 19)
- e. Investigate EAB resources on graduate recruitment. (FY 19)
- f. Ensure that all program websites have the online information form to generate prospect lists. (FY 20)
- g. Develop a communications plan with Admissions to detail how each unit on campus communicates with prospects. (FY 20)
- h. Develop informational resources to recruit external graduate assistantships. (FY 20)
- i. Enhance recruitment efforts for underrepresented students. (FY 21)
- j. Hire a recruiter to work on behalf of the University and the individual departments who will also be responsible for external graduate practicums. (FY 22)
- k. Increase funding from the Graduate School for recruitment. (FY 22)
- l. Establish an underrepresented student mentoring program with the Black Graduate Student Association. (FY 22)

Perceptions of the Graduate School and Graduate Programs

- 6. Integrate across campus the concept that graduate programs add value to the University in terms of prestige and scholarship
 - a. Communicate work of graduate students to upper administration on a regular basis. (FY 18)
 - b. Continue to seek representation of the Graduate School on key committees and with key stakeholders. (FY 18)
 - c. Add dean of the Graduate School to the title of the associate vice president title or the director of the Graduate School to elevate the value of the position and the Graduate School both on campus and across the country. (FY 22)
 - d. Enhance promotion of graduate students and their work at ISU including recognizing awards, publications, and presentations (eg #ShareMyThesis). (FY 21)
 - e. Gather information and promote the research productivity of faculty who involve graduate students in the research process. (FY 20)
 - f. Develop stories for news feeds featuring graduate students. (FY 19)
- 7. Build on the value faculty members have for graduate education to expand program offerings
 - a. Implement the INTO program at the graduate level. (FY 19)
 - b. Create a plan to integrate badges, micro degrees (interdisciplinary studies), and stackable certificates. (FY 21)
 - c. Build strong graduate programs by reviewing underperforming programs and exploring new programs to meet the changing job market. (FY 22)
 - d. Investigate the feasibility of an interdisciplinary degree through stackable certificates or other plans of study. (FY 22)
- 8. Reposition graduate programs so they get more institutional recognition than they currently receive
 - a. Request that each college assign an associate dean within the college the responsibility of graduate education. (FY 18)
 - b. Elevate the position of the Graduate School in the minds of upper administration so they are a part of the President's Points of Pride, mentioned in talking points to community groups, etc. (FY 20)
 - c. Reestablish the graduate assistant position within the Graduate School which was lost to budget reductions. The new position would be responsible for marketing including social media, recruitment initiatives, and writing stories of collaboration between students and faculty. (FY 20)
 - d. Create a university wide 3 Minute Project/Issue Competition to encompass non-thesis projects. (FY 21)
 - e. Develop a marketing plan for the Graduate School that showcases the value of graduate education at ISU including diversity, finances, etc. (FY 22)

- f. In collaboration with the AVP of Research and Graduate Studies, investigate the feasibility of a Student Research Center to facilitate and showcase both undergraduate and graduate research, with undergraduate research leading to Graduate School prospects. (FY 22)

Graduate Students

9. Advocate that graduate assistants are valuable resources
 - a. Analyze data examining loss of graduate assistants across campus. (FY 18)
 - b. Work with CTLT to provide a teaching certificate for graduate students due to the large number of credit hours they teach. (FY 19)
 - c. Implement a stipend incentive program to attract high quality graduate students. (FY 19)
 - d. Have discussions with colleges and their coordinators about growth of programs directly resulting in the growth of graduate assistants. (FY 20)
 - e. Explore opportunities to provide more work experience for international students. (FY 20)
 - f. Continue to advocate our U.S. Congressional representatives to change the tax code impacting graduate assistant tuition waivers. (FY 20)
 - g. Develop new external practicum graduate assistantships to fund additional positions. (FY 21)
 - h. Establish teaching resources for graduate teaching assistants through CTLT. (FY 21)
 - i. Provide more transparency within colleges in how graduate assistantships are distributed to programs. (FY 22)
 - j. Monitor graduate assistants (GAs) across campus including continued efforts to increase graduate student stipends to competitive national levels as the state and university budgets permit, the number of GA positions, and the distribution of GAs within programs and departments. (FY 22)
10. Recognize that graduate students are different than undergraduate students and that different services are required to support them.
 - a. Meet with Student Affairs to review services available to graduate students and market them to students. (FY 18)
 - b. Investigate the library services needed by graduate students. (FY 18)
 - c. Promote the resources available to graduate students such as Career Services, Milner Library, and CTLT. (FY 19)
 - d. Work with Milner Library to develop a section of the website that specifically targets the needs to graduate students. (FY 19)
 - e. Create an all graduate student orientation. (FY 19)
 - f. Investigate writing resources on campus for both domestic and international students. (FY 20)
 - g. Develop webinars of the professional development series so that part-time students may benefit from the workshops without being on campus. (FY 20)

SECTION IV

PROGRAM REVIEWS

SUMMARIES OF 2020-2021 PROGRAM REVIEWS

During academic year 2020-2021, program review self-study reports were submitted by 24 academic programs. Two research or service centers were scheduled for review during the 2020-2021 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). Due to the high volume of programs review during the 2020-2021 cycle, a second Academic Planning Committee was created. The membership of the second committee consisted of an additional set of faculty appointed by their college deans and confirmed by the Faculty Caucus of the Academic Senate for a one-year term, and additional student representatives. Administrative and staff representatives served on both committees.

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 2019-2020 and submitted to the committee in fall 2020. The Academic Planning Committee extensively discussed the self-study reports beginning in October 2020 and continuing through April 2021. In March-April 2021, 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 2020-2021 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 AGRICULTURE

Classification of Instruction Programs (CIP) Code: 01.0000
Agriculture, General

OVERVIEW

The B.S. in Agriculture program at Illinois State University is housed in the Department of Agriculture within the College of Applied Science and Technology. The Department also houses the M.S. in Agriculture degree program and an undergraduate minor in Agriculture. The last review of the B.S. in Agriculture program occurred in 2012-2013.

The B.S. in Agriculture program provides a foundation for students who will enter a variety of agricultural careers or graduate study in agriculture-related fields. Degree requirements vary by sequence and typically combine courses in agriculture with courses in a second discipline allied with the sequence specialization. Courses are offered in general agriculture, agribusiness, agricultural education, agriculture engineering technology, agronomy, animal science, and horticulture and landscape management. Most courses include lecture and laboratory components, and many incorporate field experiences at the University Farm in Lexington, Illinois, or the Illinois State University Horticulture Center in north Normal, Illinois. The B.S. in Agriculture consists of ten sequences of specialization: Agribusiness, Agriculture Communications and Leadership, Agriculture Teacher Education, Agronomy Management, Animal Industry Management, Animal Science, Crop And Soil Science, Food Industry Management, Horticulture And Landscape Management, and Pre-Veterinary Medicine.

Enrollment by Plan of Study, Fall Census Day, 2013-2020

B.S. in Agriculture, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Agriculture Industry Management sequence	13	2	2	--	--	--	--	--
Agribusiness sequence	195	244	269	269	254	226	168	121
Agriculture Communication and Leadership sequence	22	26	25	27	30	26	24	20
Agriculture Teacher Education sequence	11	14	30	24	23	16	22	21
Agronomy Management sequence	45	63	68	85	69	62	48	40
Animal Industry Management sequence	18	21	17	21	17	24	20	22
Animal Science sequence	39	55	56	69	77	72	57	51
Crop and Soil Science sequence	27	18	22	19	18	16	17	17
Food Industry Management sequence	7	10	11	6	4	5	8	3
Horticulture and Landscape Management sequence	32	39	38	36	37	40	42	32
Pre-Veterinary Medicine sequence	52	57	47	54	54	57	60	73
Total	661	549	585	610	583	544	466	400

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 2018, fall 2018, and spring 2019. The Agriculture Industry Management sequence was disestablished in 2015.

Degrees Conferred by Plan of Study, 2013-2020
B.S. in Agriculture, Illinois State University
 First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Agriculture Industry Management sequence							1	
Agribusiness sequence	48	54		91	90	100	85	
Agriculture Communication and Leadership sequence	6	10		12	10	12	10	
Agriculture Teacher Education sequence	2	0		6	6	4	8	
Agronomy Management sequence	4	12		21	30	33	34	
Animal Industry Management sequence	3	6		11	13	10	10	
Animal Science sequence	1	8		13	13	18	19	
Crop and Soil Science sequence	4	6		6	3	9	3	
Food Industry Management sequence	3	3		4	3	0	3	
Horticulture and Landscape Management sequence	13	12		14	13	14	7	
Pre-Veterinary Medicine sequence	1	6		6	3	3	7	
Total	85	117	143	184	184	203	187	172

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 2018, fall 2018, and spring 2019. The Agriculture Industry Management sequence was disestablished in 2015. Degree conferred data by sequence was unavailable for 2015.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The program goals for the B.S. in Agriculture are:

1. Educate students on the basic principles and practices of agriculture.
2. Educate students on influence of environment on agriculture.
3. Educate students on the science and terminology of agricultural disciplines.
4. Educate students on the policy and regulations governing agriculture.
5. Educate students on the global impact on agriculture.

Students learning outcomes

The 10 undergraduate program sequences share five (5) learning outcomes or core objectives that provide commonality to the major. These learning outcomes ensure that students who successfully complete any one of the ten sequences will be able to:

- 1) List and describe factual knowledge related to agriculture including terminology, classification, methods, and trends.
- 2) List and describe fundamental principles, generalizations and theories that define agriculture.

- 3) Apply fundamental agriculture principles, generalizations, and theories to problem solving, critical thinking, and decision-making activities required by the specified agriculture disciplines.
- 4) Work with others in a team setting to solve problems and answer questions related to agriculture.
- 5) Identify resources required to answer agriculture related questions or to solve agriculture related problems.

Program curriculum (2019-2020)

The graduation requirements for the B.S. in Agriculture program depends on the sequence in which students are enrolled.

Graduation requirements (Agriculture Communication and Leadership sequence):

120 credit hours including 55 credit hours of agriculture courses and 39 credit hours of General Education courses. This includes 31 credit hours of core courses, 6-9 credit hours of agriculture electives, 12 credit hours of communication electives, 2-3 credit hours of education electives, and 3 hours of internship experience.

Graduation requirements (Agronomy Management sequence):

120 credit hours including 55 credit hours of agriculture courses and 39 credit hours of General Education courses. This includes 41 credit hours of core courses, 12 credit hours of agribusiness electives, 6 credit hours of agronomy electives, and 3 credit hours of horticulture elective.

Graduation requirements (Agribusiness Sequence sequence):

120 credit hours including 62 credit hours of agriculture courses and 39 credit hours of General Education courses. This includes 17 credit hours of core courses, 4 credit hours of chemistry electives, 18-20 credit hours of agriculture and agribusiness electives, and 12 credit hours of business and/or economic electives.

Graduation requirements (Animal Industry Management sequence):

120 credit hours including 61 credit hours of agriculture courses and 39 credit hours of General Education courses. This includes 27 credit hours of core courses, 5-6 credit hours of agriculture electives, 6-8 credit hours of chemistry and biology electives, 15 credit hours of additional agribusiness electives, and 8 credit hours of animal science electives.

Graduation requirements (Animal Science sequence):

120 credit hours including 56 credit hours of agriculture courses and 39 credit hours of General Education courses. This includes 32-33 credit hours of core courses, 15-16 credit hours of chemistry and biology electives, 4 credit hours of mathematics electives, and 4 credit hours of animal science electives.

Graduation requirements (Crop and Soil Science sequence):

120 credit hours including 61 credit hours of agriculture courses and 39 credit hours of General Education courses. This includes 32-33 credit hours of agriculture courses; 19-20 credit hours of chemistry, biology, geology, and physics electives; 4 credit hours of mathematics electives; and 3 credit hours of agronomy electives.

Graduation requirements (Food Industry Management sequence):

120 credit hours including 60 credit hours of agriculture courses and 39 credit hours of General Education courses. This includes 18-19 credit hours of agriculture courses, 9 credit hours of business electives, 4 credit hours of chemistry electives, 7 credit hours of statistical reasoning and mathematics electives, 3 credit hours of computer science electives, and 15 credit hours of food industry management electives.

Graduation requirements (Horticulture and Landscape Management sequence):

120 credit hours including 59 credit hours of agriculture courses and 39 credit hours of General Education courses. This includes 16 credit hours of agriculture courses, 12 credit hours of agriculture electives, 19 credit hours of business electives, 8 credit hours of chemistry and mathematics electives, and 4 credit hours of agriculture or biology electives.

Graduation requirements (Pre-Veterinary Medicine Sequence sequence):

120 credit hours including 71 credit hours of agriculture courses and 39 credit hours of General Education courses. This includes 32-33 credit hours of agriculture courses; 35-36 credit hours of biology, chemistry, mathematics, and physics electives; and 4 credit hours of animal science electives.

Graduation requirements (Agriculture Teacher Education Sequence sequence):

120 credit hours including 74 credit hours of agriculture courses and 39 credit hours of General Education courses. This includes 42 credit hours of agriculture courses, 8 credit hours of biology and chemistry electives, and 24 credit hours of professional education requirements.

Program delivery

The program is offered on the Normal campus.

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

The Department of Agriculture sponsors short-term study abroad experiences through partner institutions in France and Argentina.

Department faculty (Fall 2020)

15 tenure track faculty members (4 Professors, 2 Associate Professors, and 9 Assistant Professors)

5 non-tenure track faculty members (2 full-time, 2 part-time, totaling 3.3 FTE)

Undergraduate student to faculty ratio: 20 to 1

Undergraduate student to tenure-line faculty ratio: 24 to 1

Specialized accreditation

Although there is no specific accrediting body for agricultural education, all of the teacher education programs at Illinois State University are accredited by the Council for the Accreditation of Educator Preparation (CAEP). The last accreditation review was conducted in October 2019, and the University successfully met all five of the national standards for educator preparation.

Successful completion of the agriculture teacher education sequence makes a student eligible for a Professional Educator License (PEL) from the Illinois State Board of Education (ISBE) with an endorsement in Agricultural Education for Sr. High grades 9-12.

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

Changes in agriculture since 2011 include increased focus on sustainability, environmental stewardship, and advancements in technology. The growing world population will increase the demand for food, which will require higher yielding crops and more animal protein. More intensive agriculture will put pressure on the natural resources utilized or impacted by agricultural production. In addition, production of renewable energy from crops is expected to increase. According to the United States Department of Agriculture, the food, agriculture, renewable natural resources, and environment sectors of the U.S. economy will offer 57,900 job openings each year for college graduates with at least a bachelor's degree in one of those specialized areas between 2015 and 2020. Approximately 61 percent of these openings are expected to be filled by new U.S. graduates with the appropriate expertise, with the remaining 39 percent filled by graduates from areas such as engineering, biology, and business administration, suggesting that the demand for graduates from the academic discipline outpaces the supply. The number of annual job openings is on the rise; projections between 2010 and 2015 estimated 54,400 annual job openings in agriculture and related fields. Data from the Bureau of Labor Statistics indicate that some aspects of the agricultural industry will see growth in employment between 2019 and 2029. Examples include agriculture education teachers (2.1 percent increase), agricultural and food science technicians (4.1 percent increase), and agricultural and food scientists (5.7 percent increase). By comparison, employment as farmers, ranchers, and other agricultural managers is expected to decline by 6.5 percent over the same time period. AgCareers.com collects data on the educational requirements requested by employers in their job postings. For positions where the educational level was specified, half of them required a bachelor's degree or higher. There were 53,077 jobs posted on AgCareers.com in 2019, but

29 percent did not list a specific minimum education level. Unspecified positions accept a range of educational levels based on experience, but almost all positions require a GED or high school diploma, even if not stated.

Employers' educational requirements remained largely the same as previous years. AgCareers.com also collects applicants' education level, and 12.64 percent of North American applicants had a bachelor's degree or higher. The biggest differential was in master's degrees; 13 percent of applicants had a master's degree, whereas only 4 percent of jobs required this degree. The largest segment of job seekers had a bachelor's degree (47 percent), which correlates with the 43 percent of jobs that required a bachelor's degree. Employers may specify a bachelor's degree as a minimum educational level while also stating "master's preferred" for some positions.

Fall 2016 was an all-time high for undergraduate enrollment in the Department, representing a 73.5 percent increase since Fall 2011 and the last program review. Newly enrolled external transfer students have contributed to the increased enrollment trend from 2012 to 2016, as well as the downward enrollment trend from 2016 to 2019. For example, in fall of 2012 there were 99 newly enrolled external transfer students, a metric that climbed to 129 in Fall 2016. In fall of 2019, the department enrolled 67 new external transfer students. By comparison, the number of newly enrolled FTIC students has held fairly steady between fall 2012 and fall 2019, with a high of 67 in fall 2015 and a low of 42 in fall 2012.

Responses to previous program review recommendations

The 2012-2013 program review resulted in five recommendations.

1. Develop a recapitalization plan for high-dollar equipment and facility enhancement critical to the function and mission of the department and program. The department worked to identify high-dollar capital needs that included farm equipment and facilities, building at the Horticulture Center, and a new roof for the Ropp Agriculture Building. These needs were related via annual budget request, which were voted on and prioritized by the faculty, discussed with alumni and individual donors, and shared with selected agricultural corporations.

Selected successes include:

- The acquirement of the Hudelson Building to accommodate the Department's expanded enrollment and faculty and staff.
- The roof on the Ropp Agriculture Building is currently being renovated.
- A private gift was used to update antiquated equipment in the Agriculture Engineering Technology Laboratory in the Ropp Agriculture Building.
- An endowment of \$150,000 was created by a private gift to support the Horticulture Center and student instruction and activities.
- At the Illinois State University Farm/Horticulture Center:
 - Purchase of 90 acres of additional cropland, which is being used for research and instruction.
 - ADM donated \$40,000 in funding that was used to update OSHA safety compliance requirements at the University Farm.
 - Illinois State University Foundation secured lease agreements with a local business that replaced antiquated farm equipment with modern equipment fitted with the latest technology, which has been used to improve instruction and research.
 - An ultrasound machine was funded by the Illinois Farm Bureau.
 - The roof was replaced on the west hog finishing barn and the conference room is currently being renovated to meet ADA compliance.
 - An outdoor classroom at the Horticulture Center was installed using grant support and has been incorporated with instruction and used for outreach activities.
 - The Horticulture Center has worked with local business to acquire high-dollar equipment at a substantial reduction to further enhance instruction, research, and outreach.

2. Organize an advisory board of agribusiness experts, including department alumni, to provide additional guidance and feedback for the program. The Department utilized the annual meetings of the Ag Alumni Association Board of Directors as an informal advisory board during this program review cycle to obtain additional guidance and feedback for the program. During the meetings, the department updates the Board on departmental activities and needs. The Board provides feedback which then is used in decision making. Because of the diversity

of the program (i.e., multiple related disciplines), this Board is relied upon for general recommendations. Individual faculty regularly consult experts and alumni in their fields. For example, in 2018 the Horticulture Center hosted an Alumni Day of Service, which included a program update and solicitation for feedback.

3. Dialogue with Milner Library faculty regarding library support for faculty research and, subject to budget constraints, implement priority enhancements identified in the discussions. Faculty are encouraged annually to work with the agriculture subject librarian at Milner Library to ensure their program area has the appropriate resource needs (journal subscriptions and reference texts) for instruction and research. As a result, faculty are able to obtain resource materials for instruction and research. The Department also has a faculty member serving on the Library Advisory Committee, which has helped improve communication between the Department and the library.

4. Evaluate the minor to determine its viability and, based on results of the analysis, either strengthen or eliminate it. The minor in agriculture was reviewed by the faculty and due to the limited cost of administering the minor, the benefits it provides to the students, its contributions to credit hour generation, and its recruiting potential, it was determined to be viable and maintained.

5. Continue to utilize data collected through program assessment to make program improvements and document how that has been done. The department continues to evaluate student learning outcomes through periodic assessment updates which help the unit improve instruction and program needs. For example, one of the measures utilized is course assessment objectives in the 100-level classes. One objective focuses on “acquiring skills in working with others as a member of a team”. Due to a previously low number of faculty and the corresponding increases in class sizes among 100-level classes, students consistently rated this objective lower than the national average. Therefore, the Department recognized the need to increase faculty numbers and as a result of doing so, class sizes in 100-level courses have been reduced and the student feedback on objective #5 improved. The Department also has adopted a new direct method of student learning outcome assessment in the horticulture and landscape management sequence during this program review cycle. Faculty identified several courses with appropriate course structures that allow them to collect data from selected exams and assignments. This effort served as a pilot study, and other sequences will be reviewing possible ways to implement/adapt this direct assessment method to the unique needs of their areas during the next program review cycle.

Major findings

- The structure of the academic program in the Department with one B.S. degree and 10 program sequences works well. The effective structure of the program (in addition to other external factors) also allowed for continued increases in enrollment in the first four years of this review. In the last four years of the program review cycle, however, the B.S. in Agriculture program has been affected by the same declining enrollment trends as other agriculture programs in Illinois. The Department has had a major turnover in number and rank of faculty during this program review period: four faculty retired, three left for another employer, and six new faculty joined the Department. This structural change impacted faculty research productivity in 2016 and 2017 as many new hires were in the early stages of their professional careers. The overall research productivity of the Department faculty slightly declined but has been improving since 2017. Trends are indicating that faculty scholarship performance are increasing as pre-tenure faculty gain more experience.
- Since last program review, the Department’s faculty and student populations have become more diverse. In the last eight years, underrepresented student population has increased from eight percent to 15.7 percent; and female students as a percent of total student population increased from 41.7 percent to 47.6 percent. Two faculty with international experience joined the Department, and the percent of female faculty has increased from 10 percent to 37 percent.
- The program review revealed that the Department’s faculty and staff dedicate significant time and effort to maintain strong student enrollment and retention trends. . During the 2019-2020 academic year (before the COVID-19 closure), a dedicated committee, the Recruitment and Retention Committee, was created to coordinate these efforts. The majority of faculty in the Department attended the committee meetings and participated in various recruitment events on and off-campus, including 22 different events in the fall 2019 semester. One of the strengths of the Department as identified by students through the Graduating Senior Survey is the high-quality, personalized academic advising conducted by two departmental academic advisors, which also contributes to the strong student retention trends.

- The research conducted for this program review also revealed that faculty in the Department not only receive high classroom teaching evaluations, but also focus on offering learning opportunities beyond the classroom by: (1) incorporating students in faculty research projects (at least 46 research projects involved an undergraduate student during this program review cycle), (2) working with students who were enrolled in the University's Honors program, which doubled from 11 to 22 students between 2014 and 2019, (3) advising 11 different student professional organizations, and (4) encouraging and helping students participate in professional conferences and competitions, such as Agriculture Future of America, the North American Colleges and Teachers of Agriculture (NACTA) competition, the National Agri-Marketing Association (NAMA) competition, and the International American Society of Agronomy.
- During the program review cycle, there have been many changes to the curriculum due to changing enrollment and faculty expertise. For example, three sequences were revised and 22 new courses were created during this period.
- The Department filed two program assessment updates during this program review cycle and formalized the assessment plan for the B.S. in Agriculture program. Although the program has an effective assessment plan in place and faculty have been using it, they feel there is room for improvement to make assessment more meaningful and useful in identifying curricular needs and changes.
- The following facility improvements were accomplished during this program review cycle: Renovations to the Illinois State University Farm at Lexington, a new roof on the Ropp Agriculture Building, the acquirement of the Hudelson Building, new grow lights in the greenhouse (as a result of the construction of Hancock Football Stadium and the shade it cast on the greenhouse), and air conditioning in the Ropp Building Agricultural Mechanics Teaching Laboratory space.

Initiatives and plans

During the next program review cycle, the Department will focus on the following four categories of initiatives among others:

1. Increase student enrollment by exploring the following options:
 - a. Building new relationships/strengthen existing relationships with community colleges.
 - b. Identifying more effective ways to market the program and its sequences.
 - c. Finding ways to attract new student populations by offering new courses, revising curriculum to better meet the industry's expectations for new graduates in agriculture, and facilitating events such as the Future Farmers of America (FFA) Field Day.
 - d. Considering new minors such as agriculture data analytics and sequences such as equine program management.
2. Revise and implement the program assessment plan. Identify ways to measure student learning outcomes more effectively and rely more on the direct measures.
3. Formalize the Advisory Board to guide the department and faculty in shaping the program curriculum, co-curricular opportunities, research, and other professional opportunities to develop high-quality talent.
4. Create more opportunities to engage undergraduate students in experiential and research projects by utilizing the existing teaching and research labs at the Illinois State University Farm and the Horticulture Center more effectively.

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 Agriculture to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee appreciates the thoughtful and critical self-study report that incorporated ample evidence to support the claims that were made. The self-study process involved multiple stakeholders, including students and alumni, and the committee recognizes that faculty had the opportunity to review and provide their feedback on the self-study report prior to its submission.

The committee commends the Department for efforts to increase the gender and racial/ethnic diversity among its faculty and students. The percentage of women among the faculty has increased from 22.2 percent in fall 2014 to 30.0 percent in fall 2019. Similarly, the percentage of students identifying as female has increased from 41.7 percent in fall 2014 to 47.6 percent in fall 2019. In addition, the percentage of undergraduate students from racial/ethnic groups traditionally underrepresented in the discipline has increased from 8.7 percent in fall 2014 to 15.7 percent in fall 2019.

The committee acknowledges that the Department has been active in recruiting students through its presence at several types of venues, including high school and community college visits, college and career fairs, industry events, and state- and national-level conferences. Faculty and staff are involved in these efforts through the Department's Recruitment and Retention Committee, and students participate through the Agriculture Ambassadors program, a selective group of student leaders in the department. Securing student scholarships as part of fundraising through private and corporate donations also has aided in the Department's recruitment efforts during the current review cycle. In addition, the committee recognizes the acquisition of an additional 80 acres of farmland as part of the University Farm in Lexington, Illinois, that, like the Horticulture Center in Normal, Illinois, provides experiential learning opportunities for students. The committee acknowledges that the number of tenure track faculty has increased from 9 faculty in fall 2014 to 15 faculty in fall 2019. This increase in tenure track faculty has shifted the Department's tenure track faculty to total faculty FTE ratio above the ratios both for the College of Applied Science and Technology and for Illinois State University. The committee appreciates the contributions provided by the agriculture teacher education faculty as part of the teacher education unit's accreditation with the Council for the Accreditation of Educator Preparation (CAEP) in 2019. The committee also recognizes the contributions of the Department to the General Education program through its two course offerings focused on agriculture and the environment and on global perspectives regarding food, resources, and societies.

The committee appreciates the Department's commitment to monitoring its undergraduate academic advising throughout the current review cycle. The recent administrations of the Department's senior survey have indicated that on average, 89% of the 4% of students who responded rated the Department's advising services either as 'Good' or 'Excellent.' The committee also commends that several courses offered by the department incorporate library instruction sessions during which the agriculture librarian provides students with training on the use of library resources and information fluency skills used in the discipline. A faculty member currently serves on the Library Committee, and this has increased communication between the Department and the Library.

The report provided several examples of curricular changes that have been made within each of the plans of study offered. Students have multiple opportunities to participate in co-curricular activities that allow them to learn from experts in the field, network with potential employers, and compete in regional and national student competitions. These opportunities include 11 registered student organizations (RSOs) and three academic/professional fraternities, such as Collegiate Farm Bureau and Minorities in Agriculture, Natural Resources, and Related Science (MANNRS). During the review cycle, every faculty member in the department has been involved in advising and supporting these student organizations, and several students have been recognized for their work as part of these organizations, including championships at national competitions. During the semi-annual meetings of the Agriculture Alumni Association, students present the highlights of their organizations' activities which allows for building relationships between the alumni and current students.

Faculty also involve students in their research activities, often when students complete Honors projects, independent studies, or internships. Through their participation in such activities, students gain applied skills by working with relevant technology and have been recognized at the College level with the College of Applied Science and Technology (CAST) Outstanding Undergraduate Researcher Award in 2018 and at the University level with selection as a Student Ambassador for the Office of Student Research on campus during 2019-2020. In addition, students have co-presented research findings with faculty at professional conferences on the regional, national, and international levels, and one faculty member include students as co-authors in three peer-reviewed journal articles and four peer-reviewed abstracts

Faculty have worked to infuse diversity into the program through incorporating examples, readings, and discussions that address diversity with their courses; addressing agronomic factors, such as food, feeds, fuels, and fibers on a global scale; and discussing agribusiness developments within various regions and nations. Since the previous program review, the faculty have revised their student learning outcomes assessment plan by aligning

learning outcomes to courses across the plans of study, considering assignments in those courses as direct measures of student learning, and incorporating indirect measures through multiple stakeholders' feedback. The information gathered through these measures has been used to make program changes, and several examples of these changes were specified.

The Department has established two study abroad opportunities for agriculture students: a four-week program at École Supérieure d'Agriculture in Angers, France, and a 10-day program in Buenos Aires, Argentina. The committee recognizes that 36 students participated in these faculty-developed programs during the current review cycle. The committee appreciates the in-depth analysis of comparator programs offered at other public universities within Illinois. As part of their comparisons, faculty included multiple indicators and detailed their considerations from the analyses of these programs. The committee also recognizes that in completing analysis of faculty-identified aspirational programs faculty developed specific action plans to implement similar initiatives to those studied at other institutions.

Recommendations. The Academic Planning Committee thanks faculty and staff of the B.S. in Agriculture program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with agriculture faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Consider the future potential collaborations among the Department and other programs and units at the University. Given the broad scope of agriculture and its multiple fields that are represented within the Department, the committee notes that working with those in other, similar fields may create synergy that could extend to faculty teaching, research, service, and outreach. One potentially beneficial collaboration might be that between agriculture and the forthcoming engineering program at the University.

Examine the high schools and community colleges attended by students and adjust recruitment efforts as appropriate. The committee acknowledges the work faculty have completed regarding their recruitment efforts and that this work has been successful in enrolling both first-time-in-college students and external transfer students in the program. Given the time and energy that must be devoted to such recruitment activities, the committee notes that considering which locations are most likely to be successful in recruiting students and prioritizing those when recruiting can provide an efficient strategy to assist in guiding these efforts. Analyzing the balance between first-time-in-college and external transfer students and adjusting it toward greater recruitment of the former may also be a strategy to consider.

Integrate program alumni with recruitment efforts. The committee appreciates the involvement of students in the Department's recruitment activities through the Agriculture Ambassadors program. Given their presence within the Department, current students can be ideal representatives of the program and encourage prospective students to consider and enroll. The committee notes that alumni also can be effective representatives given that they were students but now can reflect on their experiences both in the program and since graduating and entering the field.

Analyze the enrollment trends and determine ideal enrollment for the program. The committee recognizes the challenges that the Department has experienced regarding student enrollment in the program given the industry factors that seem to influence perceptions of the field. The committee notes that such factors have made it difficult to stabilize program enrollment but examining the trends and competitive challenges can provide insight that may be used to develop an ideal enrollment for the program.

Continue the collaborative work with Milner Library. The committee commends faculty and the subject liaison librarian for their work to integrate library instructional sessions with several courses. Given recent journal cancellations and expected increases in online and hybrid courses, the committee notes that the Department and Library should work to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among agriculture faculty and students. In addition, the committee notes that the program can 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 efforts to expand alternative modes of program delivery. The committee acknowledges that the Department has offered several courses either in hybrid or online modalities during the summer session and has provided several study-abroad opportunities for agriculture students during the current review cycle. Given the value of distance education courses for students, the committee notes that such offerings can be continued and that faculty professional development for teaching hybrid and online courses can be encouraged. Similarly, the committee notes that Departmental study abroad opportunities can continue to be offered and opportunities for experiencing additional aspects of international agriculture can be explored as faculty are able.

Continue implementing and refining the student learning outcomes assessment plan. The committee commends faculty for their work to develop and begin implementing the assessment plan during the current review cycle. As part of this work, faculty have considered the incorporation of additional direct measures of student learning to accompany the multiple indirect measures that are used to gather stakeholder feedback. The committee notes that such work can assist in identifying areas for improvement by providing a more holistic perspective on student learning.

REVIEW OF THE M.S. IN AGRICULTURE

Classification of Instruction Programs (CIP) Code: 01.0000
Agriculture, General

OVERVIEW

The M.S. in Agriculture program at Illinois State University is housed in the Department of Agriculture within the College of Applied Science and Technology. The Department also houses the B.S. in Agriculture and an undergraduate minor in Agriculture. The last review of the M.S. in Agriculture program occurred in 2012-2013.

The M.S. in Agriculture program provides advanced study for students who will enter a variety of agricultural careers. Students enrolled in the program select from three sequences of specialization: Agribusiness, Agriscience, or Agricultural Education and Leadership. Degree requirements vary by sequence but regardless of which sequence is selected, students take core courses in statistics and research methods in addition to a graduate seminar in agriculture. All three sequences offer a thesis or a non-thesis option, and both require a comprehensive exam and a research experience in the form of an independent study designed to enhance students' critical thinking and quantitative reasoning skills.

Enrollment by Plan of Study, Fall Census Day, 2013-2020

M.S. in Agriculture, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Agribusiness sequence	7	4	3	3	5	6	5	3
Agricultural Education and Leadership sequence	7	9	7	11	8	4	2	1
Agriscience sequence	7	5	7	5	2	2	4	7
No subplan	0	0	1	0	0	0	0	0
Total	21	18	18	19	15	12	11	11

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 2018, fall 2018, and spring 2019.

Degrees Conferred by Plan of Study, Fall Census Day, 2013-2020

M.S. in Agriculture, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Agribusiness sequence	4	1		1	2	0	1	
Agricultural Education and Leadership sequence	0	1		2	3	3	0	
Agriscience sequence	4	4		0	4	0	0	
Total	8	6	4	3	9	3	1	4

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 2018, fall 2018, and spring 2019. Degrees conferred data by sequence were not available for 2015 and 2020.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

- Educate individuals so that they can contribute effectively to their profession.
- Educate individuals so that they can effectively communicate at an advanced level.
- Educate individuals so that they possess the knowledge and skills to make scholarly contributions to society.
- Cultivate the intellectual curiosity and growth of students and promote life-long learning.

Student learning outcomes

Goal: Educate individuals so that they can contribute effectively to their profession.

Outcome 1: Graduates obtain employment in their chosen field.

Outcome 2: Graduates continue their education (in a Ph. D. program).

Goal: Educate individuals so that they can effectively communicate at an advanced level.

Outcome 1: Students will successfully complete AGR 403 Graduate Seminar in Agriculture.

Outcome 2: Students successfully complete and defend a thesis.

Outcome 3: Students prepare an oral presentation or poster for a professional meeting.

Goal: Educate individuals so that they possess the knowledge and skills to make scholarly contributions to society.

Outcome 1: Students successfully complete AGR 445 Statistics in Applied Science and Technology.

Outcome 2: Students successfully complete AGR 497 Research Methods in Agribusiness.

Goal 4: Cultivate the intellectual curiosity and growth of students and promote life-long learning.

Outcome 1: Graduates continue their education (such as Ph. D. program).

Program curriculum (2019-2020)

M.S. in Agriculture (Agribusiness sequence) requires 37 credit hours. This includes 7 credit hours of core courses, 9 credit hours of business courses, and 9 credit hours of advanced agribusiness courses. The thesis option requires 6 thesis credit hours and 6 credit hours of electives, whereas the non-thesis option requires a comprehensive exam, 9 credit hours of electives, and a synthesizing experience consisting of 3 credit hours of independent study.

M.S. in Agriculture (Agricultural Education and Leadership sequence) requires 36 credit hours. This includes 7 credit hours of core courses, 14 credit hours of agriculture electives, and 9 credit hours of electives from relevant areas of interest. The thesis option requires 6 thesis credit hours, whereas the non-thesis option requires a comprehensive exam, 3 credit hours of electives, and a synthesizing experience consisting of 3 credit hours of independent study.

M.S. in Agriculture (Agriscience sequence) requires 36 credit hours. This includes 7 credit hours of core courses, and 3 credit hours of biology courses. The thesis option requires 6 thesis credit hours and 20 credit hours of electives, whereas the non-thesis option requires a comprehensive exam, 23 credit hours of electives, and a synthesizing experience consisting of 3 credit hours of independent study.

Program delivery

The program is offered on the Normal campus.

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

The Department of Agriculture sponsors short-term study abroad experiences through partner institutions in France and Argentina.

Department faculty (Fall 2020)

15 tenure track faculty members (4 Professors, 2 Associate Professors, and 9 Assistant Professors)

5 non-tenure track faculty members (2 full-time, 2 part-time, totaling 3.3 FTE)
Undergraduate student to faculty ratio: 20 to 1
Undergraduate student to tenure-line faculty ratio: 24 to 1

Specialized accreditation

There are no plans to pursue specialized accreditation at this time.

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

Changes in agriculture since 2011 include increased focus on sustainability, environmental stewardship, and advancements in technology. The growing world population will increase the demand for food, which will require higher yielding crops and more animal protein. More intensive agriculture will put pressure on the natural resources utilized or impacted by agricultural production. In addition, production of renewable energy from crops is expected to increase. According to the United States Department of Agriculture, the food, agriculture, renewable natural resources, and environment sectors of the U.S. economy will offer 57,900 job openings each year for college graduates with at least a bachelor's degree in one of those specialized areas between 2015 and 2020. Approximately 61 percent of these openings are expected to be filled by new U.S. graduates with the appropriate expertise, with the remaining 39 percent filled by graduates from areas such as engineering, biology, and business administration, suggesting that the demand for graduates from the academic discipline outpaces the supply. The number of annual job openings is on the rise; projections between 2010 and 2015 estimated 54,400 annual job openings in agriculture and related fields. Data from the Bureau of Labor Statistics indicate that some aspects of the agricultural industry will see a growth in employment between 2019 and 2029. Examples include agriculture education teachers (2.1 percent increase), agricultural and food science technicians (4.1 percent increase), and agricultural and food scientists (5.7 percent increase). By comparison, employment as farmers, ranchers, and other agricultural managers is expected to decline by 6.5 percent over the same time period. AgCareers.com collects data on the educational requirements requested by employers in their job postings. For positions where the educational level was specified, half of them required a bachelor's degree or higher. There were 53,077 jobs posted on AgCareers.com in 2019, but 29 percent did not list a specific minimum education level. Unspecified positions accept a range of educational levels based on experience, but almost all positions require a GED or high school diploma, even if not stated.

Employers' educational requirements remained largely the same as previous years. AgCareers.com also collects applicants' education level, and 13 percent of North American applicants had a bachelor's degree or higher. The biggest differential was in master's degrees; 13 percent of applicants had a master's degree, whereas only 4 percent of jobs required this degree. The largest segment of job seekers had a bachelor's degree (47 percent), which correlates with the 43 percent of jobs that required a bachelor's degree. Employers may specify a bachelor's degree as a minimum educational level, while also stating "master's preferred" for some positions.

The recent downturn in the enrollment of the M.S. in Agriculture program may be connected to the downturn in the enrollment of the B.S. in Agriculture program within the department, as most students pursuing the M.S. in Agriculture are previous graduates of Illinois State University (ranging from 67 percent to 84 percent).

Responses to previous program review recommendations

The 2012-2013 program review resulted in six recommendations.

1. Assess the effectiveness of curricular changes made in conjunction with program restructuring in 2008, looking particularly at viability of the sequences, opportunities for adding 400-level courses, and alternatives for the chemistry requirement. Faculty discussions have centered around student feedback, difficulty in students registering for graduate-level courses outside of the department, and the amount of overrides for course substitutions. In response to these difficulties, faculty have approved the following actions. The chemistry requirement was dropped, eleven graduate-level courses have been developed by departmental faculty, and the graduate catalog entry for the program has been revised. The faculty have also discussed revising the current non-thesis option which includes 1) eliminating the comprehensive exam requirement, and 2) adjusting the credit hour requirements to align with peer institutions' non-thesis requirements. Because many graduate students completed their B.S. in Agriculture degrees at Illinois State University, faculty have begun discussions of a 4+1 program for

current undergraduate students which include GPA and credit hour requirements for eligibility and coursework that can be completed in the senior year of completing the B.S. degree.

2. Raise the academic credentials of admitted students so they meet or exceed university-wide averages, selecting credentials that are most predictive of academic and career success in the discipline. As part of the applicant screening process, faculty have had many discussions regarding the academic requirements of eligibility for the M.S. in Agriculture program. Currently, each faculty member makes their own assessment of applicant qualifications, and this influences their decision to accept or decline an offer of admission. Although the program has required applicants to submit Graduate Record Examination (GRE) scores, faculty has discussed whether these academic credentials accurately predict success in the program. As a group, the consensus has been that there are other external factors such as experience, work ethic, motivation, and passion that play a larger role in successfully completing a master's degree program. In fact, many of the students who have not finished the M.S. in Agriculture program have done so for non-academic reasons (such as a job, financial hardships, or other life-changing events). Many of the faculty's colleagues across the country are having similar discussions, and the validity of the GRE in predicting graduate student success in the agricultural sciences is coming into question. The graduate committee will continue to review the admissions process.

3. Continue efforts to improve contacts with and tracking of program graduates. This is an activity that is on-going. Faculty make every effort to remain in contact with program graduates and share their status with the rest of the department. As alumni, students are encouraged to join the Ag Alumni Association, and faculty use this organization to remain in contact with graduates. Faculty also rely on social media (e.g., Facebook and LinkedIn) to track graduates and their career development. For this Program Review, a survey of the program alumni who received their degrees during the review period was conducted. Although the program faculty would have liked the response rate to be higher, this survey exercise laid the foundation for future surveys, and graduate faculty and departmental staff have begun discussions regarding survey design and the frequency with which to conduct the survey.

4. Continue to focus on increasing underrepresented groups when hiring new faculty members, with a goal of achieving faculty diversity comparable to faculty diversity at other American Association of State Colleges of Agriculture and Renewable Resources member institutions. In the discipline of agriculture, diversity can describe not only ethnicity and race, but also gender in this traditionally male-dominated profession. Since 2012, the gender diversity of the faculty has increased from 10 percent female to 37 percent female through new faculty hires. Since the last program review in 2012, the department has emphasized the recruitment of faculty of color through national position searches. Currently there are two tenure track faculty members who bring an international perspective (Turkey and Ukraine) to the program. The department is committed to increasing and ensuring inclusiveness and creating faculty diversity that is more representative of the student body.

5. Assemble a program advisory board of agribusiness experts to help the program remain contemporary, provide guidance to students with career and professional development activities, and provide students with additional opportunities for networking with prospective employers. The department has not created a formal program advisory board due to the small size of the M.S. in Agriculture program and the diversity of the disciplines in the department. However, there is much informal advisement of the program that takes place on an annual basis where faculty share details about the program and student activities through alumni, stakeholder, and professional contacts. These groups or activities include networking opportunities at the semi-annual Ag Alumni Association meetings, the annual Department of Agriculture Career Fair, and numerous interactions of faculty and students with agricultural business professionals through class interactions and formal tours of businesses.

6. Dialogue with Milner Library faculty regarding library support for faculty research and, subject to budget constraints, implement priority enhancements identified in the discussions. Faculty are encouraged annually to work with the agriculture subject librarian at Milner Library to ensure their program area has the appropriate resource needs (journal subscriptions and reference texts) for instruction and research. As a result, faculty are able to obtain resource materials for instruction and research. The Department also has a faculty member serving on the Library Advisory Committee, which has helped improve communication between the Department and the library.

Major findings

During the program review period, student enrollment has fluctuated along with the number of graduate faculty in the department. The program faculty have made few revisions to the curriculum, and program graduates are employed or pursue advanced degrees. Students' participation in professional development activities including presentations, publications in scholarly outlets, and grant writing is a valuable part of the student experience. The number of international students has increased, representing 33 percent of the program students in 2019 (students from Brazil, Ghana, South Korea, and Zimbabwe). On average, 73 percent of the students in the master's program are also graduates of the undergraduate agriculture program at Illinois State University.

Initiatives and plans

- Explore 4+1 Accelerated Program. Because an average of 73 percent of students in the program completed Illinois State's undergraduate agriculture program, this option may allow more undergraduate students to pursue a graduate degree.
- Explore Graduate Certificate Programs. Several agriculture students have pursued graduate certificate programs that are offered by the Department of Technology at the University. Some students completed the coursework, but for personal and professional reasons, did not complete the degree requirements (mainly thesis work) for the M.S. in Agriculture. The program also receives inquiries from potential students who are employed and would like to advance in their careers with a graduate-level education but do not necessarily need a master's degree. Graduate certificate programs might meet the needs of these individuals, and potential programs could be established in the areas of:
 - College Teaching,
 - Agribusiness,
 - Crop Science/Horticulture, and
 - Animal Science
- The program faculty also identified the following items that need attention in the near future. Program faculty plan to pursue these items in the order of their significance to the program goals.
 - Improve current recruitment strategy
 - Continue to obtain feedback about the quality of the graduate program from alumni, current graduate students, and individuals who have taken graduate credits but have not completed the program
 - Identify effective strategies to infuse diversity into curriculum
 - Continuous assessment of the program
 - Exploring opportunities to increase the number of assistantships and offer more competitive stipends.

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 Agriculture to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee appreciates the thoughtful and critical self-study report that incorporated ample evidence to support the claims that were made. The self-study process involved multiple stakeholders, including students and alumni, and the committee recognizes that faculty had the opportunity to review and provide their feedback on the self-study report prior to its submission.

The committee commends the Department for efforts to increase the gender and racial/ethnic diversity among its faculty and students. The Department has increased the percentage of female faculty from 22.2 percent in fall 2014 to 30.0 percent in fall 2019. Similarly, the percentage of female students has increased, from 41.7 percent in fall 2014 to 47.6 percent in fall 2019. In addition, the Department has increased the percentage of graduate students from racial/ethnic groups traditionally underrepresented in the discipline from 8.7 percent in fall 2014 to 15.7 percent in fall 2019.

The committee acknowledges that the number of tenure track faculty has increased from 9 faculty in fall 2014 to 15 faculty in fall 2019. This increase has shifted the Department's tenure track faculty to total faculty FTE ratio above both the ratios for the College of Applied Science and Technology and Illinois State University. In addition, the committee recognizes the acquisition of an additional 80 acres of farmland as part of the University Farm in Lexington, Illinois, that, like the Horticulture Center in Normal, Illinois, provides experiential learning opportunities for students.

The committee commends that several courses offered by the Department incorporate library instruction sessions during which the agriculture librarian provides students with training on the use of library resources and information fluency skills used in the discipline. A faculty member currently serves on the Library Advisory Committee, and this has increased communication between the Department and the Library.

Graduate assistants typically help faculty with research-related tasks, such as reviewing literature and collecting or analyzing data. The committee acknowledges that all graduate students are encouraged to participate in the professional development opportunities offered by the Center for Teaching, Learning, and Technology (CTLT) on campus and through professional/disciplinary conferences.

The report provided several examples of curricular changes that have been made within each of the plans of study offered, including revisions of existing courses and development of new courses. The committee recognizes that students participate in numerous co-curricular activities, such work associated with the University's Horticulture Center; McLean County's Home, Lawn, and Garden Day; and the Illinois Pork Producer Youth Day. The committee commends the Department for introducing the Outstanding Graduate Student award and for providing this award to five students in the four years since it was established. Students are involved in research activities and present their work at the University Research Symposium on campus and at professional conferences.

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

Follow-up Reports. The committee notes that student enrollment has fluctuated during the current review cycle and appreciates that faculty have considered the industry-based factors that contribute to these fluctuations. In addition, faculty are aware of the various reasons why some students who were admitted did not complete the program. The committee asks that the faculty develop a recruitment and retention plan to establish target enrollment numbers for the program and its sequences, consider the reasons students pursue a master's degree and their goals after graduation, and involve all faculty in examining reasons for and potential trends in students exiting the program prior to graduation. As part of this work, the committee notes that collaborating with other units on campus, such as the Graduate School, can allow for sharing of resources without duplicating efforts. The committee requests that the Department of Agriculture submit its graduate-level recruitment and retention plan as a follow-up report to the Office of the Provost by May 15, 2022.

The committee notes that faculty completed the comparator and aspirational program analyses as part of the self-study report. In doing so, faculty indicated that the program is the only master's-level program in agriculture that is offered at a public university in the State of Illinois and identified three initiatives to pursue and other programs that have implemented these or similar initiatives. The committee asks that the faculty revisit the comparator analysis because there are other, master's-level programs in the state and region that are closely related to agriculture and may serve as valid comparisons. In addition, the committee asks that the faculty complete the aspirational analysis by considering how the identified programs implemented the initiatives and develop action plans as appropriate to implement the initiatives in the Department. The committee requests that the Department of Agriculture submit its comparator and aspirational program analysis as a follow-up report to the Office of the Provost by May 15, 2022.

Recommendations. The Academic Planning Committee thanks faculty and staff of the M.S. in Agriculture program for the opportunity to provide input regarding the program at Illinois State University through

consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with agriculture faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Consider the future potential collaborations among the Department and other programs and units at the University. Given the broad scope of agriculture and its multiple fields that are represented within the Department, the committee notes that working with those in other, similar fields may create synergy that could extend to faculty teaching, research, service, and outreach. One potentially beneficial collaboration might be that between agriculture and the forthcoming engineering program at the University.

Consider changes to the curriculum and implement as appropriate. The committee recognizes the multiple curricular changes that the faculty has made during the current review cycle, including the development of new courses offered by the Department. The committee also acknowledges the current work faculty are completing, such as reviewing the available capstone options and considering additional options that could be offered. Given this and other work, the committee notes that one potential consideration may be the development of graduate certificates for those who desire additional education but not a master's degree. In addition, one potential expansion in the agriculture education and leadership area can include special education and educational administration as options.

Continue the collaborative work with Milner Library. The committee commends faculty and the subject liaison librarian for their work to integrate library instructional sessions with several courses. Given recent journal cancellations and expected increases in online and hybrid courses, the committee notes that the Department and Library can work to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among agriculture faculty and students. In addition, the committee notes that the program can 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 efforts to expand alternative modes of program delivery. The committee acknowledges that the Department has offered several courses online and given the value of distance education courses for students, the committee notes that such offerings should be continued and that faculty professional development for teaching online courses be encouraged.

Continue implementing and refining the student learning outcomes assessment plan. The committee commends faculty for their work to implement the assessment plan during the current review cycle. As part of this work, faculty have considered the incorporation of curriculum maps to align learning outcomes with program courses, a more consistent approach to surveying program alumni, and the discussion of assessment findings and program revisions among faculty. The committee notes that such work, in addition to examining and revising the current plan as appropriate, can assist in monitoring student learning and identifying areas for improvement.

REVIEW OF THE B.S. IN CONSTRUCTION MANAGEMENT

Classification of Instruction Programs (CIP) Code: 52.2001
Construction Management, General

OVERVIEW

The B.S. in Construction Management program at Illinois State University is housed in the Department of Technology within the College of Applied Science and Technology. Undergraduate programs within the Department include B.S. degrees in Construction Management, Engineering Technology, Graphic Communications Technology, Industrial Technology – Computer Systems Technology sequence, Sustainable and Renewable Energy, and Technology and Engineering Education. Students across campus can also elect to minor in Technology. The Department also offers an M.S. degree in Technology that includes sequences in Project Management, Quality Management and Analytics, STEM Education and Leadership, and Training and Development. There are also graduate certificates in each of the four sequences.

The B.S in Construction Management was established in 2010 in the Department of Technology at Illinois State University. The Construction Management program is an interdisciplinary curriculum that provides a background in construction means and methods, business administration, communication skills, architectural and engineering fundamentals, applied science, and mathematics. The goal of the major is to prepare construction professionals capable of managing projects from construction documents prepared by design professionals to their completion. The major provides opportunities and experiences that will develop the technical and managerial knowledge necessary for leadership roles in the modern construction industry. The program coursework emphasizes the allocation of labor, equipment, and material to construction projects in order to achieve completion at maximum efficiency of time and cost. The program focus is on production and management capabilities.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2013-2020

B.S. in Construction Management, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Enrollments	147	157	171	166	199	175	177	187
Degrees	16	36	37	45	39	50	51	58

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 2018, fall 2018, and spring 2019.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

1. Provide students with high quality educational experiences that will develop technical and managerial knowledge, skills, and attitudes necessary for successful leadership roles in the building construction industry.
2. Continually improve the curriculum to meet or exceed the American Council for Construction Education national standards for BS programs in construction management.
3. Recruit and graduate high-quality individuals into the construction industry to support economic development in Illinois and throughout the United States.
4. Recruit students from underrepresented groups and prepare them for successful leadership and professional roles in the construction industry.
5. Provide students with educational experiences that will develop interpersonal and teamwork skills necessary to successfully function in professional leadership roles in the construction industry.

6. Provide service to the construction industry through applied research, consulting/workshops, and participation in professional organizations.
7. Increase industry and alumni support of the Construction Management program to develop funding for student involvement in professional events, scholarships, facility improvement, applied research beneficial to industry, and faculty professional development.

Student learning outcomes

- 1) Create written communications appropriate to the construction discipline.
- 2) Create oral presentations appropriate to the construction discipline.
- 3) Create a construction project safety plan.
- 4) Create construction project cost estimates.
- 5) Create construction project schedules.
- 6) Analyze professional decisions based on ethical principles.
- 7) Analyze construction documents for planning and management of construction processes.
- 8) Analyze methods, materials, and equipment used to construct projects.
- 9) Apply construction management skills as a member of a multidisciplinary team.
- 10) Apply electronic-based technology to manage the construction process.
- 11) Apply basic surveying techniques for construction layout and control.
- 12) Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.
- 13) Understand construction risk management.
- 14) Understand construction accounting and cost control.
- 15) Understand construction quality assurance and control.
- 16) Understand construction project control processes.
- 17) Understand the legal implications of contract, common, and regulatory law to manage a construction project.
- 18) Understand the basic principles of sustainable construction.
- 19) Understand the basic principles of structural behavior.
- 20) Understand the basic principles of mechanical, electrical and piping systems.

Program curriculum (2019-2020)

Graduation requirements:

129 credit hours including 90 credit hours of construction management courses and 39 credit hours of General Education courses. The 90 credit hours of construction management include 50 credit hours of required courses, 5 credit hours of electives, and 35 credit hours of courses external to the Department of Technology.

Program delivery

The program is offered on the Normal campus.

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

Department faculty (Fall 2020)

15 tenure track faculty members (8 Professors, 4 Associate Professors, and 3 Assistant Professors)

23 non-tenure track faculty members (5 full-time, 18 part-time, totaling 9.4 FTE)

Undergraduate student to faculty ratio: 21 to 1

Undergraduate student to tenure-line faculty ratio: 36 to 1

Specialized accreditation

The B.S. in Construction Management program is accredited by the American Council for Construction Education (ACCE). The last accreditation site visit was in February/March 2015, and the program was fully accredited without any conditions for six years. The program is scheduled to be reviewed in April 2021.

Graduating seniors in the program are qualified for the Associate Constructor (AC) level 1 certification that is governed by the American Institute of Constructors (AIC). This is the first level of certification in the Constructor Certification Program. This level of certification is ideal of recent graduates of four-year construction management programs. Students in the B.S. in Construction Management program are required to take the AC level 1 exam in their last semester, and many of the students pass the exam and receive the certification.

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

The American Council for Construction Education (ACCE) changed its approach to accreditation from process-oriented to outcomes based in 2015. In addition, ACCE changed its student learning outcomes. Accordingly, the B.S. in Construction Management program at Illinois State University adopted the new requirements for accreditation in its assessment plan in 2016, and the new student learning outcomes prompted improvements to the curriculum.

The construction industry has been significantly affected by advances in information technology and sustainability over the past several years. Construction professionals are required to adopt and apply advanced technology to the construction of more sustainable facilities. The industry advisory board for the B.S. in Construction Management program has brought these industry issues to the program, and the program has reflected the changes in its curriculum. For this reason, TEC 329: Sustainable Buildings and Urban Development was changed from an elective course to a required course and TEC 217: Building Information Modeling was added to the curriculum. In addition, new equipment and computer software have been purchased and are used in program courses to teach application of up-to-date technology.

Responses to previous program review recommendations

Because the B.S. in Construction Management program was new in 2010, there was no previous program review. However, the program did complete an ACCE accreditation review in 2014-2015 and was found to be in compliance with the ACCE standards.

Major findings

The construction management program changed from a sequence within the Industrial Technology program to a stand-alone degree program in the Department of Technology in 2010.

The program maintains the ACCE accreditation, and many of the program graduates achieve an AC level 1 certificate.

- The program has maintained stable enrollment (around 180 students) and has relatively small class sizes (between 20 and 30 students), enabling high-quality teaching and individualized attention.
- Like many science, technology, engineering, and mathematics (STEM) majors, the program has improvements that must be made to recruit a more diverse student population. Increasing scholarship funds has been identified as a strategy to recruit diverse and high-quality students. For example, the program has increased funds through the Construction Management Industry Partnership program and specifically created a new scholarship to recruit diverse and high-quality students. The program has received strong support from the construction industry partners. Another strategy to recruit diverse and high-quality students is focused on co-curricular opportunities, such as the planned creation of a Women in Technology student group.
- Most (around 86 percent) of the construction management first-time-in-college (FTIC) students could earn their degree in five or fewer years.
- The program has a variety of co-curricular activities through connections to professional organizations. The construction management students' activities are also supported by the Department of Technology and the Construction Management Industry Partnership program.
- The program holds two construction management career fairs every year to help students find internships and full-time employment positions. At least 800 hours of construction-related work experience is required for the degree, and most construction management students satisfy the requirement through two summer internships.

- The program has a strong assessment plan, and the assessment plan has been successfully utilized to result in program improvement.
- The program has continuously updated its curriculum to reflect industry's needs and to improve the quality of education students receive. Construction management courses have adopted up-to-date technology, and the students are taught with the application of up-to-date technology \.

Initiatives and plans

Over the next eight years, the construction management faculty plans to implement the following items to improve the program:

- Continue efforts to recruit diverse and high-quality students.
- Increase funds for scholarships to attract more diverse and high-quality students
- Continue to adopt and implement a curriculum that is representative of the construction industry trends and needs.
- Improve teaching in field-specific elective courses and explore concentrations within the construction management degree.

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 Construction Management to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee appreciates the thoughtful and critical self-study report that incorporated ample evidence to support the claims that were made. The self-study process involved multiple stakeholders, including faculty, students, and alumni. The Construction Management program provides opportunities and experiences that will develop the technical and managerial knowledge necessary for leadership roles in the modern construction industry. The curriculum is delivered by faculty members who collaborate to provide foundational courses and specialized courses.

The committee commends faculty efforts to initially grow and then sustain the program's steady enrollment during the period covering the program review cycle through active participation in University events (e.g., open houses, Redbird Days, Presidential and University Scholar Days), individual tours of facilities during campus visits, student ambassadors, and an annual newsletter that is distributed to high schools and community colleges. We also note the program's efforts towards securing student scholarships as part of fundraising through private and corporate donations have aided in the Department's recruitment efforts during the current review cycle.

The committee recognizes the program faculty's commitment to activities that support student success. We commend the program on its ability to continue to limit enrollments in many of its courses, which is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee commends the program for the creative and varied co-curricular options it provides its students to meet their education and career goals. These include a wide variety of student organizations, many of which provide students opportunities to be actively engaged with the community and local industry. The committee supports program faculty plans to create and support a new Women in Technology student organization. We commend the program faculty and staff for supporting students by providing high availability and access to specialized facilities and equipment that are central to the discipline. We appreciate the Department's commitment to monitoring its undergraduate academic advising throughout the current review cycle and commend the program advisors for their efforts to support students transferring both into and out of the major. The committee notes the fall-to-fall retention rates are generally above university-wide rates overall. The committee notes that most students complete the degree in five years or less; however, recently the average time-to-degree has risen, with an increase in the number of students completing the degree in six or more years. We also note that the alumni employment data indicate strong outcomes for program graduates.

The committee commends the faculty's work to revise the curriculum during the period of review based on feedback from multiple stakeholders to ensure that it is representative of current trends and needs within the construction industry. These efforts included increasing the overall credit hours in the program from 91 to 93, the shifting of some courses between elective and required, and increasing achievement standards for some courses. We further commend the program faculty for their continued accreditation by the American Council for Construction Education (ACCE) and wishes them well for their reaccreditation efforts.

The committee notes the faculty members of the program for their scholarly contributions to the B.S. in Construction Management program. Faculty members are active researchers who publish in peer-reviewed journals and present at domestic and international professional conferences.

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

Follow-up Report.

Comparator Analysis. The committee has included analyses of comparator and aspirational institutions in the self-study report outline to provide faculty members opportunities to consider the niche the program has among its peers and to gather information for program planning. The committee would like the program to revisit the comparator section of the self-study. Although the faculty did provide a table of metrics from comparator institutions, no analysis or interpretation of these metrics were presented. The committee asks that program faculty return to this analysis to identify the program niche among comparator programs at Illinois public universities and to identify actions faculty could take to enhance the program with respect to the quality indicators faculty has prioritized. Accordingly, the committee asks faculty to revisit their discussions of comparator institutions and to summarize findings of those discussions in a report submitted to the Office of the Provost by May 15, 2022.

Recommendations. The Academic Planning Committee thanks faculty and staff of the B.S. in Construction Management program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with program faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to focus on diversity, inclusion, and equity. The committee recommends that the program faculty develop a comprehensive plan to address issues of diversity, inclusion, and equity. We encourage the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds. We note that the enrollment of women and traditionally underrepresented groups within the program has been below both the Department and University levels. The committee urges the program to continue refining and implementing their plans for faculty and student recruitment, including in the plan strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. We encourage the program faculty to look to their other programs within the Department as well as comparator and aspirational institutions for indicators of enrollment growth impacts on program quality. We recommend that the program faculty examine ways to infuse diversity, equity, and inclusion into the curriculum.

Examine the potential for enrollment growth. The committee notes that demand for the program has been strong, resulting in relatively stable enrollments. We recommend that the program examine whether program growth might be warranted and if so, then develop a plan for what would be required for that outcome. The committee acknowledges the work faculty have completed regarding their recruitment efforts and that this work has been successful in enrolling both first-time-in-college students and external transfer students in the program. Given the time and energy that must be devoted to such recruitment activities, the committee notes that considering which locations are most likely to be successful in recruiting students and prioritizing those when recruiting can provide an efficient strategy to assist in guiding these efforts.

Develop a plan for student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around “student success” by defining the program’s goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years and trying to reduce the numbers of curricular exceptions needed). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee encourages the program to continue developing opportunities for student scholarship and creative activities. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with honors have sufficient opportunities to do so.

Continue to upgrade laboratory equipment and facilities. The committee recognizes the importance of specialized laboratory facilities and equipment for supporting faculty and student research and for preparing students for work in industry positions. The committee supports faculty efforts to periodically upgrade the equipment to best support learning and research and to expose students to the technologies they will most likely encounter in the field after graduation. The committee suggests that the program consider involving its industry partners in efforts to upgrade laboratory equipment and maintain state-of-the-art laboratory facilities.

Continue the collaborative work with Milner Library. The committee commends faculty and the subject liaison librarian for their work to integrate library instructional sessions with several courses. Given recent journal cancellations and expected increases in online and hybrid courses, the committee notes that the Department and Library should work to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. In addition, the committee notes that the program can 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 implementing and refining the student learning outcomes assessment plan. The committee commends faculty for their work to develop and begin implementing the assessment plan during the current review cycle. As part of this work, faculty have considered in which courses the learning outcomes are introduced, reinforced, and then assessed; have incorporated multiple indirect measures that are used to gather stakeholder feedback; and have used this information to guide the program changes that have been made. The committee notes that such work can assist in identifying areas for improvement by providing a more holistic perspective on student learning.

Design and implement a system for tracking alumni. The committee concurs with faculty in its plan to design and implement a system for tracking program alumni and then using the system to enhance alumni networking. Faculty might use information gleaned from its aspirational program analyses to help guide development of the plan. Faculty might also consult faculty from other academic programs in the Department regarding strategies used by those programs for alumni networking.

REVIEW OF THE B.S. IN ENGINEERING TECHNOLOGY

Classification of Instruction Programs (CIP) Code: 15.0000
Engineering Technologies/Technicians, General

OVERVIEW

The B.S. in Engineering Technology program at Illinois State University is housed in the Department of Technology within the College of Applied Science and Technology. Undergraduate programs within the Department include B.S. degrees in Construction Management, Engineering Technology, Graphic Communications Technology, Industrial Technology – Computer Systems Technology sequence, Sustainable and Renewable Energy, and Technology and Engineering Education. Students across campus can also elect to minor in Technology. The Department also offers an M.S. degree in Technology that includes sequences in Project Management, Quality Management and Analytics, STEM Education and Leadership, and Training and Development. There are also graduate certificates in each of the four sequences.

The B.S. in Engineering Technology was established in 2012 in the Department of Technology at Illinois State University. Engineering technology is a multidisciplinary curriculum that provides experiences in automation, product design, process control, plastic materials, quality management, and/or technical project management. The goal of the major is to prepare professionals capable of managing projects and processes in government and private enterprise settings. Coursework emphasizes the management of people, processes, and materials through hands-on activities. Initial employment opportunities include project management, process control, production management, product design, quality control support, and technical sales.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2013-2020

B.S. in Engineering Technology, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Enrollments	79	89	105	118	111	103	120	104
Degrees	--	1	4	11	25	39	31	32

Table notes:

Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2019 consists of the following terms: summer 2018, fall 2018, and spring 2019.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

1. Provide students with high quality educational experiences by featuring a modern, up-to-date curriculum that will develop the technical and managerial knowledge, skills, and attitudes that are foundational to success as Engineering Technology professionals.
2. Recruit and graduate a diverse group of individuals to support companies and organizations that will employ Engineering Technology professionals in Illinois and throughout the United States.
3. Provide opportunities for students to interface with Engineering Technology professionals.
4. Provide service to companies and organizations that employ Engineering Technology graduates through applied research, consulting/workshops, and participation in professional organizations.
5. Maintain industry and Engineering Technology alumni relationships in support of the program.

Student learning outcomes

1. Interpret and apply basic concepts of materials science such as strength of materials, structural properties, conductivity, and mechanical properties. Perform various non-destructive and destructive materials testing procedures.
2. Analyze and apply basic electricity and electronic principles within the various engineering environments and applications such as industrial robots, controls, and other such systems.
3. Monitor and control manufacturing processes or other industrial systems.
4. Select appropriate manufacturing processes for product production applications such as forming, molding, separating, conditioning, joining, and finishing.
5. Utilize 2-D and 3-D computer-aided design systems to create drawings and models for products, machines, jigs, fixtures, and other mechanical devices used in engineering environments.
6. Read and interpret engineering documentation such as blueprints, technical drawings and diagrams, production plans, tooling plans, quality plans, and safety plans.

Program curriculum (2019-2020)

Graduation requirements:

120 credit hours including 78 credit hours of engineering technology courses and 39 credit hours of General Education courses. The 78 credit hours of engineering technology include 49 credit hours of required courses, 9 credit hours of electives, and 20 credit hours of courses external to the Department of Technology.

Program delivery

The program is offered on the Normal campus.

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

Department faculty (Fall 2020)

15 tenure track faculty members (8 Professors, 4 Associate Professors, and 3 Assistant Professors)

23 non-tenure track faculty members (5 full-time, 18 part-time, totaling 9.4 FTE)

Undergraduate student to faculty ratio: 21 to 1

Undergraduate student to tenure-line faculty ratio: 36 to 1

Specialized accreditation

The B.S. in Engineering Technology program is accredited by the Association of Technology, Management, and Applied Engineering (ATMAE). The last accreditation site visit was in March 2017, and the program was fully compliant with all standards. The program is scheduled to be reviewed again in 2022.

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

A significant trend in the discipline is what many scholars are calling the fourth industrial revolution, or Industry 4.0. With Industry 4.0, many traditional manufacturing practices are being automated using various forms of smart technology. The engineering technology faculty are keenly aware of these trends and have been engaging in many professional development workshops on the subject while also taking steps to incrementally add course activities to help students become familiar with these trends. For example, the program now requires students to take a computer programming course in addition to several required and elective courses covering various forms of automation including robotics, computer networking, and digital electronics.

Responses to previous program review recommendations

Because the B.S. in Engineering Technology program was new in 2012, there was no previous program review. However, the program did complete an ATMAE accreditation review and was found to be in compliance with the ATMAE standards.

Major findings

A major finding of this program review self-study is that the engineering technology program is meeting the current needs of students and industry. Program assessment measures are generally positive, and the faculty has worked to keep the curriculum and facilities current. Engineering technology graduates are in high demand, and from all accounts the demand for professionals capable of working with various forms of automation will continue to be strong in the foreseeable future.

Although ATMAE accreditation has served the program well for many years, the engineering technology faculty plans to investigate the feasibility of moving to accreditation through the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC-ABET). ABET accreditation can improve program recognition which may result in greater internship and job opportunities for Illinois State students and provide enhanced opportunities for funding and/or industry collaborations.

Initiatives and plans

Over the next three to five years, the faculty of the B.S. in Engineering Technology program will focus on the following areas:

- Continue to adapt and implement a curriculum that is representative of the field, including an increased awareness of and emphasis on Industry 4.0.
- Continue to upgrade laboratory facilities that help to prepare more technically-capable engineering technology professionals.
- Explore professional development opportunities to enable faculty members to teach and collaborate in a greater variety of courses.
- Maintain program accreditation with either ATMAE or ETAC-ABET. Investigate the feasibility of becoming ETAC-ABET accredited.

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 Engineering Technology to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee appreciates the thoughtful and critical self-study report that incorporated ample evidence to support the claims that were made. The self-study process involved multiple stakeholders, including faculty, students, and alumni. Engineering Technology at Illinois State University is an applied program that allows students to integrate engineering principles with modern technology. Engineering Technology focuses on the management of processes and materials through hands-on, application-oriented experiences. The curriculum is delivered by faculty members who collaborate to provide foundational courses, specialized courses, and field experiences. The committee commends the program for its strong alignment with the missions and goals of the Department, College and University.

The committee commends faculty efforts to grow the program's enrollment during the period covering the program review cycle (from 90 to 110 students). This has included active participation in University events (e.g., open houses, Redbird Days, Presidential and University Scholar Days), individual tours of facilities during campus visits, student ambassadors, and an annual newsletter that is distributed to high schools and community colleges. We further commend the program faculty for their efforts that have resulted in consistent enrollment of students from traditionally underrepresented groups, ranging between 24 and 38 percent over the past five years, consistently above the Department and University averages. We also note the program's efforts towards securing student scholarships as part of fundraising through private and corporate donations also has aided in the Department's recruitment efforts during the current review cycle.

The committee recognizes the program faculty's commitment to activities that support student success. We commend the program on its ability to continue to limit enrollments in many of its courses, which is in keeping with the University's commitment to individualized attention by fostering a small-college atmosphere with large-university opportunities. The committee commends the program for the creative and varied co-curricular options it

provides its students to meet their education and career goals. These include a wide variety of student organizations (e.g., Engineering Technology club), many of which provide students opportunities to be actively engaged with the community and local industry. The committee applauds the program for providing funding to support student travel to attend conferences. We commend the program faculty and staff for supporting students by providing high availability and access to specialized facilities and equipment that is central to the discipline. The committee commends the program for increasing student participation in the Honors program on campus (over the last five years participation has increased from 0 to 4.8 percent). We appreciate the Department's commitment to monitoring its undergraduate academic advising throughout the current review cycle and commend the program advisors for their efforts to support students transferring both into and out of the major. The committee notes the fall-to-fall retention rates are generally below university-wide rates overall for external transfer and especially first-time-in-college (FTIC) students. The committee notes an increase in students completing the degree in four years or less over the past five years (from 63.9 to 71.3 percent). We also note that the alumni employment data indicate strong outcomes for program graduates.

The committee commends the faculty's substantial work to revise the curriculum during the period of review based on feedback from multiple stakeholders to ensure that it is representative of current trends and needs within the engineering technology industry. These efforts included the development of two new courses, revisions to the core and elective course lists, course prerequisite revisions, an increase in required credit hours in the program from 75 to 78, and increasing achievement standards for some courses. We further commend the program faculty for their continued accreditation by the Association of Technology, Management, and Applied Engineering (ATMAE) and wish them well for their reaccreditation efforts in fall 2022.

The committee notes the faculty members for their scholarly contributions to the B.S. in Engineering Technology program. Faculty members are active researchers who publish in peer-reviewed journals, book chapters, and textbooks, and present primarily at domestic professional conferences.

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

Follow-up Report.

Comparator Analysis. The committee has included analyses of comparator and aspirational institutions in the self-study report outline to provide faculty members opportunities to consider the niche the program has among its peers and to gather information for program planning. The committee would like the program to revisit the comparator section of the self-study. Although the faculty did provide a table of metrics from comparator institutions, no analysis or interpretation of these metrics were presented. The committee asks that program faculty return to this analysis to identify the program niche among comparator programs at Illinois public institutions and to identify actions faculty could take to enhance the program with respect to the quality indicators faculty has prioritized. Accordingly, the committee asks faculty to revisit their discussions of comparator institutions and to summarize findings of those discussions in a report submitted to the Office of the Provost by May 15, 2022.

Recommendations. The Academic Planning Committee thanks faculty and staff of the B.S. in Engineering Technology program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with program faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to focus on diversity, inclusion, and equity. While the committee notes that the percentage of underrepresented students enrolled in the program is consistently high, we also note that the percentage of women enrolled in the program is consistently low. The committee recommends that the program faculty develop a comprehensive plan to address issues of diversity, inclusion, and equity. We encourage the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds. The committee urges the program to continue refining and

implementing their plans for faculty and student recruitment, especially including in the plan strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. We recommend that the program faculty examine ways to infuse diversity, equity, and inclusion issues into the curriculum. We encourage the program faculty to look to their other programs within the Department, as well as comparator and aspirational institutions, for indicators of enrollment growth impacts on program quality.

Examine the high schools and community colleges attended by students and adjust recruitment efforts as appropriate. The committee acknowledges the work faculty have completed regarding their recruitment efforts and that this work has been successful in enrolling both first-time-in-college students and external transfer students in the program. Given the time and energy that must be devoted to such recruitment activities, the committee notes that considering which locations are most likely to be successful in recruiting students and prioritizing those when recruiting can provide an efficient strategy to assist in guiding these efforts.

Develop a plan for student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around “student success” by defining the program’s goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee encourages the program to continue developing opportunities for student scholarship and creative activities.

Increase faculty scholarship. The committee views ongoing faculty scholarship as critical to informing instruction of students and exposing them to the latest theories and trends in the discipline and field. Expanded analyses of comparator and aspirational programs, including aspirational programs nationwide, could help faculty develop strategies for addressing initiatives for the next review, such as increasing student-faculty research collaborations, expanding professional development opportunities for faculty members, and further increasing faculty scholarship.

Continue to upgrade laboratory equipment and facilities. The committee recognizes the importance of specialized laboratory facilities and equipment for supporting faculty and student research and for preparing students for work in industry positions. The committee supports faculty efforts to periodically upgrade the equipment to best support learning and research and to expose students to the technologies they will most likely encounter in the field after graduation. The committee suggests that the program consider involving its industry partners in efforts to upgrade laboratory equipment and maintain state-of-the-art laboratory facilities.

Continue the collaborative work with Milner Library. The committee commends faculty and the subject liaison librarian for their work to integrate library instructional sessions with several courses. Given recent journal cancellations and expected increases in online and hybrid courses, the committee notes that the Department and Library should work to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among agriculture faculty and students. In addition, the committee notes that the program can 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 implementing and refining the student learning outcomes assessment plan. The committee commends faculty for their work to develop and begin implementing the assessment plan during the current review cycle. As part of this work, faculty have considered in which courses the learning outcomes are addressed and then assessed, have incorporated multiple indirect measures that are used to gather stakeholder feedback, and have used this information to guide the program changes that have been made. The committee notes that such work can assist in identifying areas for improvement by providing a more holistic perspective on student learning.

Design and implement a system for tracking alumni. The committee concurs with faculty in its plan to design and implement a system for tracking program alumni and then using the system to enhance alumni networking. Faculty might use information gleaned from its aspirational program analyses to help guide development of the plan. Faculty might also consult faculty from other academic programs in the Department regarding strategies used by those programs for alumni networking.

REVIEW OF THE B.S. IN GRAPHIC COMMUNICATIONS TECHNOLOGY

Classification of Instruction Programs (CIP) Code: 10.0301
Graphic Communications, General

OVERVIEW

The B.S. in Graphic Communications Technology program at Illinois State University is housed in the Department of Technology within the College of Applied Science and Technology. Undergraduate programs within the Department include B.S. degrees in Construction Management, Engineering Technology, Graphic Communications Technology, Industrial Technology – Computer Systems Technology sequence, Sustainable and Renewable Energy, and Technology and Engineering Education. Students across campus can also elect to minor in Technology. The Department also offers an M.S. degree in Technology that includes sequences in Project Management, Quality Management and Analytics, STEM Education and Leadership, and Training and Development. There are also graduate certificates in each of the four sequences.

The B.S. in Graphic Communications Technology was established in 2010 in the Department of Technology at Illinois State University. The program consists of a management-oriented, technical curriculum related to the processes, products, services, and opportunities within the diverse printing, media publishing, and packaging industries. Students learn about technology and management practices related to the production and distribution of graphic media in its many forms, and two concentrations within the program may be pursued for more in-depth study: cross media and packaging technology, or web content management. The goal of the program is to prepare professionals to enter the field in positions such as project manager, production coordinator, digital media developer, web content manager, quality control manager, sales representative, cost estimator, or production associate.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2013-2020 B.S. in Graphic Communications Technology, Illinois State University First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Enrollments	62	65	62	58	55	45	54	64
Degrees	4	8	17	23	12	24	14	11

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 2018, fall 2018, and spring 2019.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

1. Provide students with high quality educational experiences by featuring a modern, up-to-date curriculum that will develop the technical and managerial knowledge, skills, and attitudes necessary for successful professional roles in the graphic communications industry.
2. Recruit and graduate a diverse group of individuals to support the graphic communications industry in Illinois and throughout the United States.
3. Provide opportunities for students to interface with the graphic communications industry.
4. Provide service to the graphic communications industry through applied research, consulting/workshops, and participation in professional organizations.
5. Maintain industry and Graphic Communications alumni relationships in support of the Graphic Communications program.

Student learning outcomes

1. Create and manage digital media content, including photographic, illustration, video, and animation.
2. Develop production-ready graphic layouts for both digital media and print products like publications, packages, labels, and signage.
3. Participate productively in a range of graphic production processes, including printing (litho, flexo, digital), ePublishing, and website development.
4. Employ a technology management skill set, including project management, quality control, cost estimating, and industry-specific business practices.
5. Learn independently within the context of the graphic communications discipline.
6. Solve problems within the context of the graphic communications discipline.

Program curriculum (2019-2020)

Graduation requirements:

120 credit hours including 78 credit hours of graphic communications technology courses and 39 credit hours of General Education courses. The 78 credit hours of graphic communications technology include 49 credit hours of required courses, 12 credit hours of electives, and 17 credit hours of courses external to the Department of Technology.

Program delivery

The program is offered on the Normal campus.

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

Department faculty (Fall 2020)

15 tenure track faculty members (8 Professors, 4 Associate Professors, and 3 Assistant Professors)

23 non-tenure track faculty members (5 full-time, 18 part-time, totaling 9.4 FTE)

Undergraduate student to faculty ratio: 21 to 1

Undergraduate student to tenure-line faculty ratio: 36 to 1

Specialized accreditation

The B.S. in Graphic Communications Technology program is accredited by the Accrediting Council for Collegiate Graphic Communications, Inc. (ACCGC). The last accreditation site visit was November 2014, and the program was granted full, six-year accreditation status. The program is scheduled to be reviewed again in 2020.

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

1. A philosophy of authentic learning

The Department of Technology's programs share a strong belief in the importance of learning through real-world application. Authentic learning is defined as an instructional approach that allows students to meaningfully construct concepts and develop skillsets in the context of real-world problems and projects that are relevant to the learner. Historically and today, this is what the Department programs' instructional philosophy has been about: Placing students in laboratory settings equipped with the type of technology used by the industry for which they are studying, thus providing opportunities to simulate real business and production conditions. In addition, the importance of internships, interacting with professionals within the field, and working with real-world production projects (often for real clients) is emphasized throughout students' experiences in the Department's programs.

2. Demand for program graduates

Historically, 90 percent of graduates from the graphic communications technology program find jobs in the industry within three months. In the United States, graphic communications is the most geographically dispersed manufacturing industry and a major force in the economy of every state. The average state has over 650 printing plants with 18,000 employees and over \$3 billion in shipments. Consider also how few bachelor's

degree programs in graphic communications technology exist within the United States, which keeps competition for jobs quite low compared to other majors. Often, Illinois State graduates do not have to look for employment because employers come to them. Employers regularly recruit students directly from the program with visits to campus, and recent visits of human resource managers and executives from Fuse, GFX, SPC, and Quad led to alumni hires.

3. The graphic communications industry markets and technological change

To understand the size and impact of the industry, consider that the graphic communications industry can be divided into four key markets: Publication market, packaging market, promotional market, and product market. Generally, companies specialize in one market and often with only limited products within that one market.

The publication market (including the production of informational products such as books, digests, magazines, promotional reports, etc.) is in a state of monumental change. Publishers are balancing a changing landscape of advertising dollars and technical changes in how information can be delivered to the subscriber. The industry has become “omni-channel,” meaning that the same branded information must be available through print, website, digital edition, and mobile app. For technology students, this means gaining a skillset in creating, managing, and transforming media across all these forms of production and distribution.

The packaging market includes the design and production of physical 3-D product containers, as well as label (i.e., product wraps). The packaging industry continues to grow in production sophistication, with products being marketed through the graphics printed on their surfaces. For technology students to function within packaging production as technical professionals, a multitude of skillsets need to be developed, including 3-D structural design, cutting workflow and machinery, materials and substrates, and print production.

The promotional market includes the design and development of products that market and advertise. Examples include the range of indoor and outdoor signage, store and office décor, vehicle graphics, and cross-media promotional campaigns that include postal mail pieces, SMS, web pages, and analytics and sales-lead tracking. The technology within promotional graphics is growing in sophistication, with more data generating and analytics being tied to buying habits.

The product market includes those production functions that lead to sellable products, such as printed electronics, imaged fabric and clothing, and imprinted product labeling. Many of the same technical skillsets just mentioned are required in companies involved in production through graphic processes.

4. The drivers of curricular change

The graphic communications industry is in a state of transition with companies diversifying in mission and processes to address the vast competition of communication media—print, the Internet, television (broadcast and cable), video games, radio, smart phones, and more. The industry expects its future leadership to possess the basic knowledge and insights to run its companies effectively, intelligently, and profitably.

Change has accelerated to never-seen-before levels in the 2000’s. Consider that it was about 430 years between the time Gutenberg invented movable type and the invention of the linotype machine, leaving technical skillsets relatively unchanged for generations. It was another 56 years between the invention of the linotype and the practical application of phototypesetting (the first commercial application of computers). Today, technological change can occur daily and be totally unanticipated. The expectation of change must be addressed in education, with students acquiring a mindset that must often be developed. Resisting change inhibits professional growth in any technologically dynamic field.

In recent years, systems concepts, software and file management, and workflow analysis has become the skillset required for technical professionals in the graphic communications field. This is in contrast to the craft skills of the past, where each individual in the production flow used her or his own personal skills to create a product. Efficient use of graphics production software is now critical to graphic communications education. Also, today’s digital printing presses virtually print by themselves, with imaging of material directed by controllers/computers. The digital press is controlled by software and microprocessors, and operators must control parameters and software workflow.

Technology is driving the need to enhance marketing, sales, and customer service skills across all graphic communications industry personnel. Today (unlike only 10 years ago), production technicians and production managers need to communicate and interface directly with clients. Graphic communications curricula will need to focus not just on the technology but also on how the unique businesses of graphic communications work, with evermore service-oriented facets such as consultative sales approaches, content management, cross-media design services, and production planning.

A last point is that of intellectual property in print and digital form that continues to grow in importance. The latest developments in copyright law are a direct response to changing innovative graphics technologies, including digital formatting of images and text, creation of multimedia, and transmission of data through servers. These activities are often central to innovative and effective business dealings and critical to doing business in a highly electronic world.

Responses to previous program review recommendations

Because the B.S. in Graphic Communications Technology program was new in 2010, there was no previous program review. However, the program did complete an ACCGC accreditation review in 2014 and was found to be in full compliance with the ACCGC standards.

Major findings

Based on this program review and also the 12 ACCGC standards assessed through the accreditation self-study, the program has the following strengths:

1. Illinois State University, the College of Applied Science and Technology, the Department of Technology, and the Graphic Communications Technology program have clear alignment across missions.
2. The Graphic Communications Technology program maintains high levels of industry input (though an engaged advisory board), industry support (though significant industry donations), and alumni placement within the industry.
3. Faculty maintain contact with program alumni and are engaged with the industry, including scholarship and consultation support.
4. The Department of Technology has created a culture of strategic actions across programs, with the Graphic Communications Technology program developing annual actions and work plans and reporting evidence of progress each year.
5. The Graphic Communications Technology program has a long-term (more than 15 years) working outcomes assessment plan, with a continually updated curriculum that is tightly aligned. There is evidence of internal and external data and modifications made regularly based on those outcomes.
6. The Department of Technology, in concert with industry donations, has managed to maintain a Graphic Communications production lab with modern equipment and software representative of that found in modern industry.

Based on this program review and also the 12 ACCGC standards assessed through the accreditation self-study, the program has the following areas for improvement:

1. The program requires an outsized effort to maintain satisfactory enrollment. This puts a constant strain on the faculty. There are primary reasons for this difficulty, including the following:
 - a. Several Illinois State programs in different departments (e.g., Graphic Design, Creative Technologies) compete for students with similar interests.
 - b. Graphic communications technology is a print-oriented curriculum, and print has an unfortunate association in the public mind with old and expiring careers.
 - c. The graphic communications profession is esoteric, hard to explain succinctly, and hard to understand without time and effort.
 - d. Few high schools have technology-oriented graphics classes (perhaps 5 percent of high schools in Illinois), although nearly all have art-oriented graphics classes including graphic design, motion media, journalism, and/or photography.
 - e. Only three community colleges in Illinois have Associate of Applied Science (AAS) programs that provide students with a graphic communications technology degree.

2. The graphic communications technology field is fast changing, requiring on-going recapitalization of equipment and resources to keep faculty up to date. The Department of Technology has done an excellent job of this but needs to remain vigilant.

Initiatives and plans

1. Improve the marketing and recruitment of the program. This will include developing a sustainable system that does not detract from faculty productivity. Additionally, communication to prospective and current students pursuing degrees related to media arts, creative technologies, graphic design, and graphic communications technology should be coordinated through marketing information, advisor training, and an agreed-upon strategy across all impacted programs and units.
2. Complete a needs assessment and analysis on the viability of an online B.S. in Graphic Communications Technology program. Should the outcome prove positive, develop a strategic plan and work to launch the program.
3. Maintain excellence in instruction through expert faculty, engaged industry personnel, and modern equipment and software. This will include feedback provided through regular program outcomes assessment, industry advisory counseling, and student feedback.
4. Develop a system to collect more complete and informative feedback from program alumni regarding program outcomes.

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 Graphic Communications Technology to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee appreciates the thoughtful and critical self-study report that incorporated ample evidence to support the claims that were made. The self-study process involved multiple stakeholders, including faculty, students, alumni, and advisory board members. The Graphic Communications Technology curriculum is a management-oriented technical curriculum related to the processes, products, services, and opportunities within the diverse printing, media publishing, and packaging industries. Students learn about technology and management practices related to the production and distribution of graphic media in its many forms. The program prepares students for careers related to digital media development including traditional and digital printing, packaging design, and web management. The curriculum is delivered by faculty members who collaborate to provide foundational courses, specialized courses, and field experiences.

The committee notes that enrollments during the review cycle declined for a period but have rebounded back to levels similar to those seen early in the cycle. We commend the faculty efforts to pursue a variety of recruitment actions that resulted in this rebound. These included the development of a social media presence, enhanced web pages, improved outreach with area high schools, and the involvement of graduate assistants in recruiting efforts. The program faculty and staff also participate in University events (e.g., open houses, Redbird Days, Presidential and University Scholar Days), individual tours of facilities during campus visits, student ambassadors, and send an annual newsletter that is distributed to high schools and community colleges. We also note the program's efforts towards securing student scholarships as part of fundraising through private and corporate donations have aided in the Department's recruitment efforts during the current review cycle.

The committee recognizes the program faculty's commitment to activities that support student success. We commend the program on its ability to continue to limit enrollments in many of its courses, which is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee commends the program for the creative and varied co-curricular options it provides its students to meet their education and career goals. These include a wide variety of student organizations many of which provide students opportunities to be actively engaged with the community and local industry. The committee supports program faculty plans to create and support a new Women in Technology student organization. We commend the

program faculty and staff for supporting students by providing high availability and access to specialized facilities and equipment that is central to the discipline. We appreciate the Department's commitment to monitoring its undergraduate academic advising throughout the current review cycle and commend the program advisors for their efforts to support students transferring both into and out of the major. The committee notes while fall-to-fall retention rates fluctuate widely (a function of relatively small cohorts), most students complete the degree in five years or less. We also note that the employment data indicate strong outcomes for program graduates.

The committee commends the faculty's work to revise the curriculum during the period of review based on feedback from multiple stakeholders to ensure that it is representative of current trends and needs within the industry. These efforts included strengthening of the web content management sequence of courses, revisions made to update one course in response to technological advances, and a revision of elective course offerings. We further commend the program faculty for their continued accreditation by the Accrediting Council for Collegiate Graphic Communications (ACCGC).

The committee notes the faculty members of the program for their scholarly contributions to the B.S. in Graphic Communications Technology program. Faculty members are active researchers who publish in peer-reviewed journals, book chapters, and textbooks and present at domestic professional conferences.

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

Follow-up Report.

Comparator Analysis. The committee has included analyses of comparator and aspirational institutions in the self-study report outline to provide faculty members opportunities to consider the niche the program has among its peers and to gather information for program planning. The committee would like the program to revisit the comparator section of the self-study. Although the faculty did provide a table of metrics from comparator institutions, no analysis or interpretation of these metrics were presented. The committee asks that program faculty return to this analysis to identify the program niche among comparator programs at Illinois public institutions and to identify actions faculty could take to enhance the program with respect to the quality indicators faculty has prioritized. Accordingly, the committee asks faculty to revisit their discussions of comparator institutions and to summarize findings of those discussions in a report submitted to the Office of the Provost by May 15, 2022.

Recommendations. The Academic Planning Committee thanks faculty and staff of the B.S. in Graphic Communications Technology program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with program faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to focus on diversity, inclusion, and equity. The committee notes that although the percentage of underrepresented students in the program has risen during the period of review, they are consistently low (below both the Department and University averages). The committee recommends that the program faculty develop a comprehensive plan to address issues of diversity, inclusion, and equity. We encourage the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds. The committee urges the program to continue refining and implementing their plans for faculty and student recruitment, including in the plan strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. We recommend that the program faculty examine ways to infuse diversity, equity, and inclusion issues into the curriculum. We encourage the program faculty to look to their comparator and aspirational institutions for indicators of enrollment growth impacts on program quality.

Examine the potential for enrollment growth. We recommend that the program examine whether program growth might be warranted and if so, then develop a plan for what would be required for that outcome. The

committee acknowledges the work faculty have completed regarding their recruitment efforts and that this work has been successful in enrolling both first-time-in-college students and external transfer students in the program. Given the time and energy that must be devoted to such recruitment activities, the committee notes that considering which locations are most likely to be successful in recruiting students and prioritizing those when recruiting can provide an efficient strategy to assist in guiding these efforts.

Develop a plan for student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around “student success” by defining the program’s goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee encourages the program to continue developing opportunities for student scholarship and creative activities. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with honors have sufficient opportunities to do so.

Continue to upgrade laboratory equipment and facilities. The committee recognizes the importance of specialized laboratory facilities and equipment for supporting faculty and student research and for preparing students for work in industry positions. The committee supports faculty efforts to periodically upgrade the equipment to best support learning and research and to expose students to the technologies they will most likely encounter in the field after graduation. The committee suggests that the program consider involving its industry partners in efforts to upgrade laboratory equipment and maintain state-of-the art laboratory facilities.

Continue the collaborative work with Milner Library. The committee commends faculty and the subject liaison librarian for their work to integrate library instructional sessions with several courses. Given recent journal cancellations and expected increases in online and hybrid courses, the committee notes that the Department and Library should work to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. In addition, the committee notes that the program can 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 implementing and refining the student learning outcomes assessment plan. The committee commends faculty for their work to develop and begin implementing the assessment plan during the current review cycle. As part of this work, faculty have considered the theoretical knowledge, practical skills, and their integration among the learning outcomes and aligned those with the program courses; have incorporated multiple indirect measures that are used to gather stakeholder feedback; and have used this information to guide the program changes that have been made. The committee notes that such work can assist in identifying areas for improvement by providing a more holistic perspective on student learning.

Design and implement a system for tracking alumni. The committee concurs with faculty in its plan to design and implement a system for tracking program alumni and then using the system to enhance alumni networking. Faculty might use information gleaned from its aspirational program analyses to help guide development of the plan. Faculty might also consult faculty from other academic programs in the Department regarding strategies used by those programs for alumni networking.

REVIEW OF THE B.S. IN INDUSTRIAL TECHNOLOGY

Classification of Instruction Programs (CIP) Code: 15.0612
Industrial Technology/Technician

OVERVIEW

The B.S. in Industrial Technology program at Illinois State University is housed in the Department of Technology within the College of Applied Science and Technology. Undergraduate programs within the Department include B.S. degrees in Construction Management, Engineering Technology, Graphic Communications Technology, Industrial Technology – Computer Systems Technology sequence, Sustainable and Renewable Energy, and Technology and Engineering Education. Students across campus can also elect to minor in Technology. The Department also offers an M.S. degree in Technology that includes sequences in Project Management, Quality Management and Analytics, STEM Education and Leadership, and Training and Development. There are also graduate certificates in each of the four sequences. The last review of the B.S. in Industrial Technology program occurred in 2012-2013.

The Computer Systems Technology sequence is the only remaining sequence in the Industrial Technology program. The sequence is an interdisciplinary curriculum that provides a background in computer technology, software, programming, information imaging, and other industry-related technologies. The goal is to prepare professionals for the management and supervision of technical computer systems in industrial settings. Coursework emphasizes the use of computer systems to provide students with a diverse technical and professional background in communications, networking, interfacing, and electronic principles related to a variety of computer systems.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2013-2020

B.S. in Industrial Technology, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Enrollments, Computer Systems Technology sequence	67	75	87	83	76	77	63	60
Degrees, Computer Systems Technology sequence	76	56	47	33	22	23	15	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 2018, fall 2018, and spring 2019. The Computer Systems Technology sequence is the last remaining sequence in the Industrial Technology program.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

1. Provide students with high quality educational experiences by featuring a modern, up-to-date curriculum that will develop technical knowledge and skills, and an understanding of project management while fostering attitudes necessary for successful professional roles in computer systems technology.
2. Recruit and graduate a diverse group of individuals to support the computer technology businesses in Illinois and throughout the United States.
3. Provide opportunities for students to interface with businesses either developing or utilizing computer-related technology and services.
4. Provide service to the computing field through applied research, consulting, and participation in professional organizations.

Student learning outcomes

1. Apply the fundamental concepts of digital/analog signals and electronics to computer systems, networking, and media.
2. Use specifications and applications of computer components, network devices, and media in network administration.
3. Configure network operating systems and manageable network devices.
4. Design database interfaces and utilize basic programming techniques for business applications.
5. Use project management techniques to develop solutions, and address business issues to meet client needs

Program curriculum (2019-2020)

Graduation requirements:

120 credit hours including 75 credit hours of computer systems technology courses and 39 credit of General Education courses. The 75 credit hours of computer systems technology include 46 credit hours of required courses, 12 credit hours of electives, and 17 credit hours of courses external to the Department of Technology.

Program delivery

The program is offered on the Normal campus.

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

Department faculty (Fall 2020)

15 tenure track faculty members (8 Professors, 4 Associate Professors, and 3 Assistant Professors)

23 non-tenure track faculty members (5 full-time, 18 part-time, totaling 9.4 FTE)

Undergraduate student to faculty ratio: 21 to 1

Undergraduate student to tenure-line faculty ratio: 36 to 1

Specialized accreditation

The B.S. in Industrial Technology – Computer Systems Technology sequence is accredited by the Association of Technology, Management, and Applied Engineering (ATMAE). The last accreditation site visit was in March 2017, and the program was fully compliant on all standards. The program is scheduled to be reviewed again in 2022.

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

The Computer Systems Technology sequence in the Industrial Technology program provides a background in computing hardware and software, programming interfaces, computer networking, data acquisition, information imaging, technology-oriented project management, and other business-related technologies. Over the past several years, the program advisory board has strongly supported a move from a sequence to a program. The primary benefit of doing this is that the students' transcripts would indicate that they graduated with a bachelor's degree in Computer Systems Technology within a Department of Technology. The program continues to evolve by incorporating topics like network security, cloud computing, and Industry 4.0 into existing courses as well as offering new courses such as E-commerce that appeal to a wide range of students. These topics, along with the continued demand for computing-related professionals, keep Illinois State students marketable in a broad range of technology fields such as manufacturing, insurance, finance, education, and government.

Responses to previous program review recommendations

The 2012-2013 program review resulted in five recommendations.

1. Address recommendations for program improvements provided in the 2011 ATMAE accreditation report, including integration of additional oral and written communication into coursework and better documentation of student performance in these areas for subsequent self-studies, standardization of course syllabi and inclusion of student learning outcomes in all of them, and improvement of alumni and graduate placement tracking.

- Computer Systems Technology program courses now require oral and written communication assignments, such as presentations and papers, and faculty provide detailed substantial feedback to students on improving communications skills as well as technical competency. In the capstone course (TEC 390), at least 20 percent of the course grade is based on oral and written communication and incorporates peer feedback.
- Computer Systems Technology program course syllabi have been standardized by listing the program goals and identifying which specific goal(s) is(are) relevant to the particular course outcomes.
- Computer Systems Technology program faculty have created a LinkedIn group for program alumni to track their successes and use these contacts for student internships and graduate placement.

2. Continue to utilize data collected through program assessment to make program improvements and document how that has been done.

- The faculty revised the assessment plan in 2018, and they devote significant time to reviewing assessment data and discussing implications for revising the curriculum and teaching/learning practices. Significant findings are discussed with the program advisory board, which partakes in high-level discussions on curricular and program updates and revisions.

3. Continue to recruit for gender diversity in both the student population and faculty.

- Since the last program review the faculty have engaged in aggressive recruitment initiatives for female students and minority students and faculty. Like many science, technology, engineering, and mathematics (STEM) areas, this program lacks female representation. The Computer Systems Technology faculty have received National Science Foundation (NSF) grants that seek to recruit and retain students, especially female and minority students.

4. Continue ongoing curricular revisions and equipment upgrades to keep pace with changes in technology and industry.

- Each academic year in the fall, Computer Systems Technology faculty discuss and update student learning outcomes along with program goals and strategies that are aligned with College and Department goals.
- The faculty continue to design and implement curricular revisions to keep pace with changes in technology and industry. For example, TEC 348.06 Ecommerce was moved from a Special Topics course to a regular course, TEC 378.
- Equipment and laboratory facilities including computer labs are upgraded as needed for effective teaching of courses in computer networking, hardware/software interfacing, programming, database management, web design, e-commerce, and computer and network security.

5. Continue to encourage students to participate in the Honors program.

- The program faculty continue to encourage students to participate in the Honors program. Each semester a letter is sent to students who are eligible which outlines the steps students need to follow to officially become part of the Honors program.

Major findings

The Computer Systems Technology has been a sequence within the Industrial Technology program but is awaiting approval as a program.

- The mission of the Computer Systems Technology program at Illinois State University is “To develop professionals with the knowledge, communication skills, and management ability to interface with a variety of computer industry professionals.”
- The Computer Systems Technology program operates on four goals that align with the University, the College of Applied Science and Technology, and the Department of Technology strategic plans.
- Historically, the enrollment in the Computer Systems Technology program has been an average of 75 students per year. The current enrollment target is approximately 75 students, and this has remained consistent since the last program review.
- The Computer Systems Technology faculty and staff contribute to a recruiting effort throughout the academic school year. The Department has hosted a program for high school students across Illinois called “Technology Day” for the past 12 years.

- The Computer Systems Technology faculty have received National Science Foundation (NSF) grants that seek to recruit and retain students, especially female and minority students.
- A key success factor for Computer Systems Technology is the relationship between faculty and students. Alumni of the program continue to stay in touch with faculty and provide internship and job opportunities at their respective firms.
- The faculty and staff maintain relationships with alumni and the wider business community through professional organizations like the Institute of Electrical and Electronics Engineers (IEEE) and social network platforms like LinkedIn.
- The time-to-degree for a student at Illinois State University for all students has remained relatively constant. Approximately 60 percent of students graduate from Illinois State University with a degree in four years or less, and roughly 30 percent graduate in 5 years. These trends hold for Computer Systems Technology students as well.
- The credits to degree for the Computer Systems Technology program has remained relatively stable and consistent with the university-wide average.
- The Computer Systems Technology program includes several co-curricular activities for students. The primary opportunity is the registered student organization (RSO) called the student Institute of Electrical and Electronics Engineers (IEEE).
- There are three primary faculty for the Computer Systems Technology program (one of whom also is the program coordinator), and the program hires adjunct faculty from industry to provide students an opportunity to learn about industry practices from working professionals.
- The Computer Systems Technology faculty hold state, national, and international leadership positions within professional organizations. The faculty and staff have established a strong, positive reputation for their teaching effectiveness, quality of their scholarly work, and service in professional organizations.
- The student to faculty ratio for the Computer Systems Technology program allows faculty to provide individual attention when needed while maximizing the number of students in the class, encouraging peer feedback without compromising the quality of the curriculum.
- The Computer Systems Technology is focused on acquiring state-of-the-art equipment and providing meaningful hands-on laboratory experiences for students to prepare them for success in the workplace.

Initiatives and plans

Toward continuous improvement, the Computer Systems Technology faculty will focus on the following areas:

- Continue to update and implement a curriculum that is forward-looking and incorporates the latest developments in the field with input from the advisory board comprised mostly of professionals from industry.
- Continue to upgrade laboratory facilities that help to prepare more technically capable computing industry professionals.
- Continue to recruit diverse, high-quality students to the program.
- Continue to provide professional development opportunities for students through the IEEE student club and promoting networking events with professionals in industry.
- Offer an integrated baccalaureate and master's degree program.
- Establish an undergraduate research experience (URE) program.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee appreciates the thoughtful, critical and well-grounded self-study report. The self-study process involved multiple stakeholders, including faculty, students, and alumni. The Industrial Technology program originally contained several sequences which have since been elevated to stand-alone programs. The self-study report that was reviewed focused on the remaining Computer Systems Technology sequence. The curriculum in this sequence focuses on preparing professionals for careers related to the development of computer systems and their

management. Courses provide a diverse range of technical and professional opportunities. This can lead to careers related to network configuration and operating system administration. The curriculum is delivered by faculty members who collaborate to provide foundational courses, specialized courses, and field experiences, and student teaching experiences.

The committee notes that the program's enrollment target has stayed relatively steady during the period of review, however enrollments have slowly declined (from 87 in 2015, to 60 in 2020). We recognize that the recent approval of the elevation of the Computer Systems Technology sequence to a stand-alone major is intended to reverse this enrollment trend. We recognize that the program faculty actively participate in recruiting at University events (e.g., open houses, Redbird Days, Presidential and University Scholar Days), individual tours of facilities during campus visits, student ambassadors, and through an annual newsletter that is distributed to high schools and community colleges. The committee commends the program faculty for their recruiting activities that have resulted in consistently high levels of enrollments by students from traditionally underrepresented groups (ranging between 27 and 45 percent, consistently above both the Department and College averages). We also note the program's efforts towards securing student scholarships as part of fundraising through private and corporate donations also has aided in the Department's recruitment efforts during the current review cycle.

The committee recognizes the program faculty's commitment to activities that support student success. We commend the program on its ability to continue to limit enrollments in many of its courses, which is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee commends the program for the creative and varied co-curricular options it provides its students to meet their education and career goals. These include a wide variety of student organizations, many of which provide students opportunities to be actively engaged with the community and local industry (e.g., the student Institute of Electrical and Electronics Engineers). We commend the program faculty and staff for supporting students by providing high availability and access to specialized facilities and equipment that is central to the discipline. We appreciate the Department's commitment to monitoring its undergraduate academic advising throughout the current review cycle and commend the program advisors for their efforts to support students transferring both into and out of the major. The committee notes the fall-to-fall retention rates [with fall-to-fall retention for first-time-in-college (FTIC) students ranging between 50.0 and 72.7 percent and for external transfer students between 55.6 and 75.0 percent] are generally below the Department and University-wide rates overall (across the Department of Technology, fall-to-fall retention for FTIC students range between 57.0 and 73.1 percent and for external transfer students between 75.5 and 90.9 percent over the same period of review). The committee notes that since 2016, 100 percent of students complete the degree in five years or less. We also note that the employment data indicate strong outcomes for program graduates.

The committee commends the faculty's work to revise the curriculum during the period of review based on feedback from multiple stakeholders to ensure that it is representative of current trends and needs within the industry. These efforts included increasing the number of electives and decreasing some of the required courses and developing the proposal to elevate the sequence to a stand-alone major. We further commend the program faculty for their continued accreditation by the Association of Technology, Management, and Applied Engineering (ATMAE) and wish them well for their reaccreditation efforts in 2022.

The committee notes the faculty members of the program for their scholarly contributions to the B.S. in Industrial Technology program. Faculty members are active researchers who publish in peer-reviewed journals and present at national conferences.

Follow-up Report.

Comparator and Aspirational Analyses. The committee has included analyses of comparator and aspirational institutions in the self-study report outline to provide faculty members opportunities to consider the niche the program has among its peers and to gather information for program planning. The committee would like the program to revisit the comparator and aspirational sections of the self-study. Although the faculty did provide a table of metrics from comparator institutions, no analysis or interpretation of these metrics were presented. The committee asks that program faculty return to this analysis to identify the program niche among comparator programs at Illinois public institutions and to identify actions faculty could take to enhance the program with respect to the quality indicators faculty has prioritized, especially as the program moves from sequence to major.

Although aspirational initiatives were discussed, the committee determined that the aspirational analysis was underdeveloped. The committee asks the faculty to address this through an expanded analysis of aspirational programs that could help develop strategies for addressing the initiatives faculty has identified. Accordingly, the committee asks faculty to revisit their discussions of comparator and aspirational institutions and to summarize findings of those discussions in a report submitted to the Office of the Provost by May 15, 2022.

Recommendations. The Academic Planning Committee thanks faculty and staff of the B.S. in Industrial Technology program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. Typically, committee recommendations would be addressed within the next regularly scheduled review cycle. Given the transition of the program to a new stand-alone major in Computer Systems Technology, the following recommendations are provided in a spirit of collaboration with program faculty and staff to consider as the program is transitioned as part of the three-year progress report for the new program.

Continue to focus on diversity, inclusion, and equity. As the program transitions to a stand-alone Computer Systems Technology program, the committee recommends that the program faculty develop a comprehensive plan to address issues of diversity, inclusion, and equity. Although the program is commended for their activities that have resulted in high levels of enrollment of students from traditionally underrepresented groups, the program has consistently had relatively few women enrolled (ranging between 5 and 10 percent, consistently below department and college averages). We encourage the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds. The committee urges the program to continue refining and implementing their plans for faculty and student recruitment, including in the plan strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. We recommend that the program faculty examine ways to infuse diversity, equity, and inclusion issues into the curriculum. We encourage the program faculty to look to their comparator and aspirational institutions for indicators of enrollment growth impacts on program quality.

Develop a plan for maintaining and increasing student success and retention. The committee recommends that the program faculty develop a plan for maintaining and increasing student success. The plan should be used to increase transparency and communication around maintaining and increasing student success by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee encourages the program to continue developing opportunities for student scholarship and creative activities. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with honors have sufficient opportunities to do so.

Continue to upgrade laboratory equipment and facilities. The committee recognizes the importance of specialized laboratory facilities and equipment for supporting faculty and student research and for preparing students for work in industry positions. The committee supports faculty efforts to periodically upgrade the equipment to best support learning and research and to expose students to the technologies they will most likely encounter in the field after graduation. The committee suggests that the program consider involving its industry partners in efforts to upgrade laboratory equipment and maintain state-of-the-art laboratory facilities.

Continue the collaborative work with Milner Library. The committee commends faculty and the subject liaison librarian for their work to integrate library instructional sessions with several courses. Given recent journal cancellations and expected increases in online and hybrid courses, the committee notes that the Department and Library should work to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among program faculty and students. In addition, the committee notes that the program can 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 implementing and refining the student learning outcomes assessment plan. The committee commends faculty for their work to develop and begin implementing the assessment plan during the current review cycle. As part of this work, faculty have considered the incorporation of additional direct measures of student learning to accompany the multiple indirect measures that are used to gather stakeholder feedback. The committee notes that such work can assist in identifying areas for improvement by providing a more holistic perspective on student learning.

Design and implement a system for tracking alumni. The committee concurs with faculty in its plan to design and implement a system for tracking program alumni and then using the system to enhance alumni networking. Faculty might use information gleaned from its aspirational program analyses to help guide development of the plan. Faculty might also consult faculty from other academic programs in the Department regarding strategies used by those programs for alumni networking.

REVIEW OF THE B.S. IN TECHNOLOGY AND ENGINEERING EDUCATION

Classification of Instruction Programs (CIP) Code: 13.1309
Technology Teacher Education/Industrial Arts Teacher Education

OVERVIEW

The B.S. in Technology and Engineering Education program at Illinois State University is housed in the Department of Technology within the College of Applied Science and Technology. Undergraduate programs within the Department include B.S. degrees in Construction Management, Engineering Technology, Graphic Communications Technology, Industrial Technology – Computer Systems Technology sequence, Sustainable and Renewable Energy, and Technology and Engineering Education. Students across campus can also elect to minor in Technology. The Department also offers an M.S. degree in Technology that includes sequences in Project Management, Quality Management and Analytics, STEM Education and Leadership, and Training and Development. There are also graduate certificates offered in each of the four sequences. The last review of the B.S. in Technology and Engineering Education program occurred in 2012-2013.

Technology and Engineering Education includes: (1) a study of the concepts practiced in modern technological systems of energy utilization, communication, production, transportation, and engineering-related fields; (2) the development of cognitive, psychomotor, and affective skills in these five areas related to the use of tools, materials, processes, resources, techniques, scientific principles, work (skill and organization), and products as well as their impacts on society; and (3) the professional competencies of planning, executing and evaluating instruction.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2013-2020

B.S. in Technology and Engineering Education, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Enrollments	21	16	21	33	36	40	39	39
Degrees	11	8	8	2	6	11	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 2018, fall 2018, and spring 2019.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

1. Provide and model appropriate, proven, and varied pedagogical approaches and assessment strategies for the classroom/laboratory.
2. Stay current and proactive in technological, pedagogical, curricular, and laboratory advances.
3. Provide educational opportunities for students to teach in a diverse classroom/laboratory.
4. Provide professional development opportunities for technology education graduates.

Student learning outcomes

- (1) The Nature of Technology: Technology teacher education program candidates develop an understanding of the nature of technology within the context of the *Designed World*.
- (2) Technology and Society: Technology teacher education program candidates develop an understanding of technology and society within the context of the *Designed World*.
- (3) Design: Technology teacher education program candidates develop an understanding of design within the context of the *Designed World*.

- (4) Abilities for a Technological World: Technology teacher education program candidates develop abilities for a technological world within the contexts of the *Designed World*.
- (5) The Designed World: Technology teacher education program candidates develop an understanding of the *Designed World*.
- (6) Curriculum: Technology teacher education program candidates design, implement, and evaluate curricula based upon the *Standards for Technological Literacy*.
- (7) Instructional Strategies: Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology
- (8) Learning Environments: Technology teacher education program candidates design, create, and manage learning environments that promote technological literacy
- (9) Students: Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning.
- (10) Professional Growth: Technology teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.

Program curriculum (2019-2020)

Graduation requirements:

120 credit hours including 78 credit hours of technology and engineering education courses and 39 credit hours of General Education courses. The 78 credit hours of technology and engineering education include 37 credit hours of required courses, 9 credit hours of electives, 26 credit hours of professional education courses, and 6 credit hours of courses external to the Department of Technology.

Program delivery

The program is offered on the Normal campus.

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

Department faculty (Fall 2020)

15 tenure track faculty members (8 Professors, 4 Associate Professors, and 3 Assistant Professors)

23 non-tenure track faculty members (5 full-time, 18 part-time, totaling 9.4 FTE)

Undergraduate student to faculty ratio: 21 to 1

Undergraduate student to tenure-line faculty ratio: 36 to 1

Specialized accreditation

The B.S. in Technology and Engineering Education program, as one of the teacher education programs at Illinois State University, is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The last accreditation review was conducted in October 2019, and the University successfully met all five of the national standards for educator preparation.

Successful completion of the Technology and Engineering Education program makes a student eligible for a Professional Educator License (PEL) from the Illinois State Board of Education (ISBE).

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

The major external factors affecting the program include less college students enrolling in teacher preparation programs, the high demand of Illinois State graduates, and the infusion of science, technology, engineering, and mathematics (STEM) and engineering design concepts.

Lower enrollment in teacher education programs across the country began in 2008 and has continued for many years. The Technology and Engineering Education program was not immune from this national trend but has stabilized to around 40 students during the past three years. The job demand is excellent for Illinois State graduates. The program faculty are typically notified of around 50 job opportunities in the state annually, whereas the program has been regularly graduating between five and ten students annually. Because of the high demand for

technology and engineering educators in the state, the Illinois State Board of Education provides provisional licenses for professionals in career and technical education fields based upon work experience without needing to complete a formal teacher training program.

The infusion of STEM and engineering design concepts into the technology and engineering education field is prevalent. To address this external factor, students are taught in a manner that encourages interdisciplinary STEM concepts and understanding while also using the engineering design process as a foundation for classroom instruction and activities.

Responses to previous program review recommendations

The 2012-2013 program review resulted in five recommendations.

1. Continue to adapt and implement a curriculum that is representative of the field, including integration of STEM instruction for teacher education candidates and incorporation of content and methods used in model pre-engineering initiatives on the middle school and high school levels. Faculty have infused STEM concepts and instructional techniques into all teacher preparation courses in the Technology and Engineering Education program. Also, program faculty developed TEC 310 – STEM Education Foundations as an elective for undergraduate students and as a prerequisite for graduate students in the STEM Education and Leadership sequence of the M.S. in Technology program.

2. Continue to upgrade laboratory facilities that help to prepare a more technically-capable technology and engineering education teacher. Many upgrades have been completed in the technology and engineering education laboratory. During the past five years, the program has invested over \$70,000 in technological tools and equipment. Significant additions include new furniture, laser cutting equipment, 3D printing machines, robotics, and other various cutting edge technological tools.

3. Develop additional professional development strategies for teacher education majors that do not meet minimum standards during the program and/or during the student teaching practicum. The Technology and Engineering Education faculty added more support for students during their student teaching practicum by requiring multiple visits to campus for reflection and guidance. These sessions involve the student teachers reflecting on their teaching, meeting with their peers and faculty to discuss potential issues, and receiving guidance and support for the development of their teacher licensure portfolio (i.e., edTPA).

4. Work with the Illinois State Board of Education to redevelop the Illinois content examination to better assess knowledge of current content taught in Illinois public schools by technology educators. The Illinois State Board of Education redeveloped the Illinois content exam required for licensure and began offering the test in January 2018. Two of Illinois State University's Technology and Engineering Education faculty served on the test and question review panel.

5. Pursue recruitment efforts with Illinois school districts to recruit highly qualified and motivated teacher education candidates, including candidates from underrepresented groups. Technology and Engineering Education faculty have intentionally increased their participation, such as attending recruiting events in the Chicago and St. Louis metro areas. Along with program faculty, undergraduate students have attended recruiting events and served as judges for robotics contests, high school student events, and participated in mentoring opportunities with various organizations, including Millennium Girls that is focused on encouraging female participation in STEM fields.

Major findings

Overall, the Technology and Engineering Education program is functioning well by providing prepared teachers for jobs in Illinois public schools. During this self-study process, program faculty have identified multiple strengths of the program along with areas that can be improved.

Technology and Engineering Education program graduates have excellent employment opportunities and great starting salaries throughout the state of Illinois and the nation. Feedback received from graduating seniors, alumni, and employers suggest that graduates are well prepared and equipped with the proper content knowledge and

pedagogical skills to become successful classroom teachers. Many program graduates have also moved into prominent administrative/leadership roles within their school districts. The program faculty are heavily involved with scholarly and services initiatives at the state and national levels and are up-to-date with current trends in the field, which are quickly transferred to the classroom experience of the students.

The Technology and Engineering Education program is successfully training students to teach in the modern classroom, but the program does not produce enough teachers to meet the demand for teachers in Illinois. The main areas of improvement are focused on the recruitment of students. First, the program needs a more diverse student population by recruiting more female and minority students. Second, the Technology and Engineering Education program relies heavily on graduates from suburban Chicago high schools, and the faculty would like to recruit additional students from central and southern Illinois. Finally, the program faculty would like to offer more scholarship opportunities to help retain current students and recruit more students in the future.

Initiatives and plans

Technology and Engineering Education program faculty will focus on intentional recruitment during the next program review cycle. Recruitment will be conducted to focus on diverse, high-quality students from the central and southern regions of Illinois.

Program faculty will work to improve collaboration with elementary and middle school teachers throughout the state and with other faculty at Illinois State University. One national trend is the implementation of STEM at the elementary and middle school levels, and the program has much to offer and learn from the K-6 community of teachers.

Technology and Engineering Education program faculty will work to provide support for provisional license teachers. The Illinois State Board of Education provides provisional licenses based on work experience, and Illinois State University could possibly provide training, courses, and support for provisional teachers to improve their pedagogical approaches in the classroom.

Program faculty will continue to adapt and implement a curriculum that is representative of the field through collaboration with the program's advisory board and school partners and consideration of national trends.

Technology and Engineering Education program faculty will continue to upgrade laboratory facilities that help to prepare a more technically capable technology and engineering teacher.

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 Technology and Engineering Education to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee appreciates the thoughtful and critical self-study report that incorporated ample evidence to support the claims that were made. The self-study process involved multiple stakeholders, including faculty, students, and alumni. The committee commends the Technology and Engineering Education program at Illinois State University for being the only remaining program of its type in Illinois that emphasizes teaching students the application of technical skills and problem solving. The curriculum is designed to provide opportunities for students to develop technological literacy through coursework and experiences within the areas of robotics, electronics, biotechnologies, and manufacturing computer-aided design (CAD). The curriculum is delivered by faculty members who collaborate to provide foundational courses, specialized courses, field experiences, and student teaching experiences.

The committee notes that the program faculty indicates that their target enrollment is 60-70 students. We commend faculty efforts that have resulted in early enrollment growth during the period covering the program review cycle

(from 21 in 2015 to 39 in 2019) despite a national trend of declining enrollments in teacher education preparation programs. The program faculty's recruiting efforts include the participation in University events (e.g., open houses, Redbird Days, Presidential and University Scholar Days), individual tours of facilities during campus visits, and faculty visits to community schools and STEM-related events. We also note the program's efforts towards securing student scholarships as part of fundraising through private and corporate donations have aided in the Department's recruitment efforts during the current review cycle.

The committee recognizes the program faculty's commitment to activities that support student success. We commend the program on its ability to continue to limit enrollments in many of its courses, which is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee commends the program for the creative and varied co-curricular options it provides its students to meet their education and career goals. These include a wide variety of student organizations many of which provide students opportunities to be actively engaged with the community and local industry (e.g., the Technology and Engineering Education Collegiate Association). We commend the program faculty and staff for supporting students by providing high availability and access to specialized facilities and equipment that are central to the discipline. The committee commends the program for increasing student participation in the University Honors program. We appreciate the Department's commitment to monitoring its undergraduate academic advising throughout the current review cycle and commend the program advisors for their efforts to support students transferring both into and out of the major. The committee notes that most students complete the degree in five years or less (showing an increasing trend to 92.5 percent in 2015 and improving to 95.2 percent in 2019). We also note that the employment data indicate strong outcomes for program graduates and commend the program for an overall job placement rate that is nearly 100 percent.

The committee notes the faculty's work to revise the curriculum during the period of review. These efforts included the addition of a course that is focused on secondary special education and another that is focused on STEM education foundations. We further commend the program faculty for their continued accreditation by the Council for the Accreditation of Educator Preparation (CAEP).

The committee notes the faculty members of the program for their scholarly contributions to the B.S. in Technology and Engineering Education program. Faculty members are active researchers who publish textbooks, as well as in peer-reviewed journals and through scholarly presentations at conferences.

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

Recommendations. The Academic Planning Committee thanks faculty and staff of the B.S. in Technology and Engineering Education program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with program faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to focus on diversity, inclusion, and equity. The committee recommends that the program faculty develop a comprehensive plan to address issues of diversity, inclusion, and equity. We encourage the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds. The committee urges the program to continue refining and implementing their plans for faculty and student recruitment, including in the plan strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. We encourage the program faculty to look to their comparator and aspirational institutions for indicators of enrollment growth impacts on program quality. We recommend that the program faculty examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to monitor enrollment trends and develop a formal plan for recruitment and enrollment growth. In light of the Illinois State Board of Education's (ISBE) concerns related to statewide teacher shortages, the

committee encourages faculty to continue to actively evaluate the program's recruitment plans to ensure that Illinois State University is meeting the needs of both the program and the State of Illinois. The committee supports faculty efforts to explore further expansion of program enrollment. The committee encourages the program to continue to develop and implement a plan for student recruitment, including in the plan strategies for increasing enrollment of students from racial and ethnic groups traditionally underrepresented in the program and discipline. The committee recommends that the program work with University Marketing and Communications to pursue additional methods of recruiting.

Develop a plan for student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recommends continued periodic review of the program structure and content to remain current with changes in the field and to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee encourages the program to continue developing opportunities for student scholarship and creative activities. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with honors have sufficient opportunities to do so.

Complete a review and evaluation of the changes to the curriculum. The committee encourages faculty to review and revise the curriculum to ensure that the program continues to meet student needs. As part of this review the committee recommends that the program faculty look for ways to strengthen the articulation of transfer courses that may help reduce time-to-degree for external transfer students, remove any courses that are no longer being offered from the catalog, and examine the timing of course offerings to identify whether there are other potential barriers (e.g., required courses only offered during the summer term).

Consider potential of the development of cross unit collaborations. We recommend that the program faculty consider the potential of collaborations among the Department and other programs and units at the University. Given the broad scope of technology and engineering education, the committee notes that working with those in other, similar fields may create synergy that could extend to faculty teaching, research, service, and outreach. One potentially beneficial collaboration might be that between the Department of Technology, the Department of Special Education, and the forthcoming engineering program at the University.

Continue to upgrade laboratory equipment and facilities. The committee recognizes the importance of specialized laboratory facilities and equipment for supporting faculty and student research and for preparing students for work in industry positions. The committee supports faculty efforts to periodically upgrade the equipment to best support learning and research and to expose students to the technologies they will most likely encounter in the field after graduation. The committee suggests that the program consider involving its industry partners in efforts to upgrade laboratory equipment and maintain state-of-the-art laboratory facilities.

Continue the collaborative work with Milner Library. The committee commends faculty and the subject liaison librarian for their work to integrate library instructional sessions with several courses. Given recent journal cancellations and expected increases in online and hybrid courses, the committee notes that the Department and Library should work to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. In addition, the committee notes that the program can 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 implementing and refining the student learning outcomes assessment plan. The committee commends faculty for their work to implement the assessment plan during the current review cycle. As part of this work, faculty have considered the knowledge, performance, and disposition components of the learning outcomes and aligned those with the program courses; have incorporated multiple indirect measures that are used to gather stakeholder feedback; and have used this information to guide the program changes that have been made. The

committee notes that such work can assist in identifying areas for improvement by providing a more holistic perspective on student learning.

Design and implement a system for tracking alumni. The committee concurs with faculty in its plan to design and implement a system for tracking program alumni and then using the system to enhance alumni networking. Faculty might use information gleaned from its aspirational program analyses to help guide development of the plan. Faculty might also consult faculty from other academic programs in the Department regarding strategies used by those programs for alumni networking.

REVIEW OF THE M.S. IN TECHNOLOGY

Classification of Instruction Programs (CIP) Code: 15.0612
Industrial Technology/Technician

OVERVIEW

The M.S. in Technology program at Illinois State University is housed in the Department of Technology within the College of Applied Science and Technology. Undergraduate programs within the Department include B.S. degrees in Construction Management, Engineering Technology, Graphic Communications Technology, Industrial Technology – Computer Systems Technology sequence, Sustainable and Renewable Energy, and Technology and Engineering Education. Students across campus can also elect to minor in Technology. The Department also offers an M.S. degree in Technology. The last review of the M.S. in Technology program occurred in 2012-2013.

Students enrolling in the M.S. in Technology select from four sequences: Project Management, Quality Management and Analytics, STEM (science, technology, engineering, and mathematics) Education and Leadership, and Training and Development. There are also four graduate certificates corresponding to each of the four sequences. Project Management is the application of knowledge, skills, tools, and techniques to a broad range of activities large or small in order to meet the requirements of the particular project or temporary endeavor. The Quality Management and Analytics sequence introduces quality management tools to enhance customer and supplier relations, strategic planning, and measurement systems to improve overall organizational performance. The STEM Education and Leadership sequence prepares graduates to advance as technology education teachers in secondary schools. This sequence is not a teacher certification program, but certified teachers pursue the degree for professional development. Non-certified students also may pursue the sequence in conjunction with other courses that are required for teacher licensure. The Training and Development sequence was offered for the final time in 2020-2021.

Enrollment by Plan of Study, Fall Census Day, 2013-2020

M.S. in Technology, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Project Management sequence	44	52	46	51	46	42	44	44
Quality Management and Analytics sequence	--	--	17	4	10	10	12	15
STEM Education and Leadership sequence	15	17	4	12	16	21	21	18
Training and Development sequence	6	7	6	6	6	5	4	4
No sequence	7	6	0	5	1	2	1	0
Total	72	82	73	78	79	80	82	81

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 2018, fall 2018, and spring 2019. The Quality Management and Analytics sequence was established in 2015.

Degrees Conferred by Plan of Study, 2013-2020

M.S. in Technology, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020

Project Management sequence	18	21		38	33	30	39	
Quality Management and Analytics sequence	--	--			1	4	5	
STEM Education and Leadership sequence	0	5		6	9	5	5	
Training and Development sequence	3	1		1	3	3	1	
No sequence	6	0		0	2	0	1	
Total	27	27	36	45	48	42	51	54

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 2018, fall 2018, and spring 2019. The Quality Management and Analytics sequence was established in 2015. Degree data by sequence were unavailable for 2015.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

1. Provide students with high quality educational experiences by featuring a modern, up-to-date curriculum that will develop technical knowledge and skills, and an understanding of project management while fostering attitudes necessary for successful professional roles in a variety of industries using project management techniques.
2. Recruit and graduate a diverse group of individuals to successfully engage in projects in a variety of industries in Illinois and throughout the United States.
3. Provide opportunities for students to interface with businesses either developing or utilizing project management and quality management techniques and services.
4. Provide service to a variety of industries through applied research, consulting, and participation in professional organizations.

Student learning outcomes

1. Approach problems and challenges in a systematic way.
2. Understand trends, issues, and developments in area of specialization.
3. Demonstrate professional written and oral communication skills.
4. Effectively use current techniques and technologies of specialization.
5. Function as a leader in their field.
6. Understand, evaluate, and apply appropriate research.

Program curriculum (2019-2020)

M.S. in Technology (Project Management sequence) has two options. The thesis option requires 30 credit hours that include 6 credit hours of core courses, 9 credit hours of sequence courses, 9 credit hours of electives, and 6 thesis credit hours. The non-thesis option requires 33 credit hours that include 6 credit hours of core courses, 9 credit hours of sequence courses, 18 credit hours of electives, and a comprehensive experience that can include an independent study, an internship, or co-authorship of a published research paper with a faculty member.

M.S. in Technology (Quality Management and Analytics sequence) has two options. The thesis option requires 30 credit hours that include 6 credit hours of core courses, 9 credit hours of sequence courses, 9 credit hours of electives, and 6 thesis credit hours. The non-thesis option requires 33 credit hours that include 6 credit hours of core courses, 9 credit hours of sequence courses, 18 credit hours of electives, and a comprehensive experience that can include an independent study, an internship, or co-authorship of a published research paper with a faculty member.

M.S. in Technology (STEM Education and Leadership sequence) has two options. The thesis option requires 30 credit hours that include 6 credit hours of core courses, 9 credit hours of sequence courses, 9 credit hours of electives, and 6 thesis credit hours. The non-thesis option requires 33 credit hours that include 6 credit hours of core courses, 9 credit hours of sequence courses, 18 credit hours of electives, and a comprehensive experience that can include an independent study, an internship, or co-authorship of a published research paper with a faculty member.

M.S. in Technology (Training and Development sequence) has two options. The thesis option requires 30 credit hours that include 6 credit hours of core courses, 9 credit hours of sequence courses, 9 credit hours of electives, and 6 thesis credit hours. The non-thesis option requires 33 credit hours that include 6 credit hours of core courses, 9 credit hours of sequence courses, 18 credit hours of electives, and a comprehensive experience that can include an independent study, an internship, or co-authorship of a published research paper with a faculty member.

Program delivery

The program is offered on the Normal campus.

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

Department faculty (Fall 2020)

15 tenure track faculty members (8 Professors, 4 Associate Professors, and 3 Assistant Professors)

23 non-tenure track faculty members (5 full-time, 18 part-time, totaling 9.4 FTE)

Undergraduate student to faculty ratio: 21 to 1

Undergraduate student to tenure-line faculty ratio: 36 to 1

Specialized accreditation

Accreditation for the M.S. in Technology program has not been sought.

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

The M.S. in Technology program continues to collaborate closely with industry and is very responsive to changes within each related discipline. The STEM Education and Leadership sequence suffered a decrease in enrollment during the 2014-2016 state budget cuts for STEM education. However, the program has recovered and now has a very healthy enrollment.

The student demand for the Training and Development sequence has decreased. Many companies now ‘train their own trainers,’ which implies that the training provided within a company or organization is very specific and customized to a very detailed niche within the company. Many of the other trainings are now available online or via larger vendors and therefore, few show interest in that field at this time.

The demand for the Quality Management and Analytics sequence has continued to rise. Not only does this program attract practitioners from industry, but also individuals with a background in economics, business and other related disciplines. The program is still rather ‘young’ but like those from the Project Management sequence, all graduates find very attractive jobs.

The area of project management is the one that has changed most during the last decade. The graduate faculty and advisory board members of the Department of Technology anticipated a decline in demand for graduates in the near future. However, the demand for program graduates with a focus in project management continues to be strong. Faculty have added a course to this sequence to include many of the changes happening in industry at this time. This course includes new software applications, new concepts, new philosophies, and more practical examples via guest lecturers and speakers. The Project Management sequence continues to be the sequence with the highest enrollment.

Responses to previous program review recommendations

The 2012-2013 program review resulted in five recommendations.

1. *Continue efforts to improve the program through curricular and course revisions in response to assessment findings and changes in the discipline.* In 2012, the faculty sought to make Quality Management and Analytics a permanent sequence. Prior to that, two of the three courses were still temporary courses as the department was not sure yet if the sequence would be successful and if resource allocations should be made on a more permanent basis. In 2014, the remaining courses became ‘permanent,’ and the sequence was officially established. The classes have since been filled to capacity. In addition, the STEM Education and Leadership sequence was established as a 9-credit hour sequence/certificate plus a 300-level prerequisite course. The goal for this sequence is to elevate TEC 310 to a 400-level course within the next few semesters.
2. *Continue reliance on the program advisory board for feedback and recommendations for program improvement.* The program faculty work closely with their advisory board to discuss the outcomes of the alumni survey and find ways to best include feedback on the curriculum and ensure the program aligns with industry standards.
3. *Continue to explore implementation of alternative course delivery methods to best meet student needs while maintaining program quality.* Several department courses are currently offered online. For the past three years, the Project Management graduate certificate has also been offered online in addition to the regular face-to-face program. The pandemic of 2020 has encouraged faculty to move the remaining courses online, which appears not to have decreased but rather increased the demand for these courses.
4. *Continue to aggressively recruit high-quality students to the program with credentials comparable to or higher than credentials of students entering other graduate programs on campus, selecting credentials that are most predictive of academic and career success in the discipline.* The program faculty continue to recruit high-quality students to the program and pride themselves on offering one of the most diverse graduate programs on campus, which is helpful as the program recruits students from across the globe.
5. *Recruit for gender diversity in the student population and especially among the faculty.* The composition of the student body in the program has changed drastically since the last review in 2012. Over the last four years the program has consisted of about 57 percent male students and 43 percent female students.

Major findings

The program review self-study has been helpful for the program leadership to identify certain findings that can and should be addressed in the next eight years by the leadership of the graduate program.

1. Graduate program student enrollment

The program has grown from about 40 students in 2012 to approximately 120 students in 2020. Official data provided by the University include only students in their ‘first program.’ This means, students in the INTO pathways on campus and students that are pursuing an MBA or other graduate degrees simultaneously with the M.S. in Technology may not be reflected in the data. There is an increasing number of applicants who pursue the M.S. in Technology as a second master’s degree. Some of the popularity of this program as a second degree can be attributed to the three-year Optional Practical Training (OPT) option, as all of the students applying for this option are international students. However, one challenge is constituted by the limited benefit for the Department of Technology. The students often acquire an assistantship for just one semester, namely the last semester before they graduate with their second master’s degree. The qualifications that these students bring to the department are often limited and determining a good match between those students and faculty members is often difficult. It is also difficult to train these students for their roles as graduate assistants in the program because they graduate after just one semester. This also has implications for funding in the M.S. in Technology program, as funding decisions may be based on the official data that underreport the total enrollment for the program.

2. Graduate faculty involvement

Graduate faculty involvement has slowly but steadily increased during the past eight years. More faculty members are teaching graduate classes, so the graduate students receive a broader educational experience and a more diverse exposure to graduate education. Specifically, early career faculty show an increased interest in teaching a graduate course, and most faculty searches result in candidates asking about the possibility of being involved with the

graduate program. Furthermore, the number of faculty who are willing and interested in working with graduate assistants is increasing.

3. Diversity of students

The program faculty pride themselves on offering one of the most diverse graduate programs on campus. The program has a student and alumni body from all continents and cultural backgrounds. The international students are the best recruitment tool as many of the recently-admitted students have been recruited by current or previous graduate students.

4. Graduate demands

Graduates of the M.S. in Technology program are in high demand, and the placement rate continues to be excellent. All of the international students that graduate from the program obtain three-year work visas and are heavily recruited for positions.

Initiatives and plans

1. Curricular initiatives and program focus

The Training and Development sequence is in its last iteration since its inception in the 1990s. The program faculty's focus will shift to expanding the course offerings in, as well as recruitment for, the Quality Management and Analytics sequence and the Project Management sequence. The currently required credit hours of 33 for the non-thesis option will be reduced to 30 hours, but the thesis option will remain the same at 30 credit hours. The core courses of TEC 445 and TEC 497 will remain. The STEM Education and Leadership sequence will be unaffected by this change, except for the reduction from 33 to 30 credit hours for the non-thesis option.

2. Comprehensive experiences

Independent studies, internships, and publications will still be qualifying comprehensive experiences. Completing both the Project Management sequence and the Quality Management and Analytics sequence will also waive the comprehensive experience option, provided that all course grades for both sequences were 'B' or better. Students that have not completed any of the three options listed will need to complete a written and oral comprehensive examination during the last month of their last semester.

3. Alumni tracking

It would be helpful to work on improving alumni tracking through the expanded use of social media.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee appreciates the thoughtful and critical self-study report that incorporated ample evidence to support the claims that were made. The self-study process involved multiple stakeholders, including faculty, students, and alumni. The program is designed to prepare students to serve in a variety of advanced management-oriented technical and professional roles in industry. The curriculum is designed to provide a balance between theory and industry best practices, with curricular emphases on the application of mathematics and science, the application of research to improve processes and practices, the development of written and oral communication skills, and preparation for entry into industrial management positions and professional advancement. The curriculum is delivered by faculty members who collaborate to provide foundational and specialized courses.

The committee commends faculty efforts to grow the program's enrollment during the period covering the program review cycle (from 77 students in fall 2015 to 113 in fall 2019 when considering first and second graduate programs). We further commend the program faculty for their commitment to recruiting efforts that have led to an increase in the number of international students from regions including Africa, the Middle East, South Asia, and

Central and South America. The committee also commends the program faculty's efforts that have dramatically increased the proportion of women in a historically male-dominated discipline.

The committee commends the faculty's work to revise the curriculum during the period of review based on feedback from multiple stakeholders to ensure that it is representative of current trends and needs within the industry. These efforts included the development of a new Quality Management and Analytics sequence, a new topics course in Project Management, and a proposal for a new issues-based course in Quality Management and Analytics. The committee also notes that the program has discontinued the graduate certificate in Training and Development due to consistently low enrollments. The committee also commends the program faculty for their activities to support a diverse and inclusive climate both through the infusion of diversity, inclusivity, and equity in the curriculum (e.g., TEC 430 Project Management Leadership) and through invited guest speakers from the Diversity Advocacy group on campus, as well as representatives from local industry.

The committee recognizes the faculty members of the program for their scholarly contributions to the M.S. in Technology program. Nearly all tenure track faculty members contributing to the program are or have applied to become members of the graduate faculty. Accordingly, all tenure track faculty members teach graduate courses, supervise and advise graduate students, mentor student independent studies and projects, and serve on thesis committees. Faculty members are active researchers who publish textbooks, in peer-reviewed journals, and present at national and international professional conferences. Many of these scholarly products are co-authored with graduate students.

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

Follow-up Report.

Comparator Analysis. The committee has included analyses of comparator and aspirational institutions in the self-study report outline to provide faculty members opportunities to consider the niche the program has among its peers and to gather information for program planning. The committee would like the program to revisit the comparator section of the self-study. Although the faculty did provide a table of metrics from comparator institutions, no analysis or interpretation of these metrics were presented. The committee asks that program faculty return to this analysis to identify the program niche among comparator programs at Illinois public universities and to identify actions faculty could take to enhance the program with respect to the quality indicators faculty have prioritized. Accordingly, the committee asks faculty to revisit their discussions of comparator institutions and to summarize findings of those discussions in a report submitted to the Office of the Provost by May 15, 2022.

Recommendations. The Academic Planning Committee thanks faculty and staff of the M.S. in Technology program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with program faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to focus on diversity, inclusion, and equity. The committee recommends that the program faculty develop a comprehensive plan to address issues of diversity, inclusion, and equity. We encourage the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds. Although the committee commends the program for recruitment of international faculty and students, the committee urges the program to continue refining and implementing their plans for faculty and student recruitment, including in the plan strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented domestically in the program and discipline. We recommend that the program faculty examine ways to infuse diversity, equity, and inclusion into the curriculum.

Develop a plan for student success. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around “student success” by defining the program’s goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee notes that class sizes range between 18 and 24 students and recommend that the program faculty consider ways to reduce them. We also note that the program reports having the same number of graduate assistantships despite large enrollment growth, and we support the program’s continued efforts to find additional funding support. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field, including examining the comparability of the four options for graduate student research participation.

Continue to upgrade laboratory equipment and facilities. The committee recognizes the importance of specialized laboratory facilities and equipment for supporting faculty and student research and for preparing students for work in industry. The committee supports faculty efforts to periodically upgrade the equipment to best support learning and research and to expose students to the technologies they will most likely encounter in the field after graduation. The committee suggests that the program consider involving its industry partners in efforts to upgrade laboratory equipment and maintain state-of-the art laboratory facilities.

Continue the collaborative work with Milner Library. The committee commends faculty and the subject liaison librarian for their work to integrate library instructional sessions with several courses. Given recent journal cancellations and expected increases in online and hybrid courses, the committee notes that the Department and Library should work to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among program faculty and students. In addition, the committee notes that the program can 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 implementing and refining the student learning outcomes assessment plan. The committee commends faculty for their work to implement the assessment plan during the current review cycle. As part of this work, faculty have considered the course/formative experiences and comprehensive/summative experiences that are provided to support and assess student learning throughout the program; have incorporated multiple indirect measures that are used to gather stakeholder feedback; and have used this information to guide the program changes that have been made. The committee notes that such work can assist in identifying areas for improvement by providing a more holistic perspective on student learning.

REVIEW OF THE B.A. IN PHILOSOPHY

Classification of Instruction Programs (CIP) Code: 38.0101
Philosophy

OVERVIEW

The B.A. in Philosophy program at Illinois State University is housed in the Department of Philosophy within the College of Arts and Sciences. The Department also offers a minor in Philosophy, houses the interdisciplinary minor in Religious Studies, and provides administrative oversight and academic advising for the interdisciplinary minor in Cognitive Science. The last review of the B.A. in Philosophy program occurred in 2012-2013.

The B.A. in Philosophy is designed to provide a liberal arts core around which a student may build a program of courses to suit a wide variety of career opportunities or other goals. Philosophy is an "intellectual journey" that stretches the imagination and expands the mind while addressing real-world problems and issues and fostering public engagement. The Department encourages its students to work with a departmental advisor in selecting a minor, a second major, or a set of connected courses in various fields that will best combine with their philosophical study to produce a program that meets their needs. The Department of Philosophy participates in a number of interdisciplinary minors at the University, and coursework offered by the Department contributes to the following minors: Civic Engagement and Responsibility, Classical Studies (Languages, Literatures, and Cultures), Cognitive Science, East Asian Studies (Languages, Literatures, and Cultures), Environmental Studies (Geography, Geology, and the Environment), European Studies, International Studies, Middle Eastern and South Asian Studies, Peace and Conflict Resolution Studies, Religious Studies (Philosophy), and Women's, Gender, and Sexuality Studies. The Department of Philosophy also is heavily involved in offering courses that satisfy the University's General Education program requirements.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2013-2020

B.A. in Philosophy, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Enrollments	49	44	41	38	42	46	49	39
Degrees	8	13	16	18	7	11	13	12

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 2018, fall 2018, and spring 2019.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The Department of Philosophy seeks to provide an outstanding philosophical education to students and to support the educational goals of Illinois State University by fostering the development of graduates who are informed critical enquirers, develop effective critical analysis and written and oral communication skills, and are life-long learners. We seek to provide an environment where all of our faculty and students can achieve their intellectual goals and thrive as productive and engaged citizens of their communities.

Student learning outcomes

- Display knowledge of core philosophical topics and issues
- Communicate philosophical ideas in an organized and coherent manner
- Exhibit clear ability in critical and creative thinking

- Read philosophical texts in a critical and sympathetic way

Program curriculum (2019-2020)

Graduation requirements:

120 credit hours including 33 credit hours of philosophy courses and 39 credit hours of General Education courses. The 33 credit hours of philosophy include 15 credit hours of required courses and 18 credit hours of electives and courses focused on history of philosophy, feminist philosophy, or human nature; mind, science, metaphysics, or epistemology; and ethics or social and political philosophy.

Program delivery

The program is offered on the Normal campus.

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

Department faculty (Fall 2020)

9 tenure track faculty members (2 Professors, 4 Associate Professors, and 3 Assistant Professors)

5 non-tenure track faculty members (4 full-time, 1 part-time, totaling 4.3 FTE)

Undergraduate student to faculty ratio: 3 to 1

Undergraduate student to tenure-line faculty ratio: 5 to 1

Specialized accreditation

There is no accreditation for philosophy programs in the United States.

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

1. Given the rising cost of a university education and the resulting astronomical increase in student debt, there is an increasing emphasis within both the larger culture and within higher education itself on the future economic benefits of receiving a bachelor's degree. This emphasis on "career preparation" and "job training" has led to a recent devaluing of a traditional liberal arts education in general and of the humanities in particular. Program faculty believe this trend is short-sighted and potentially harmful to both students and to the nation as a whole.

The study of philosophy involves critical examination of many aspects of human life and practice, including the moral assessment and comparison of ways of life, and involves thinking carefully about some of the deepest and hardest issues regarding the nature of the universe and its relationship to the human mind. It requires us to examine ourselves, both individually and collectively, to challenge what individuals might otherwise uncritically take for granted and to identify hidden and problematic assumptions that can deeply affect lives. Philosophy also encourages us to imagine and examine new possible ways of living, thinking, and feeling, and new ways of organizing societies so that they can become more just. Philosophy as a discipline is one of the cornerstones of any liberal arts education, serving as an important bridge between the humanities and natural sciences, and is especially well-positioned to make interdisciplinary connections. Philosophy requires students to develop strong critical reasoning and analytical skills and also builds the intellectual habits in students that enable them to become lifelong learners and well informed, engaged citizens. A university that does not offer a chance to study philosophy is simply incomplete and does a significant disservice to students preparing for a dynamic and globalized future.

Although the value of an education does not lie entirely in the sorts of jobs that its students eventually obtain, those who study philosophy do very well on various metrics. Students who major in philosophy score better than any other major on verbal and writing portions of the Graduate Record Examination (GRE) and have the second highest quantitative scores of all humanities majors on this examination; they also have the second highest Law School Admissions Test (LSAT) scores and law school acceptance rates (above students in both prelaw and political science programs), in addition to a 50 percent medical school acceptance rate (the highest of all majors). Their mid-career salaries are 16th among all majors, and philosophy majors are ranked the highest for salary growth from early to mid-career. Philosophy teaches many of the core skills that are most desired by future employers.

Finally, beyond the specific discipline of philosophy, there is tremendous value in a well-rounded liberal arts education as a public good. The department recognize that topics like “workforce readiness” and “future earnings” are important to institutions and to students, but these must not be the dominant reasons for a continuing commitment to disciplines within the humanities. We must return to the core values of public good and a commitment to a liberal arts education that includes core disciplines such as philosophy. Indeed, it is precisely these disciplines and their associated skills that represent a commitment to building an inclusive society that is free of racism and morally indefensible inequalities.

2. Improving diversity and inclusion within academic disciplines and within specific academic programs has become an increasing urgent priority within the academy – and justifiably so. The discipline of philosophy has long had a reputation for not being diverse in terms of the racial, ethnic, and gender diversity of the faculty who teach in major university departments. The same is true about the inclusiveness of the curriculum and pedagogy in many philosophy programs. The primary professional organization for American philosophers, the American Philosophical Association, has recognized the relative lack of diversity and inclusion within the discipline as a major problem.

The Department of Philosophy at Illinois State University has made a sustained effort over the last decade to increase the diversity of the program’s faculty. The department has made good progress in increasing the gender diversity of the tenure track faculty in the program; at the same time, the program has not been as successful in its efforts to bring racial and ethnic diversity to the program. Over the last few years, program faculty have also made a concerted effort to talk together about ways in which the curriculum and pedagogy can be both more diverse and more inclusive. The students majoring in philosophy are increasingly diverse, and program faculty recognize its obligation to meet the needs of the student population. Not only is this a matter of retaining students in the program and fostering an environment where they can succeed but given the cost of their education (and the associated debt), it is also an obligation based on justice and fairness. Of course, hiring new tenure track faculty, revising and expanding the curriculum, and undertaking professional development activities directed at helping faculty develop more inclusive pedagogies are all activities that require access to financial resources. Curriculum development and professional development are both activities the department rewards in the annual productivity review process. It would help move the program forward if that review process were tied to actual substantial rewards for doing such important work.

Responses to previous program review recommendations

The 2012-2013 program review resulted in six recommendations.

1. Building on elements submitted in the follow-up reports, compile a new strategic plan for the program to replace the current 2010-2015 plan. The 2019-2024 strategic plan was approved by the Department in May 2019

2. Continue strengthening ties to program alumni through better tracking, sponsorship of alumni events and activities, and enhanced communication, and then utilize those ties to establish an alumni advisory council that can help guide program development and help demonstrate the value of the program to current and prospective students. The Department redesigned its newsletter to make it more attractive and informative. The program has increased communication with alumni and have continued to invite the alumni for the annual Alumni Day celebration. In 2016, alumnus Colonel Denise Vowell (Chief Trail Judge, United States Army) was inducted into the College of Arts and Sciences Alumni Hall of Fame.

3. Continue efforts to attract faculty members from underrepresented groups. The Department has made a significant and successful effort to increase the diversity of its faculty.

- In 2012 the ratio of women to men in the Department was 1:8 (12.5 percent); the current ratio is 3:9 (33.3 percent).
- The department’s efforts to increase the racial diversity of the faculty have so far been unsuccessful, but the recruitment of racially and ethnically diverse faculty has been made a priority in future hiring decisions.

4. Enhance department support for scholarly and creative activities by faculty and students. The program has taken significant steps to enhance scholarly activity.

- In 2013 the Department initiated the policy of granting a one-course reassignment for each tenure track faculty member during their pre-tenure appointment. The purpose of this reassignment is to provide the faculty member with more time to establish their research agenda. This policy has proven to be both popular and successful as evidenced by the significant productivity of pre-tenured faculty.
- During the period 2013-2018, the Department was fortunate to have additional funds as a result of a faculty sabbatical. These funds permitted the Department to increase the amount of funds available for faculty professional travel and during this period, the presentation of papers at national and international conferences increased significantly. These funds have now been expended and as a result, this has placed a constraint on the department's ability to support faculty professional activity.
- The department has continued to provide funds to enable students to present their research and to attend philosophy conferences. Since the last review, students have attended the American Philosophical Association annual meeting and the International Neuroethics Society meeting and have presented their research at an undergraduate conference at Southern Illinois University Edwardsville (SIUE).

5. *Continue efforts to increase the visibility of the Department and program through activities and events that attract students and faculty from programs across campus.* The Department has been involved in a number of projects that have increased its visibility.

- In 2013 the Department established the annual Undergraduate Philosophy Conference that was supported by the Department's endowment funds and generous support of the College of Arts and Sciences. Undergraduate students from Illinois State University and other institutions presented papers at the conference, and a keynote presentation was given by an invited established philosopher. Sadly, the Undergraduate Philosophy Conference was suspended in 2019 for budgetary reasons.
- In 2013, a faculty member organized a religious studies conference "that brought together students, faculty, and members of the community and included presentations from faculty at other institutions.
- In 2014, the Philosophical Society [the undergraduate philosophy registered student organization (RSO)], sponsored a debate that featured one faculty member from the Department and a guest from the Templeton Foundation and attracted over two hundred students.
- In 2016, in conjunction with the Society for Mind and Matter, the Department hosted a workshop that was organized by Department faculty and a faculty member from the Department of Psychology on campus. During the workshop, papers were presented by three members of the Department as well as colleagues in psychology and from other institutions. A collection of papers from the conference was published in the journal, *Mind and Matter*.
- In 2017, a faculty member received a grant from the College of Arts and Sciences on campus that funded an interdisciplinary project and included workshops, a speaker series, and other events.
- In 2019, a faculty member was awarded a grant from the Office of International Studies and Programs on campus to organize a series of weekly seminars regarding world religions with faculty from the Department of History on campus.
- In 2019, one faculty member from the Department of Philosophy and two faculty members from the Department of History on campus were awarded a grant from the Office of International Studies and Programs on campus to organize another series of weekly seminars regarding the environment.

6. *Continue to promote student involvement in co-curricular activities such as the Philosophical Society, conference presentations, the Mind project, and reading groups.* The Department has continued to promote and to support the activities of the Philosophical Society, as well as conference presentations and reading groups.

Major findings

The information presented in this review clearly indicates the strength and high quality of both the Department of Philosophy and the B.A. in Philosophy program.

- The Department contributes directly and explicitly to the University's core values of Learning and Scholarship, Diversity and Inclusion, Respect, Collaboration, Individualized Attention, Civic Engagement, and Respect.
- Faculty in the Department have well-developed research programs in a variety of areas, and the Department is highly productive.
- Tenure track and non-tenure track faculty are dedicated and innovative teachers who are accomplished at teaching in a variety of modalities and committed to both teaching excellence and student success.

- Graduation rates and the number of students compare very well with larger philosophy programs in the state of Illinois.
- The program provides students with a well-structured education in philosophy with a coherent and integrated set of required and elective courses.
- Since the last program review in 2012, the Department has taken significant steps to increase diversity and inclusion, strengthen the undergraduate program, and strengthen its advising resources. However, it is clear that substantial work needs to be done to increase the diversity of the faculty, the program, and the curriculum.
- Since the last program review, the Department has been very successful in hiring excellent tenure track faculty, one of whom was recently tenured.

Initiatives and plans

- Increase diversity and inclusion, particularly in the hiring of diverse faculty and recruiting diverse students.
- Strengthen the undergraduate program.
- Expand connections and civic engagement.
- Recruit high-quality students.
- Improve resources for faculty research.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee appreciates the thoughtful and critical self-study report that incorporated ample evidence to support the claims that were made. The self-study process involved multiple stakeholders, including faculty, students, and alumni. The program is designed to provide students the opportunity to take a diverse set of courses which include an examination of many of the major themes and periods in the history of philosophy as well as the investigation of contemporary philosophical issues and topics. The curriculum is delivered by faculty members who collaborate to provide foundational and specialized courses. Additionally, the program faculty provides extensive support of the General Education program, interdisciplinary minors, and other venues for philosophical dialogue among students and faculty from disciplines across campus.

The committee commends faculty efforts that have resulted in the program being consistently the second largest undergraduate philosophy program at public institutions in the State of Illinois during the period covering the program review cycle (with an average of 56 students with philosophy as their first or second major). We commend the faculty's activities to focus their recruiting on increasing more first-time-in-college (FTIC) students through increased advertising within their General Education course offerings, the establishment of scholarships (initially geared towards recruitment but now shifted towards retention), and the addition of a full-time academic advisor.

The committee recognizes the program faculty's commitment to activities that support student success. We commend the program on its ability to continue to limit enrollments in many of its courses, which is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee notes that the program has made efforts to increase the number of students participating in the Honors program on campus through the designation of honors sections for selected courses and the participation of faculty in the Honors Learning Experiences that are offered. The committee also commends the program's support of student engagement opportunities through co-curricular activities (e.g., the Philosophical Society, Department-sponsored colloquia, and the organization and hosting of an annual Undergraduate Philosophy Conference). We further commend the program faculty for their support of student participation in research and creative activities, including financial support for conference travel. The committee commends the collaborative work between the Department and the subject librarian to develop a structured, programmatic instruction plan for philosophy students. This includes conversations each semester regarding ways to collaborate with Milner Library faculty and staff to support student work in advanced-level seminar courses.

The committee commends the faculty's work to revise the curriculum during the period of review based on feedback from multiple stakeholders to ensure that it is representative of current trends and needs within the discipline. These efforts included adding structure to encourage breadth of coursework taken by students, the addition of several new courses, and a reduction in number of required advanced-level courses. The committee commends the program faculty for their actions that have infused issues of diversity, equity, and inclusion into the curriculum and other program activities.

The committee notes the faculty members of the program for their scholarly contributions to the B.A. in Philosophy program. Faculty members are active scholars who publish book chapters, articles in peer-reviewed journals, and present at national and international professional conferences.

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

Recommendations. The Academic Planning Committee thanks faculty and staff of the B.A. in Philosophy program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with philosophy faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to focus on diversity, inclusion, and equity. The committee recommends that the program faculty develop a comprehensive plan to address issues of diversity, inclusion, and equity. We encourage the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds. While the committee commends the program for their recruitment of international faculty and students, the committee urges the program to continue refining and implementing their plans for faculty and student recruitment, including in the plan strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented domestically in the program and discipline. We recommend that the program faculty continue to examine ways to infuse diversity, equity, and inclusion issues into the curriculum.

Continue to explore opportunities to increase enrollments. Given that students may not enter the institution knowing about the program, the committee notes that establishing partnerships with other units on campus can assist in more accurate marketing and promotion of the program. These units could include those that directly interact with prospective and current students who are interested in the discipline and its various subfields, such as the Office of Admissions and University College, respectively, both of which can be helpful in marketing and promoting the program to high school students whose exposure to the discipline may have been limited.

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around student success by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field. The committee encourages the program to continue developing opportunities for student scholarship and creative activities.

Continue to implement and refine the student learning outcomes assessment plan. The committee recognizes faculty for their work to implement the assessment plan during the current review cycle. Given other initiatives identified by the Department, the committee notes that continued examination of student learning can inform these

initiatives, such as student retention and success, diversity and inclusion within the curriculum, and tracking and monitoring program alumni. In addition, consistently gathering feedback from stakeholders and developing mechanisms for using this feedback along with other gathered information can provide a more holistic perspective on student learning in the program.

Design and implement a system for tracking alumni. The committee concurs with faculty in its plan to design and implement a system for tracking program alumni and then using the system to enhance alumni networking. Faculty might use information gleaned from its aspirational program analyses to help guide development of the plan. Faculty might also consult faculty from other academic programs regarding strategies used by those programs for alumni networking.

Continue the collaborative work with Milner Library. The committee commends faculty and the subject librarian for their continued work to integrate library instruction sessions with several courses and the tiered approach for learning information fluency skills within those courses. Given recent journal cancellations and expected increases in online and hybrid courses, the committee notes that the Department and Library should work to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among philosophy faculty and students.

REVIEW OF THE B.A., B.S. IN PSYCHOLOGY

Classification of Instruction Programs (CIP) Code: 42.0101
Psychology, General

OVERVIEW

The B.A., B.S. in Psychology program at Illinois State University is housed in the Department of Psychology within the College of Arts and Sciences. The Department offers five degree programs: B.A., B.S. in Psychology; M.A., M.S. in Psychology; M.A., M.S. in Clinical-Counseling Psychology; S.S.P. in School Psychology; and Ph.D. in School Psychology. The Department also offers a minor in psychology. The last review of the B.A., B.S. in Psychology program occurred in 2012-2013.

The B.A., B.S. in Psychology provides a broad, liberal arts background that takes a scientific approach to understanding behavior and working with people (or animals) to facilitate behavioral changes. Students learn about the research process; how to obtain empirical, scientific knowledge; and how to apply this knowledge to solve problems in real-world situations. The mission of the undergraduate program in psychology is to develop graduates who have experienced the breadth of the discipline, have developed an understanding of the scientific principles, and are prepared for opportunities and careers related to the skills acquired within the psychology program.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2013-2020

B.A., B.S. in Psychology, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Enrollments	538	507	472	510	549	605	659	739
Degrees	148	168	144	121	123	138	132	145

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 2018, fall 2018, and spring 2019.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

Goal 1: Maintain a high-quality undergraduate curriculum in psychology.

Goal 2: Students should be able to demonstrate the use of concepts, language, and major theories of the discipline and describe psychology in relation to other disciplines and to everyday life.

Goal 3: Students should demonstrate effective critical thinking and problem solving through the use and interpretation of research methodologies used in the discipline of psychology.

Goal 4: Students should be able to demonstrate appropriate values in psychology (e.g., awareness of diversity of individual and multicultural perspectives, recognize the necessity for ethical behavior and critical thought).

Goal 5: Students should be able to demonstrate effective oral and written communication skills.

Goal 6: Students should develop skills, resources, and interests to make informed career choices in psychology related disciplines.

Student learning outcomes

Goal 1: Maintain a high-quality undergraduate curriculum in psychology.

- Offer a curriculum consistent with goals and objectives recommended by the American Psychological Association (APA).
- Offer curriculum consistent with other psychology programs.

- Current faculty's satisfaction with current curriculum.
- Current and past students' satisfaction with curriculum.

Goal 2: Students should be able to demonstrate the use of concepts, language, and major theories of the discipline and describe psychology in relation to other disciplines and to everyday life.

- Use the concepts, language, and major theories of the discipline (e.g., learning and cognition, individual differences, biological bases of behavior, and developmental changes; the history of psychology; overarching themes in psychology; applications of psychology).
- Transfer knowledge from classroom learning and research findings to applied situations. Explain how psychological theories and principles relate to everyday life (e.g., solutions to problems or issues encountered in real-world settings, apply to public policy issues).
- Describe psychology in relation to other disciplines or interdisciplinary fields of study.

Goal 3: Students should demonstrate effective critical thinking and problem solving through the use and interpretation of research methodologies used in the discipline of psychology.

- Use critical thinking effectively.
- Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.
- Approach problems effectively.

Goal 4: Students should be able to demonstrate appropriate values in psychology (e.g., awareness of diversity of individual and multicultural perspectives, recognize the necessity for ethical behavior and critical thought).

- Recognize and respect sociocultural diversity. Generate socio-culturally appropriate solutions to problems or issues encountered in real-world settings. Work and communicate effectively and sensitively with people from diverse backgrounds and multicultural perspectives.
- Explain how individual identities influence beliefs, values, and interactions with others and vice versa. Relate how privilege, power, and oppression affect prejudice, discrimination, and inequity. Recognize prejudicial attitudes and discriminatory behavior in themselves and others.
- Execute appropriate ethical safeguards in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research; have familiarity with APA Code of Ethics.

Goal 5: Students should be able to demonstrate effective oral and written communication skills.

- Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers) and for various purposes.
- Demonstrate effective oral communication skills in various formats and for various purposes.
- Interpret and construct graphs, tables, images, maps, and so on.

Goal 6: Students should develop skills, resources, and interests to make informed career choices in psychology related disciplines.

- Apply knowledge of psychology (e.g., decision strategies, life span process, types of psychological careers) to formulating career choices.
- Distinguish types of academic experience and performance that will facilitate entry into the work force, post-baccalaureate education, or both.
- Define preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits. Develop skills and experiences relevant to achieving selected career objectives.
- Demonstrate understanding of the importance to career development and professional growth of pursuing lifelong learning and maintaining currency in one's field.

Program curriculum (2019-2020)

Graduation requirements:

120 credit hours including 57 credit hours of psychology courses and 39 credit hours of General Education courses. The 57 credit hours of psychology include 35 credit hours of required courses, 6 credit hours of upper division electives, 7 credit hours of courses external to the Department of Psychology, and 2 laboratory science courses.

Program delivery

The program is offered on the Normal campus.

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

Department faculty (Fall 2020)

29 tenure track faculty members (14 Professors, 8 Associate Professors, and 7 Assistant Professors)

6 non-tenure track faculty members (1 full-time, 5 part-time, totaling 2.8 FTE)

Undergraduate student to faculty ratio: 22 to 1

Undergraduate student to tenure-line faculty ratio: 24 to 1

Specialized accreditation

Undergraduate programs in psychology are not accredited or certified by a national association.

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

Psychology is an over-subscribed degree program at Illinois State University. In response, the University has always provided funds necessary to hire the non-tenure track faculty required to teach additional courses. In addition, the University has been very responsive to the Department's need for additional tenure track faculty.

As regards changes in the field, the 2014 Undergraduate Study in Psychology (USP), published in 2016 and commissioned by the American Psychological Association's (APA) Board of Educational Affairs, states the following:

"...psychology is moving toward greater specialization, more courses, and an increase in cultural diversity. These trends reflect the evolving specialization of the psychology faculty and the diverse student populations they serve..." (p. 97)

The Department has been well aware of these changes. At the same time, the Department has not increased the number of required credit hours in the program and the program faculty have not altered the curriculum such that students are able to create "specialized" undergraduate degrees. Rather, the program faculty afford the emergence of specialization in the selection of 300-level courses as well as the capstone option students select. By only allowing specialization in students' upper division undergraduate courses, the Department is ensuring breadth in psychology at the 200-level. Given excellent graduation rates, average graduating credit hours, and employment outcomes, it seems the program is well aligned with the guidelines of the APA and produces graduates who are in high demand in the work force. As regards the welcome increase in diverse student populations, the Department recently formed the Black Student Psychology Association (BSPA). In addition, the program faculty continue to add variants to the Cultural Psychology (PSY 327) course.

As regards changes in the manner in which students are taught, the aforementioned USP says the following:

"The structure of the baccalaureate curriculum appears to be moving toward more uniformity at the beginning (introductory psychology), in the middle (research methods and statistics), and at the end (capstone course). Such movement is entirely congruent with the recommendations of the national conference on undergraduate psychology..." (pp. 97-98).

The structure of the program at Illinois State University is clearly aligned with APA's recommendations for undergraduate programs in psychology.

Responses to previous program review recommendations

The 2012-2013 program review resulted in three recommendations.

1. *Continue efforts to enhance effectiveness of the student learning outcomes assessment plan and utilize the plan to assess effectiveness of the 2008 curricular changes.* The Department has had a standing assessment committee since 2004 that is charged with overseeing the objectives and assessment of the undergraduate curriculum. It

periodically reviews course objective and develops and analyzes assessment procedures. In 2016, the APA published a review and analysis of undergraduate programs in psychology, and the current B.A., B.S. in Psychology program aligns very well with this analysis.

The program's most recent review of its assessment plan led to the following overall comments:

The student learning outcomes could better specify the knowledge and skills students are expected to attain, and a curriculum map can assist in showing where (courses) and how (assignments) the learning outcomes are assessed. Additional stakeholders can provide feedback, and more detail could be included regarding the process for using assessment information.

Since the last program review, the program faculty have created the curriculum map. Future assessment practices will be developed to form better connections between this map and the means by which learning outcomes are assessed.

2. Develop and implement better methods of tracking student progress through the program and utilize findings to address curricular planning needs, particularly for transfer students. Data indicate the program faculty have truly developed better methods of tracking student progress and use the findings to address curricular planning needs. Given the oversubscribed nature of the program, the Department staff have had to manage enrollment through a combination of tracking student numbers as well as setting and enforcing enrollment targets. When the department chairperson lost the ability to enforce enrollment targets, student numbers began to increase rapidly. These large numbers put enrollment pressure on one of the early required courses, Reasoning in Psychology using Statistics (PSY 138) that has a mathematics prerequisite. Given that community colleges do not require an equivalent mathematics course for associates degrees, many transfer students are not yet qualified to take PSY 138 upon entering Illinois State University as a psychology student. In addition, many students seeking transfer into the program from another have completed 75 or more credit hours but have not yet taken an equivalent mathematics course. and are also not yet ready to take PSY 138. Because PSY 138 is part of a 3-4 semester sequence of courses, allowing these students to enter the program requires that they complete more than 120 hours to graduate from Illinois State University.

In order to relieve some of the pressure on PSY 138, the Department began offering summer sections of the course. Doing so allowed management over enrollment issues while simultaneously providing more scheduling opportunities for those needing to address the mathematics prerequisite. The program faculty created this plan to specifically target transfer students so they could be allowed into the program and use the summer semester as a way to stay on track to graduate in two years.

In addition to departmental tracking planning practices, the Provost's implementation of enrollment planning and management funds has added significant clarity and predictability to the ability to track and manage student numbers and their relationship to curricular planning.

3. Maintain high quality out-of-class experience for students in the program. The data entailed in the self-study report clearly indicate that out-of-class experiences constitute a true point-of-pride. More and more students are choosing to complete the Advanced Undergraduate Research Apprenticeship (PSY 390) as their capstone requirement. This increase is the result of the Department's long-term, on-going commitment to keep the curriculum aligned with the guidelines of the APA, as well as presenting the field of psychology as a science.

Faculty identify themselves as scientific researchers, and the current undergraduate curriculum reflects this commitment. One of the Department's faculty members and a graduate student conducted a study of the professional skills being learned by undergraduate psychology students during their out-of-class capstone experiences. The study was published in a peer-reviewed journal and states the following:

"In total, 97 percent of students noted increases in professional skills (e.g., perspective taking, critical thinking, the ability to overcome uncertainty or challenges), 76 percent noted increases in communication skills (e.g., oral communication and professional presentation skills) and 89 percent noted increases in intrapersonal skills (e.g., confidence, openness to new ideas, solidifying future goals) through their out-of-class experiences..." (p. 64)

Major findings

One major finding of the program review is that the new curriculum the program faculty developed in 2007 is serving students very well. Students who start in the program as freshman, as well as transfer students, are able to complete the program in a timely manner with the appropriate number of credit hours. In addition, they are able to find degree-relevant, stable employment upon graduating.

In addition, the program faculty discovered that although the Department no longer has the authority to enforce enrollment targets, the University has developed planning instruments that allow programs to address the curricular needs of the growing student body in a timely manner.

Department faculty continue to be extremely productive scholars and high-quality teachers who encourage their undergraduate students to participate in the field of psychology in meaningful ways that lead to professional development and future career options. The Department's intentional efforts to increase the diversity of its faculty have proven extremely successful, as is evidenced by the increased proportion of minority faculty as well as the recent creation of the Black Student Psychology Association (BSPA). Both of these trends are points-of-pride for the Department, and the program faculty will continue to devote time and resources to sustaining these efforts.

Another item the program faculty learned during this program review is that the Department needs to infuse diversity into all of the content courses as well as the methods courses. Doing so will enhance the faculty and student understanding of diversity in the field of psychology while simultaneously creating more diverse, inclusive classroom environments.

Finally, a major learning point during this program review was the realization that program retention rates have decreased as enrollments have increased. The Department's fall-to-spring retention rates tend to be slightly lower than or equal to the University's retention rates. However, these data do not take into account the fact that many students who leave the program actually transfer to another such that the graduation rates of these students are equal to those of the University overall.

The differences between the Department's and University's retention rates become even starker in the fall-to-fall data. As enrollments increased 29 percent from 510 in 2015 to 659 in 2019, the fall-to-fall retention rates fell dramatically. Concerned with this trend, the Department created the Task Force for Student Success in the fall of 2019. The task force surveyed students and discovered their desire for a dedicated space in which psychology students could meet, study, and discuss issues related to their lives as psychology students. In addition, the plan was to divert graduate assistant resources from the Psychology Resources Center that is managed by the Department to be used for undergraduate tutors in the new Student Success Center. Faculty also felt that having such a space would lead to students feeling more strongly connected to the Department. As part of the Department's FY21 budget plan, funds were allocated that would help convert a Department managed space that currently serves as a small seminar room into a Student Success Center with computer stations, new paint, new lighting, and a small number of tables and chairs.

Unfortunately, due to the COVID-19 pandemic, the program faculty are currently unable to bring this plan to fruition. However, faculty are still concerned about retention rates. Thus, the program faculty reconstituted the Task Force on Student Success in the fall of 2020 and tasked it with creating ways to manifest the goals of the previous task force in the current COVID-19 environment.

Initiatives and plans

Given the success of aligning the curriculum with APA guidelines, the program faculty will continue to maintain a tight coupling between the two. The program faculty will continue to move students efficiently through the curriculum while simultaneously ensuring they have the opportunity for individualized attention, particularly during their junior and senior years.

The department chairperson will charge the assessment committee with developing a more detailed, consistent course assessment plan to ensure that course work is meeting the objectives stated in the assessment plan. The Department will also complete an alumni survey and will thoroughly investigate aspirational programs, as well as

complete a revision of the Department's strategic plan. These tasks were part of the program review plan but had to be postponed due to the COVID-19 pandemic.

Most importantly, the program faculty will continue efforts with the Student Success Center in order to address declining retention rates. The Department will also address the impact of the mathematics prerequisite for admission into the early required course (PSY 138). Specifically, the program faculty have discussed the following possibilities: (1) create and teach a psychology-informed version of the equivalent mathematics prerequisite, and (2) create a track in the psychology program that does not require the same number of methods/statistics courses. Faculty are not very enthusiastic about adding tracks to the program as it currently is completely consistent with APA guidelines. Faculty are, however, enthusiastic about creating a psychology-informed version of the equivalent mathematics prerequisite, and the Department's curriculum committee will be tasked with examining this possibility.

Finally, the Department will continue efforts to educate faculty, students, and staff on the issues of diversity, inclusion, and safe environments, in the hopes of making the curriculum and the Department leading examples of the commitment to providing opportunities for persons from all backgrounds.

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 Psychology to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The Academic Planning Committee commends the faculty for the high levels of scholarly productivity during the current review period. Since fall 2012 (i.e., submission of the previous self-study report), faculty have produced 425 publications (e.g., peer-reviewed journal articles, book chapters), 149 of which were co-authored with undergraduate and/or graduate students and 38 of which were co-authored with international scholars. In addition, faculty have given 517 professional conference presentations within the United States and 54 professional conference presentations outside the United States; of these, 411 were co-authored with undergraduate and/or graduate students, and 51 were co-authored with international scholars.

The committee commends the changes that the Department has made to its annual faculty evaluation processes. During fall 2019, faculty voted to alter the Department's Appointment, Salary, Promotion, and Tenure (ASPT) policies to better acknowledge diversity, inclusion, and safe environment efforts completed during the annual performance evaluations. The committee commends that statements regarding the integration of such efforts were developed in the three areas of evaluation (i.e., teaching, scholarly and creative productivity, and service) to render all faculty accountable for diversity, inclusion, and a safe environment.

The committee commends the work completed between the Department and the subject librarian to develop a structured, programmatic instruction schedule for psychology students. This tiered approach for learning information fluency skills begins during the introductory psychology course with an introduction to the library and use of its databases for accessing resources. Similar training is provided in the introductory statistics course, and the introductory research methods course includes advanced training in the use of databases for accessing and selecting different types of resources that are appropriate for the students' purposes. Some faculty also incorporate the subject librarian with the advanced research methods course to provide additional instruction regarding the use of databases and library resources for research and scholarly purposes (e.g., to develop a larger-scale literature review).

The committee commends the community engagement and outreach efforts that have been sustained from the previous review period. The Psychological Services Center on campus provides assessment, intervention, and consultation services for the academic and social-emotional concerns of community members. These services provide opportunities for approximately 40 graduate-level students every year to receive supervised experiences in these areas. The Autism Place is located off campus and has been funded through grants from the State of Illinois to provide autism treatment services for children with autism and their families. These services provide training

opportunities for undergraduate and graduate students in psychology, speech-language pathology, and education programs.

The committee commends the Department for providing an online graduation ceremony in response to the COVID-19 pandemic during spring 2020. Faculty and staff noted the importance for graduating students to celebrate this event and organized the ceremony during which the undergraduate academic advisor gave the graduation speech. Faculty read the names of each graduating student, and every student had the opportunity to say a few words to the attendees after their name was read. Given that faculty, staff, and students reported how moving reported the event was, the Department intends to hold similar graduation ceremonies for students at the end of each fall and spring semester.

The committee commends the Department for supporting undergraduate student participation in the Honors program on campus. Although the percentage of psychology students participating has decreased, this seems to be due to the increase in program enrollment because the number of psychology students participating has remained stable. One faculty member serves as the departmental Honors coordinator whom students can contact for assistance registering for Honors courses and tracking their progress in the program. In addition, the Department offers Honors students the opportunity to graduate with Honors in Psychology, and this includes the capstone requirement of completing an Honors thesis that reflects substantial research and quality of thought and then presenting it at the Department's Honors colloquium.

The committee commends the several out-of-class opportunities that psychology students are offered to gain applied experiences that are related to their interests. Students can complete research apprenticeships and teaching assistantships with faculty and internships with professionals, all of which can be used to fulfill the capstone requirement for the program. The committee also commends the co-curricular opportunities that are supported by the Department. These includes three registered student organizations (RSOs): The Student Psychology Association; the international psychology honor society, Psi Chi; and the newly formed Black Student Psychology Association. There are faculty sponsors for these groups who guide, but do not direct, student officers so that they can develop their leadership skills. In addition, the Department hosts external speakers who present on topics regarding their research/scholarly and/or practice/clinical interests. During fall 2018, the Department organized a series of colloquia called The Extending Empathy project to provide a space to share ideas regarding empathy and to create a persistent, positive voice in the campus environment. Faculty, staff, and students from the Department, from other units on campus, and from other institutions have presented colloquia, many of which focus on issues surrounding diversity, inclusion, and safe environments.

Follow-up Report. The committee notes that the Department completed the comparator program analyses in which the program at Illinois State University was examined in relation to the similar programs offered at other public universities in the State of Illinois. The Department acknowledged that the aspirational program analyses were not completed prior to submission of the self-study report. The committee asks that the faculty complete these analyses in which they review similar programs regionally or nationally and use the findings to inform the program improvement initiatives that have been prioritized during the next review period. These initiatives should be those identified by the faculty for the program to pursue, and the selected programs should be those that already have implemented actions to achieve those identified initiatives. After reviewing the actions taken by the aspirational programs, faculty then should describe how the program at Illinois State University can achieve its initiatives and indicate any additional resources needed to do so. The committee requests that the Department of Psychology submit its aspirational program analyses as a follow-up report to the Office of the Provost by May 15, 2022.

Recommendations. The Academic Planning Committee thanks faculty and staff of the B.A., B.S. in Psychology program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with psychology faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to analyze student retention and address areas of concern. The committee recognizes that the program has experienced increases in student enrollment during the current review period and appreciates the Department's actions to address the noted decreases in student retention, including the establishment of the

Department Task Force for Student Success. Given that some potential reasons for these decreases in student retention were identified in the self-study report, such as students' awareness of the discipline and program requirements, the committee notes that other program components also should be considered, such as the sequencing of program courses and their class sizes, tutoring opportunities available to students, and academic advisor load. The committee also notes that examining students' academic information, such as whether first-time-in-college students and external transfer students have different retention rates or whether there are specific programs on campus to which psychology students frequently transfer, may provide additional insights.

Collaborate with campus units to market and promote the program. The committee acknowledges that the Department noted potential reasons for the decreases in student retention, such as students' awareness of the discipline and program requirements and specifically misunderstandings regarding mathematics/statistics course requirements. Given that students may not persist in the program due to such misunderstandings, the committee notes that establishing partnerships with other units on campus can assist in more accurate marketing and promotion of the program. These units could include those that directly interact with prospective and current students who are interested in the discipline and its various subfields, such as the Office of Admissions and University College, respectively, both of which can be helpful in marketing and promoting the program to high school students whose exposure to the discipline may have been limited. In addition, partnerships with units on campus that offer programs within similar disciplines, such as the Department of Sociology and Anthropology, the Department of Family and Consumer Sciences, and the School of Social Work, can assist in ensuring that students are well-informed of the various fields that focus on the social and behavioral sciences.

Continue to infuse diversity and inclusion throughout the curriculum and program. The committee recognizes the work that the Department has completed to incorporate more diversity with the curriculum, such as expanding the content offerings of the cultural psychology course. The committee also acknowledges the Department's efforts to support diversity, inclusion, and safe environments among students, faculty, and staff through the establishment of the Black Student Psychology Association, The Extending Empathy project, and the Task Force for Student Success. Given that additional opportunities for infusing diversity and inclusion with the program were identified in the self-study report, such as considering how content can be integrated further with core content and methods courses, the committee notes that such work is important because of the exposure this will provide to all students in the program. Student learning regarding diversity and inclusion can be informed by program assessment efforts and could include the consideration of study abroad as another opportunity for the program to address diversity and inclusion. Specific, discipline-related study abroad opportunities for psychology students could be developed in collaboration with units on campus that offer programs within similar disciplines.

Continue to track program alumni and monitor their successes. The committee acknowledges the mechanisms that the Department has developed to track alumni, such as holding an Alumni Day Award ceremony and reception/dinner as part of the University's Homecoming celebration, supporting the School Psychology Institute Day, and inviting alumni to return to campus and present colloquia for students, faculty, and staff. The committee also recognizes the establishment of an Alumni Relations Committee in the Department to manage such activities, such as the administration of a department-based survey of alumni. Although this survey was not administered due to circumstances surrounding the pandemic that most likely would have influenced response rates, the Department plans to administer this alumni survey to gather information regarding alumni success after graduation. Given that stakeholder feedback is important for program assessment, the committee notes that administering the survey, as well as developing an exit survey for graduating students, can provide further insights on strengths and areas for improvement that faculty can consider.

Continue the collaborative work with Milner Library. The committee commends faculty and the subject librarian for their continued work to integrate library instructional sessions with several courses and the tiered approach for learning information fluency skills within those courses. Given recent journal cancellations and expected increases in online and hybrid courses, the committee notes that the Department and Library should work to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among psychology faculty and students. In addition, the committee notes that the program can work to integrate the established information fluency outcomes with the student learning outcomes assessment plan for the program.

Continue to implement and refine the student learning outcomes assessment plan. The committee recognizes faculty for their work to implement the assessment plan during the current review cycle. Given other initiatives

identified by the department, the committee notes that continued examination of student learning can inform these initiatives, such as student retention and success, diversity and inclusion within the curriculum, and tracking and monitoring program alumni. In addition, consistently gathering feedback from stakeholders and developing mechanisms for using this feedback among other gathered information can provide a more holistic perspective on student learning in the program.

REVIEW OF THE M.A., M.S., IN PSYCHOLOGY

Classification of Instruction Programs (CIP) Code: 42.0101
Psychology, General

OVERVIEW

The M.A., MS. in Psychology program at Illinois State University is housed in the Department of Psychology within the College of Arts and Sciences. The Department offers five degree programs: B.A., B.S. in Psychology; M.A., M.S. in Psychology; M.A., M.S. in Clinical-Counseling Psychology; S.S.P. in School Psychology; and Ph.D. in School Psychology. The Department also offers a minor in psychology. The last review of the M.A., MS. in Psychology program occurred in 2012-2013.

Students enrolling in the M.A., MS. in Psychology select sequences of study in the areas of faculty expertise: Cognitive and Behavioral Sciences, Developmental Psychology, Industrial/Organizational-Social Psychology, and Quantitative Psychology.

Enrollment by Plan of Study, Fall Census Day, 2013-2020

M.A., MS. in Psychology, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Cognitive and Behavioral Sciences sequence	11	13	14	9	9	6	9	10
Developmental sequence	5	5	8	8	10	9	8	4
Industrial-Organizational-Social sequence	12	12	15	13	15	17	15	10
Quantitative sequence	7	13	12	9	6	5	5	5
Total	35	43	50	39	40	37	37	29

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 2018, fall 2018, and spring 2019.

Degrees Conferred by Plan of Study, 2013-2020

M.A., MS. in Psychology, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Cognitive and Behavioral Sciences sequence	4	1		3	4	2	4	1
Developmental sequence	2	3		1	5	1	6	1
Industrial-Organizational-Social sequence	6	2		3	4	2	4	6
Quantitative sequence	0	4		2	6	0	2	6
No subplan				1	2	4	2	2
Total	12	10	13	10	21	9	18	16

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 2018, fall 2018, and spring 2019. Degrees Conferred data by sequence for 2015 were unavailable.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The Department identified four program-wide goals for the M.A., M.S. in Psychology program. Additionally, each of the four sequences have identified their own separate set of goals and outcomes.

Goal 1: Breadth of knowledge of basic psychological principles.

Goal 2: Knowledge of basic psychological principles of data analysis and methodology.

Goal 3: Professional communication skills.

Goal 4: Knowledge of and adherence to APA Code of Conduct and Ethical Principles Outcomes.

Cognitive and Behavioral Sciences (CBS) sequence

CBS Sequence Goal: To have a basic understanding of human and animal behavior within Cognitive, Neuroscience, and Behavioral theoretical frameworks.

a. Understand broad meta-theoretical arguments within the disciplines.

b. Understand and appreciate the multidisciplinary nature of the disciplines.

CBS Sequence Goal: Design and conduct data collection with analysis in mind.

a. Formulate testable hypotheses.

b. Understand and use basic observational, small-N, and experimental designs.

CBS Sequence Goal: Be able to review and critically evaluate research literature.

CBS Sequence Goal: Use and understanding of appropriate IRB, IACUC, and APA ethical guidelines in student's research.

Developmental Psychology (DEV) sequence

DEV Sequence Goal: Explain how age normative, history normative, and non-normative influences affect stability and change across the life-span.

DEV Sequence Goal: Adopt a life-span perspective.

DEV Sequence Goal: Understand broad meta-theoretical arguments within the discipline, (e.g., the nature vs. nurture debates).

DEV Sequence Goal: Explain how major theories of development stand on these meta-theoretical arguments.

DEV Sequence Goal: Be sensitive to developmental issues facing individuals from varying cultures, gender, and ethnic groups.

DEV Sequence Goal: Appreciate the scientific nature of the field and understand how developmental designs can capture basic developmental processes.

DEV Sequence Goal: Understand and appreciate the multidisciplinary nature of the discipline.

DEV Sequence Goal: Possess the necessary knowledge and skills to pursue an applied career or garner placement in a doctoral program.

DEV Sequence Goal: Use and understanding of appropriate IRB, IACUC, and APA ethical guidelines in student's research.

Quantitative Psychology (QUA) sequence

QUA Sequence Goal: Develop analytical approach to statistics.

a. Selection of statistical test/methods.

b. Implement statistical methods with statistical packages.

c. Interpret output of statistics packages.

QUA Sequence Goal: Communication Skills.

a. Written.

b. Oral.

QUA Sequence Goal: Use and understanding of appropriate IRB, IACUC, and APA ethical guidelines in student's research.

Industrial/Organizational-Social Psychology (IOS) sequence

IOS Sequence Goal: Understand and apply basic principles of psychological science, especially those of social psychology, to work settings.

IOS Sequence Goal: Understand and apply quantitative and statistical computing methods used by psychologists to work settings.

IOS Sequence Goal: Know and apply "micro" principles about individual members of the organization.

IOS Sequence Goal: Know and apply "macro" principles about organizations as collective entities.

IOS Sequence Goal: Demonstrate skills in oral presentation, technical and professional writing, and project management.

IOS Sequence Goal: Understand and apply professional ethics and standards of conduct relevant to the delivery of psychological services to the public.

IOS Sequence Goal: Be aware of and involved in professional I/O organizations.

Student learning outcomes

Goal 1: Breadth of knowledge of basic psychological principles.

- Completion of a thesis.
- Past students' professional growth.
- Current and past students' satisfaction with curriculum.

Goal 2: Knowledge of basic psychological principles of data analysis and methodology.

- Successful completion of core statistics course.
- Successful completion of independent study.
- Completion of a thesis.
- Past students' professional growth.
- Current and past students' satisfaction with curriculum.

Goal 3: Professional communication skills.

- Completion of a thesis.
- Past students' professional growth.
- Current and past students' satisfaction with curriculum.

Goal 4: Knowledge of and adherence to APA Code of Conduct and Ethical Principles Outcomes.

- Completion of on-line CITI ethics training.
- IRB (or IACUC) approval for thesis project.
- Ethical interaction with human (or animal) research.
- Completion of a thesis.
- Current and past students' satisfaction with curriculum.

Program curriculum (2019-2020)

M.A., M.S. in Psychology (Cognitive and Behavioral Sciences sequence) requires 38 credit hours. This includes 34 credit hours of required psychology courses and 4-6 thesis credit hours.

M.A., M.S. in Psychology (Developmental Psychology sequence) requires 36 credit hours. This includes 16 credit hours of required psychology courses, 16 credit hours of psychology elective courses, and 4-6 thesis credit hours.

M.A., M.S. in Psychology (Industrial/Organizational-Social Psychology sequence) requires 41 credit hours. This includes 19 credit hours of required psychology courses, 9 credit hours of required quantitative psychology courses, 9 credit hours of psychology elective courses, and 4-6 thesis credit hours.

M.A., M.S. in Psychology (Quantitative Psychology sequence) requires 32 credit hours. This includes 22 credit hours of required quantitative psychology courses, 6 credit hours of psychology elective courses, and 4-6 thesis credit hours.

Program delivery

The program is offered on the Normal campus.

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

Department faculty (Fall 2020)

29 tenure track faculty members (14 Professors, 8 Associate Professors, and 7 Assistant Professors)

6 non-tenure track faculty members (1 full-time, 5 part-time, totaling 2.8 FTE)

Undergraduate student to faculty ratio: 22 to 1

Undergraduate student to tenure-line faculty ratio: 24 to 1

Specialized accreditation

Master's degree programs in psychology are not accredited or certified by a national association.

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

The major change that has occurred in the program since the last program review is not in response to the discipline, society, or program demand. Rather, what have changed are the goals of the faculty. The cohort of faculty that was hired in the late 1990s and early 2000s came to Illinois State University with an extremely robust desire to conduct research. Given that the Department does not have doctoral programs, except for the doctoral program in school psychology, faculty found extremely creative ways to maximize their interactions with students in ways that led to more research-oriented outcomes for everyone involved. Large undergraduate courses that had been previously taught as lecture courses were altered to include lab sections. Our entire undergraduate curriculum was altered to require five, 200-level courses that were meant to provide depth in the science of psychology. Faculty organized the functioning of their laboratories, such that second-year graduate students basically ran the lab while simultaneously supervising first-year graduate students. All of these efforts took time, patience, and dedication. During the time covered by this program review, students in the M.A., M.S. in Psychology program started to conduct research with multiple faculty members. Many also participated in the dual-sequence option with the Quantitative Psychology sequence in order to further develop their quantitative skills. Over time, these types of behaviors became the "norm" for students entering the program. These are the reasons why program students are accepted to multiple Ph.D. programs or find employment quickly upon graduation. Department faculty have built a master's degree program that is dedicated to deliberate, cooperative professionalism, be it in the realm of science or human relations.

Responses to previous program review recommendations

The 2012-2013 program review resulted in four recommendations.

1. Enhance the ability of the program to track student progress and take timely action when students reach or exceed the six-year time limit for degree completion. Since the last program review, sequence coordinators have worked very closely with the graduate programs department staff to track student progress through the program. In addition, each sequence now conducts an annual review of student progress and informs students of their progress in writing. Now, very few students are allowed to reach the six-year limit for degree completion, let alone exceed it.

2. Increase the number of graduate assistants who can be supported by the program and who can assist with research and undergraduate education. The program is tightly coordinated in terms of number of students, number of faculty, research opportunities available for students, and the number of graduate assistantships available to students. Over the past few years, the Department has begun to support additional numbers of second-year students through alternative funding sources that are not part of a fixed annual budget, thus making it difficult to plan for the availability of such funds. Regardless, the department manages these expenses on a year-by-year basis, ensuring (1) as many students as possible have a graduate assistantship and thus, a tuition waiver, and (2) the Department's teaching needs are met. In conclusion, it is important to note that although it might appear that the graduation rate is lower than it should be for optimal program efficiency, the Department's undergraduate teaching assistants and graduate assistants provide incredible service through their teaching and research activities. Since the last program review, the M.A., M.S. in Psychology program, as well as all the graduate programs in the Department, have worked cooperatively to manage resources in ways that maximize the potential of all students and all faculty. Although the Department has not been able to increase the graduate assistant budget amount, other than to keep up

with increasing stipend amounts, the program faculty have collectively generated and sustained a vibrant, highly-productive system of graduate programs that serve students and faculty extremely well.

3. Sustain research productivity of students in the program to enhance their qualifications for admission to doctoral programs, should they choose to pursue that career path. Students who enter the M.A., M.S. in Psychology program and want to enter a Ph.D. program are more than able to do so. As a matter of fact, two Ph.D. programs in particular, the University of California, Merced, and University of Cincinnati, strongly encourage students to apply to their programs. Since the last program review, the M.A., M.S. in Psychology program has sent five students to the University of California, Merced. These programs are so eager to receive applications from students because of the reputation of the Department's pedagogy and the research experiences program faculty provide for students. Student research productivity is truly a point-of-pride for the program and the Department.

Since our last program review (i.e., fall 2012), program faculty have produced 279 publications, 101 (36 percent) of which had student co-authors. Given 56 students graduated from the M.A., M.S. in Psychology program between 2012 and 2017, one can roughly estimate that students graduate with an average of 1.8 publications per student. In addition, faculty gave 293 presentations at professional conferences in the United States and 44 at conferences outside of the United States. Of these 337 presentations, 221 (66 percent) were co-authored by students. This implies that students graduate with an average of 4.0 professional presentations per student. Collectively, these numbers indicate students graduate from our program with an average of 5.8 scholarly products per student.

4. Work with University Assessment Services to further refine the student learning outcomes assessment plan to incorporate assessment on the sequence level. The Department faculty have been working with University Assessment Service to improve the quality of our student learning outcomes assessment plan. Given that the program has reduced the number of required courses since the last program review, it falls upon each sequence to assess its own curriculum to a greater extent than previously. Program faculty have been working with this change in mind and recognize that there is more work to do.

Major findings

This program review has revealed that the M.A., M.S. in Psychology program is truly achieving the goals to which it aspires. Students leave the program with an impressive number of publications and professional presentations, as well as professional experiences.

By keeping enrollments low, the program can guarantee students an above-average amount of student-faculty involvement; tuition waivers through graduate assistantships; reliable, high-quality research experiences and external placements; and timely graduation if they commit themselves to completing the master's thesis as recommended by the faculty. In short, the program attracts highly qualified students who graduate in roughly two years and go on to either highly reputable doctoral programs or stable, good-paying employment in degree-relevant jobs.

In addition to these positive aspects of the program, this program review has revealed the need to develop more clearly stated, empirical-based learning outcomes in the assessment plan. The program faculty also need to work to ensure that a commitment to diversity, inclusion, and safe environment efforts manifests itself more thoroughly in the curriculum.

Initiatives and plans

In light of this program review, the program faculty will work to maintain the high-quality program that has been developed. The program will work to maintain enrollment levels that will allow it to (1) provide tuition waivers for most students, (2) maintain small class sizes that maximize student-faculty interaction, (3) provide one-on-one research opportunities to students, and (4) ensure high quality, external placements. In addition, program faculty will work to improve student assessment practices, both in terms of instrument quality as well as consistency in rigor in course assessment. Finally, the department will work to infuse diversity, inclusion, and safe environment concerns into the curriculum specifically, and the program, more generally.

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 Psychology to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The Academic Planning Committee commends the faculty for the high levels of scholarly productivity during the current review period. Since fall 2012 (i.e., submission of the previous self-study report), faculty have produced 425 publications (e.g., peer-reviewed journal articles, book chapters), 149 of which were co-authored with undergraduate and/or graduate students and 38 of which were co-authored with international scholars. In addition, faculty have given 517 professional conference presentations within the United States and 54 professional conference presentations outside the United States; of these, 411 were co-authored with undergraduate and/or graduate students, and 51 were co-authored with international scholars.

The committee commends the changes that the Department has made to its annual faculty evaluation processes. During the fall 2019, faculty voted to alter the Department's Appointment, Salary, Promotion, and Tenure (ASPT) policies to better acknowledge diversity, inclusion, and safe environment efforts completed during the annual performance evaluations. The committee commends that statements regarding the integration of such efforts were developed in the three areas of evaluation (i.e., teaching, scholarly and creative productivity, and service) and were included to render all faculty accountable for diversity, inclusion, and a safe environment.

The committee commends the community engagement and outreach efforts that have been sustained from the previous review period. The Psychological Services Center on campus provides assessment, intervention, and consultation services for the academic and social-emotional concerns of community members. These services provide opportunities for approximately 40 graduate-level students every year to receive supervised experiences in these areas. The Autism Place is located off campus and has been funded through grants from the State of Illinois to provide autism treatment services for children with autism and their families. These services provide training opportunities for undergraduate and graduate students in psychology, speech-language pathology, and education programs.

The committee commends the program for the preparation students receive to continue their graduate-level education through enrollment in doctoral programs. Of the program alumni who responded to a recent survey, 60% had enrolled in a doctoral program or had earned a doctoral degree since graduating from the program. These alumni have enrolled at top universities, such as Brown University; University of California, Davis; University of Illinois at Chicago; and University of Wisconsin-Madison, in programs focused on areas such as applied educational psychology, experimental psychology, cognitive science, and human development.

The committee commends the program on hosting external speakers who present on topics regarding their research/scholarly and/or practice/clinical interests. During fall 2018, the Department organized a series of colloquia called The Extending Empathy project to provide a space to share ideas regarding empathy and to create a persistent, positive voice in the campus environment. Faculty, staff, and students from the Department, from other units on campus, and from other institutions have presented colloquia, many of which focus on issues surrounding diversity, inclusion, and safe environments.

The committee commends the Department for providing an online graduation ceremony in response to the COVID-19 pandemic during spring 2020. Faculty and staff noted the importance for graduating students to celebrate this event and organized the ceremony during which graduate faculty read the names of each graduating student and every student had the opportunity to say a few words to the attendees after their name was read. Given that faculty, staff, and students reported how moving the event was, the Department intends to hold similar graduation ceremonies for students at the end of each fall and spring semester.

Follow-up Report: Aspirational program analysis. The committee notes that the Department completed the comparator program analyses in which the program at Illinois State University was examined in relation to the

similar programs offered at other public universities in the State of Illinois. The Department acknowledged that the aspirational program analyses were not completed prior to submission of the self-study report. The committee asks that the faculty complete these analyses in which they review similar programs regionally or nationally and use the findings to inform the program improvement initiatives that have been prioritized during the next review period. These initiatives should be those identified by the faculty for the program to pursue, and the selected programs should be those that already have implemented actions to achieve those identified initiatives. After reviewing the actions taken by the aspirational programs, faculty then should describe how the program at Illinois State University can achieve its initiatives and indicate any additional resources needed to do so. The committee requests that the Department of Psychology submit its aspirational program analyses as a follow-up report to the Office of the Provost by May 15, 2022.

Follow-up Report: Student retention and graduation analysis. The committee notes that the Department reported larger enrollments in the program compared to the numbers of admitted and graduating students in several years during the current review period. The self-study report indicated that this was due to the program requirement of completing a master's thesis that some students take longer to fulfill and that some students do not fulfill before enrolling in a doctoral program or obtaining employment. The committee asks that the faculty complete a retention and graduation analysis in which they review information regarding the students who do not complete the program due to not fulfilling the master's thesis requirement to determine any patterns that may exist among these students, their progress, and their post-program experiences. Based on the findings, faculty may consider changes to support students in completing the program and fulfilling all requirements. The committee requests that the Department of Psychology submit its retention and graduation analyses as a follow-up report to the Office of the Provost by May 15, 2022.

Recommendations. The Academic Planning Committee thanks faculty and staff of the M.A., M.S. in Psychology program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with psychology faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to infuse diversity and inclusion throughout the curriculum and program. The committee recognizes the work that the Department has completed to incorporate more diversity within the curriculum, such as the faculty's commitment to expand the diverse content as part of all required courses. The committee also acknowledges the Department's efforts to support diversity, inclusion, and safe environments among students, faculty, and staff through the establishment of the Diversity Task Force of Graduate Students in Psychology and The Extending Empathy project. Given that additional opportunities for infusing diversity and inclusion within the program were identified in the self-study report, such as working to launch the Diversity Task Force of Graduate Students in Psychology again, the committee notes that such work is important because of the exposure this will provide to students in the program. Student learning regarding diversity and inclusion can be informed by program assessment efforts and could include the consideration of program goals regarding diversity, inclusion, and safe environments.

Continue to track program alumni and monitor their successes. The committee acknowledges the mechanisms that the Department has developed to track alumni, such as holding an Alumni Day Award ceremony and reception/dinner as part of the University's Homecoming celebration, supporting the School Psychology Institute Day, and inviting alumni to return to campus and present colloquia for students, faculty, and staff. The committee also recognizes the establishment of an Alumni Relations Committee in the Department to manage such activities. Given that stakeholder feedback is important for program assessment, the committee notes that administering an alumni survey similar to the survey that was developed for the undergraduate program, as well as continuing to administer the exit survey for graduating students, can provide further insights on strengths and areas for improvement that faculty can consider.

Continue to implement and refine the student learning outcomes assessment plan. The committee recognizes faculty for their work to implement the assessment plan during the current review cycle. Given other initiatives identified by the Department, such as further infusing diversity and inclusion within the curriculum, the committee notes that continued examination of student learning can both inform these initiatives and provide a more holistic

perspective on student learning in the program. In addition, consistently gathering feedback from stakeholders, developing mechanisms for using this feedback among other gathered information, and indicating how this information has been used to inform program changes will assist in supporting student learning throughout the program.

REVIEW OF THE M.A., M.S., IN CLINICAL-COUNSELING PSYCHOLOGY

Classification of Instruction Programs (CIP) Code: 42.2803
Counseling Psychology

OVERVIEW

The M.A., M.S. in Clinical-Counseling Psychology program at Illinois State University is housed in the Department of Psychology within the College of Arts and Sciences. The Department offers five degree programs: B.A., B.S. in Psychology; M.A., M.S. in Psychology; M.A., M.S. in Clinical-Counseling Psychology; S.S.P. in School Psychology; and Ph.D. in School Psychology. The program also offers a minor in psychology. The last review of the M.A., M.S. in Clinical-Counseling Psychology program occurred in 2012-2013.

The M.A., M.S. in Clinical-Counseling Psychology program provides rigorous training in basic areas of psychology and their application in assessment, counseling, and psychotherapeutic treatment. This program is designed to prepare students to provide counseling services in settings such as mental health centers, family service agencies, employee assistance programs, community colleges, and substance abuse treatment facilities. One of the strengths of the program has been the presence of faculty who have been trained in clinical psychology and counseling psychology, which has provided a valuable opportunity for collaboration of these two fields? between faculty and graduate students. Students who complete this program meet curricular requirements to sit for both the Licensed Clinical Professional Counselor and Licensed Professional Counselor examinations in the state of Illinois.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2013-2020

M.A., M.S. in Clinical-Counseling Psychology, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Enrollments	24	27	28	23	22	24	22	21
Degrees	13	10	10	10	11	8	9	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 2018, fall 2018, and spring 2019.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

Goal 1: Proficiency in a scientist-practitioner approach to providing mental health services to a diverse clientele.

Goal 2: Eligibility for licensure as a licensed clinical professional counselor in Illinois.

Goal 3: Preparation to pursue doctoral study in psychology and related fields, if desired.

Goal 4: Professional communication skills, including use of APA format, making oral presentations, and using computer-based technologies.

Goal 5: Knowledge of and adherence to APA Code of Conduct and Ethical Principles Outcomes.

Student learning outcomes

Goal 1: Proficiency in a scientist-practitioner approach to providing mental health services to a diverse clientele.

- Successful completion of core course work.
- Completion of a thesis or clinical-counseling capstone project.
- Past students' professional growth.
- Current and past students' satisfaction with curriculum.

Goal 2: Eligibility for licensure as a licensed clinical professional counselor in Illinois.

- Successful completion of curriculum approved by Illinois Department of Professional Regulation.
 - Eligibility for licensure as a licensed clinical professional counselor in Illinois.
- Goal 3:** Preparation to pursue doctoral study in psychology and related fields, if desired.
- Successful completion of curriculum approved by Illinois Department of Professional Regulation.
 - Completion of a thesis or clinical-counseling capstone project.
 - Past students' professional growth.
 - Current and past students' satisfaction with curriculum.
- Goal 4:** Professional Communication Skills, including use of APA format, making oral presentations, and using computer-based technologies.
- Completion of a thesis or clinical-counseling capstone project.
 - Past students' professional growth.
 - Current and past students' satisfaction with curriculum.
- Goal 5:** Knowledge of and adherence to APA Code of Conduct and Ethical Principles Outcomes.
- Successful completion of ethics course work.
 - Completion of on-line CITI ethics training.
 - IRB (or IACUC) approval for thesis project.
 - Ethical interaction with human (or animal) research.
 - Completion of a thesis or clinical-counseling capstone project.
 - Current and past students' satisfaction with curriculum.

Program curriculum (2019-2020)

M.A., M.S. in Clinical-Counseling Psychology requires 48 credit hours. This includes 36 credit hours of core courses; 7 hours of practica; and 4-6 hours of thesis, or 3 hours of capstone project and 3 hours of an approved elective course.

Program delivery

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

Department faculty (Fall 2020)

29 tenure track faculty members (14 Professors, 8 Associate Professors, and 7 Assistant Professors)
6 non-tenure track faculty members (1 full-time, 5 part-time, totaling 2.8 FTE)
Undergraduate student to faculty ratio: 22 to 1
Undergraduate student to tenure-line faculty ratio: 24 to 1

Specialized accreditation

Master's degree programs in psychology are not accredited or certified by a national association.

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

Telehealth and tele-mental health services represents an area of current and anticipated growth. Although it had been anticipated for the past several years that there would be more opportunities for telehealth counseling services, that movement was expedited in response to the COVID-19 pandemic. Many insurance companies quickly implemented revised third-party reimbursement policies to provide expanded coverage of tele-mental health counseling. In response to the ongoing pandemic, there may be even greater need and demand for mental health counseling.

Integrated behavioral health care represents another area of growth and opportunity for clinical counselors and mental health counselors. The incorporation of behavioral health services into primary health care facilities and settings allows for greater opportunities for holistic health care. Integrated behavioral health care also provides greater access to mental health services for residents in rural areas.

The United States Bureau of Labor Statistics reports that the employment of substance abuse and mental health counselors is projected to grow 25 percent from 2019 to 2029, which is much faster than average for all occupations. Among reasons cited for this anticipated growth are people continuing to seek treatment for substance abuse and mental health counseling services, states increasingly seeking treatment and counseling rather than incarceration for drug offenders, and the continued need for counselors providing mental health and substance abuse services to military veterans.

Responses to previous program review recommendations

The 2012-2013 program review resulted in four recommendations.

1. Increase the number of graduate assistants who can be supported by the program and who can assist with research and undergraduate education. The program is tightly coordinated in terms of number of students, number of faculty, state mandated curriculum requirements for licensure eligibility, external practica placements, research opportunities available for students, and the number of graduate assistantships available to students. Given the exceptional graduation rates, as well as the fact that the enrollment-to-degrees-conferred ratio is close to perfect (i.e., it is at 42 percent, whereas it would be at 50 percent if the program was graduating exactly half of the student body each year and was bringing the same number of students into the program every year), the only change that would move the program toward the 50 percent mark is if the program was to ensure students complete their clinical-counseling capstone project or master's thesis by the end of their second year. The program faculty will work on this issue in the coming years.

2. Enhance the ability of the program to track its alumni, coordinating efforts with University Assessment Services and its annual alumni survey. In November 2011, the program developed a Facebook page in order to track alumni. However, the Facebook page was underutilized, and the Facebook page administrator therefore questioned its value as a resource. There also were some associated concerns that it might communicate an inadvertently negative image to have a Facebook presence with no activity, rather than to have no Facebook presence. The Facebook page was discontinued in April 2018.

In addition to the alumni survey administered by University Assessment Services, the program tracks alumni indirectly through the department's Alumnus of the Year program. Specifically, every fall semester, as part of the University's Homecoming celebration, the department holds an Alumni Day Award Ceremony and brings two alumni back to campus to celebrate their professional accomplishments. While on campus, each of these alumni provides a colloquium that is open to the entire department.

The department also stays in contact with its alumni by organizing events they can utilize professionally. For example, every spring faculty members of the school psychology program organize a one-day event known as the School Psychology Institute Day. Each year there is an invited speaker who provides both a morning workshop and an afternoon colloquium.

The department also invites alumni back to campus to provide colloquia. Such events allow program alumni to serve as role models for current students, as well as strengthen their relationship with the Department and other alumni. Given these increases in department alumni outreach efforts, in the fall of 2018 the Department of Psychology established an Alumni Relations Committee. This group is responsible for the nomination process for the annual alumni-of-the-year awardees, as well as the organization of the Department's alumni outreach efforts. Finally, although the COVID-19 pandemic forced students to basically return home in mid-March, department faculty nonetheless felt it was extremely important for graduating students to experience a graduation ceremony. Thus, the department organized an online ceremony during which the faculty read the names of each graduating student. After each name, the faculty member paused for roughly four seconds to give the student a chance to unmute their microphone and say a few words to the attendees. Faculty, staff, and students were surprised by how moving the event was, and the Department intends to implement such an event every fall and spring semester.

3. Work with University Assessment Services to develop a student learning outcomes assessment plan that identifies and personalizes student learning outcomes, with a goal of achieving an exemplary rating, then utilize the plan to continuously monitor, assess, and improve program quality. The program faculty have been working with

University Assessment Service to improve the quality of the student learning outcomes assessment plan. The program's most recent evaluation of its assessment plan occurred as part of completing the Program Review self-study process, and the program faculty recognize that there is more work to do.

4. *Develop a plan to modify the program in the event that Illinois and states in which graduates are most likely to practice increase minimum licensure requirements from 48 to 60 credit hours.* Students currently have the opportunity to enroll in sufficient, career-relevant elective courses in order to complete a potential state-mandated, 60-hour requirement. The single biggest obstacle to adding courses to the current curriculum is acquiring additional faculty. Every November, the coordinator of the clinical-counseling psychology program makes a case to the Department as to why the program should be prioritized for a faculty hire. During the 2019-2020 academic year the program was actually prioritized for a joint hire with the Women's, Gender, and Sexuality Studies program on campus as part of a cluster hire initiative. Unfortunately, due to the COVID-19 pandemic, the University decided not to conduct any tenure-track faculty searches during the 2020-2021 academic year.

Major findings

This program review has revealed that the program is truly achieving the goals to which it aspires. Although program enrollments are lower than most programs at state universities in Illinois, the enrollment-to-degrees-conferred ratio is higher than any of those programs. By keeping enrollments low, the program can guarantee students an above-average amount of student-faculty involvement; tuition waivers through graduate assistantships; reliable, high-quality external placements; and timely graduation. In short, the program attracts highly-qualified students who graduate in roughly two years and go on to secure stable, good-paying employment in the mental health industry.

In addition to these positive aspects of the program, this program review has revealed a need to develop more clearly-stated, empirical learning outcomes in the assessment plan. The Department also needs to work to ensure that a commitment to diversity, inclusion, and safe environment efforts manifests itself more thoroughly in the curriculum.

Initiatives and plans

In light of this program review, the program faculty will work to maintain the high-quality program that has been built. The faculty will work to maintain enrollment levels that will allow the program to (1) provide tuition waivers for most every student, (2) maintain small class sizes that maximize student-faculty interaction, (3) provide one-on-one research opportunities to students, and (4) ensure high quality, external placements for all second-year students and some first-year students. In addition, the program faculty will work to improve the program's student assessment practices, both in terms of instrument quality as well as consistency in rigor in course assessment. Finally, the Department will work to infuse diversity, inclusion, and safe environment concerns into the curriculum specifically, and the program more generally.

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 Clinical-Counseling Psychology to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The Academic Planning Committee commends the faculty for the high levels of scholarly productivity during the current review period. Since fall 2012 (i.e., submission of the previous self-study report), faculty have produced 425 publications (e.g., peer-reviewed journal articles, book chapters), 149 of which were co-authored with undergraduate and/or graduate students and 38 of which were co-authored with international scholars. In addition, faculty have given 517 professional conference presentations within the United States and 54 professional conference presentations outside the United States; of these, 411 were co-authored with undergraduate and/or graduate students, and 51 were co-authored with international scholars.

The committee commends the changes that the Department has made to its annual faculty evaluation processes. During fall 2019, faculty voted to alter the Department's Appointment, Salary, Promotion, and Tenure (ASPT) policies to better acknowledge diversity, inclusion, and safe environment efforts completed during the annual performance evaluations. The committee commends that statements regarding the integration of such efforts were developed in the three areas of evaluation (i.e., teaching, scholarly and creative productivity, and service) to render all faculty accountable for diversity, inclusion, and a safe environment.

The committee commends the community engagement and outreach efforts that have been sustained from the previous review period. The Psychological Services Center on campus provides assessment, intervention, and consultation services for the academic and social-emotional concerns of community members. These services provide opportunities for approximately 40 graduate-level students every year to receive supervised experiences in these areas. The Autism Place is located off campus and has been funded through grants from the State of Illinois to provide autism treatment services for children with autism and their families. These services provide training opportunities for undergraduate and graduate students in psychology, speech-language pathology, and education programs.

The committee commends the Department on hosting external speakers who present on topics regarding their research/scholarly and/or practice/clinical interests. During fall 2018, the Department organized a series of colloquia called The Extending Empathy project to provide a space to share ideas regarding empathy and to create a persistent, positive voice in the campus environment. Faculty, staff, and students from the Department, from other units on campus, and from other institutions have presented colloquia, many of which focus on issues surrounding diversity, inclusion, and safe environments.

The committee commends the Department for providing an online graduation ceremony in response to the COVID-19 pandemic during spring 2020. Faculty and staff noted the importance for graduating students to celebrate this event and organized the ceremony during which graduate faculty read the names of each graduating student and every student had the opportunity to say a few words to the attendees after their name was read. Given that faculty, staff, and students reported how moving the event was, the Department intends to hold similar graduation ceremonies for students at the end of each fall and spring semester.

The committee commends the program for the numerous activities that are completed to orient new students to the program and engage current students with the program. Students in their second year of completing the program are paired with an incoming student as part of a 'buddy/mentoring' network to enhance connection and communication among students. Prior to the beginning of the fall semester, the program hosts an orientation meeting for new students, and a social event then is held for all program faculty and students. At the beginning of the fall semester, the program coordinator meets with every incoming student to provide individual advisement and at the end of the fall semester, the program coordinator meets with all students to provide information regarding practicum placement options and to begin matching students with appropriate practicum sites. In addition, the program coordinator holds monthly meetings to guide all students through the process of developing their master's theses or clinical competency projects.

Follow-up Report: Aspirational program analysis. The committee notes that the Department completed the comparator program analyses in which the program at Illinois State University was examined in relation to the similar programs offered at other public universities in the State of Illinois. The Department acknowledged that the aspirational program analyses were not completed prior to submission of the self-study report. The committee asks that the faculty complete these analyses in which they review similar programs regionally or nationally and use the findings to inform the program improvement initiatives that have been prioritized during the next review period. These initiatives should be those identified by the faculty for the program to pursue, and the selected programs should be those that already have implemented actions to achieve those identified initiatives. After reviewing the actions taken by the aspirational programs, faculty then should describe how the program at Illinois State University can achieve its initiatives and indicate any additional resources needed to do so. The committee requests that the Department of Psychology submit its aspirational program analyses as a follow-up report to the Office of the Provost by May 15, 2022.

Recommendations. The Academic Planning Committee thanks faculty and staff of the M.A., M.S. in Clinical-Counseling Psychology program for the opportunity to provide input regarding the program at Illinois State

University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with psychology faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to monitor potential changes regarding program accreditation options. The committee recognizes that the program prepares students for licensure as Professional Counselors and as Clinical Professional Counselors in the State of Illinois, but graduates of the program must submit their transcripts for review when applying for licensure because accreditation has not been available for programs at the master's level. Although all graduates who have applied for licensure in Illinois have had their coursework approved and have been eligible to complete the licensing examination, such accreditation would alleviate the need for this additional review and approval. Given that the American Psychological Association's (APA) Commission on Accreditation currently is working toward accrediting master's degree programs in health service psychology, which includes both clinical psychology and counseling psychology, the committee notes that obtaining such accreditation could be beneficial for the program and its students.

Continue to monitor the curriculum regarding student progress and licensure options. The committee acknowledges that although the State of Illinois requires that the minimum number of program credit hours needed for licensure is 48, many states require 60 credit hours as a minimum number for licensure. Because of this, many students have worked with the program coordinator to determine additional elective courses to complete 60 credit hours and enhance license portability. Although the committee appreciates the work completed by the program coordinator to assist students in doing this, completing additional courses beyond the requirements extends students' time-to-degree and may negatively impact such program statistics. Given that negative impacts like these are based on student selection and are not reflective of the program, the committee notes that considering the addition of credit hours to the program requirements or formalizing options that include additional credit hours can assist with monitoring students who select to complete more credit hours and more appropriately reflect time-to-degree and other statistics.

Continue to infuse diversity and inclusion throughout the curriculum and program. The committee recognizes the work that the Department has completed to incorporate more diversity within the curriculum, such as the faculty's commitment to expand the diverse content as part of all required courses. The committee also acknowledges the Department's efforts to support diversity, inclusion, and safe environments among students, faculty, and staff through the establishment of the Diversity Task Force of Graduate Students in Psychology and The Extending Empathy project. Given that additional opportunities for infusing diversity and inclusion within the program were identified in the self-study report, such as working to launch the Diversity Task Force of Graduate Students in Psychology again, the committee notes that such work is important because of the exposure this will provide to students in the program. Student learning regarding diversity and inclusion can be informed by program assessment efforts and could include the consideration of program goals regarding diversity, inclusion, and safe environments.

Continue to track program alumni and monitor their successes. The committee acknowledges the mechanisms that the Department has developed to track alumni, such as holding an Alumni Day Award ceremony and reception/dinner as part of the University's Homecoming celebration, supporting the School Psychology Institute Day, and inviting alumni to return to campus and present colloquia for students, faculty, and staff. The committee also recognizes the establishment of an Alumni Relations Committee in the Department to manage such activities. Given that stakeholder feedback is important for program assessment, the committee notes that administering an alumni survey similar to the survey that was developed for the undergraduate program, as well as administering an exit survey for graduating students, can provide further insights on strengths and areas for improvement for faculty to consider.

Continue to implement and refine the student learning outcomes assessment plan. The committee recognizes faculty for their work to implement the assessment plan during the current review cycle. Given other initiatives identified by the Department, such as further infusing diversity and inclusion with the curriculum, the committee notes that continued examination of student learning can both inform these initiatives and provide a more holistic perspective on student learning in the program. In addition, consistently gathering feedback from multiple stakeholders, developing mechanisms for using this feedback among other gathered information, and indicating

how this information has been used to inform program changes will assist in supporting student learning throughout the program.

REVIEW OF THE SPECIALIST IN SCHOOL PSYCHOLOGY (S.S.P.)

Classification of Instruction Programs (CIP) Code: 42.2805
School Psychology

OVERVIEW

The Specialist in School Psychology (S.S.P.) program at Illinois State University is housed in the Department of Psychology within the College of Arts and Sciences. The Department offers five degree programs: B.A., B.S. in Psychology; M.A., M.S., in Psychology; M.A., M.S. in Clinical-Counseling Psychology; S.S.P. in School Psychology; and Ph.D. in School Psychology. The Department also offers a minor in psychology. The last review of the Specialist in Psychology program occurred in 2012-2013.

The curriculum of the Specialist in School Psychology program incorporates courses in psychological and educational foundations and the development of skills in assessment, intervention, preventative mental health services, collaborative consultation, and research. Courses are carefully integrated with over 1,800 hours of field-based experiences that include first-year fieldwork, a practicum, and an internship in order to meet the training objectives of the program. The field experiences represent a central component of the professional training students receive, which allow them to apply acquired knowledge and professional skills in field-based settings. The sequence of field experiences is designed for the implementation of the collaborative, scientific problem-solver model throughout the training. Field sites provide a key arena where the training core and the scientific method interface to produce a developing knowledge base in school psychology. Given the comprehensive nature of the Specialist in School Psychology program and the level of training provided, students in the program are referred to as specialist trainees.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2013-2020

Specialist in School Psychology (S.S.P.), Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Enrollments	21	17	18	20	21	22	24	22
Degrees	6	7	6	5	7	5	5	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 2018, fall 2018, and spring 2019.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The Specialist in School Psychology (S.S.P.) program provides students with a comprehensive curriculum, high-quality training, and properly-supervised field experiences that are consistent with National Association of School Psychologists (NASP) Standards for Graduate Preparation of School Psychologists. These standards consist of:

- Model for Comprehensive and Integrated School Psychological Services (also known as the NASP Practice Model).
- Standards for Graduate Preparation of School Psychologists.
- Standards for the Credentialing of School Psychologists.
- Principles for Professional Ethics.

Student learning outcomes

Domain 1 Data-Based Decision-Making and Accountability.

- School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists also use a problem-solving framework as the basis for all professional activities. Through this process, they systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels while also considering ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2 Consultation and Collaboration.

- School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools and systems, and methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem-solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3 Interventions and Instructional Support.

- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

Domain 4 Interventions and Mental Health Services to Develop Social and Life Skills.

- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement and evaluate services that promote resilience and positive behavior, support socialization, and adaptive skills, and enhance mental and behavioral health.

Domain 5 School-Wide Practices to Promote Learning.

- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; implementation science; and evidence-based school practices that promote learning and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for students and others.

Domain 6 Preventive and Responsive Services.

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Domain 7 Family-School Collaboration Services.

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental and behavioral health; and strategies to develop collaboration between families, schools and communities. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Domain 8 Diversity in Development and Learning.

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. Understanding and recognizing equitable practices for diverse student populations in development and learning, and advocacy for social justice, are foundations for all aspects of service delivery.

Domain 9 Research and Program Evaluation.

- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10 Legal, Ethical, and Professional Practice.

- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Program curriculum (2019-2020)

Specialist in School Psychology (S.S.P.) requires 62 credit hours. This includes 58-60 credit hours of core psychology and education courses; and 4-6 thesis credit hours, or 4-6 applied research experience credit hours.

Program delivery

The program is offered on the Normal campus.

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

Department faculty (Fall 2020)

29 tenure track faculty members (14 Professors, 8 Associate Professors, and 7 Assistant Professors)

6 non-tenure track faculty members (1 full-time, 5 part-time, totaling 2.8 FTE)

Undergraduate student to faculty ratio: 22 to 1

Undergraduate student to tenure-line faculty ratio: 24 to 1

Specialized accreditation

This program is accredited by the National Association of School Psychologists (NASP) and is part of the University's teacher education unit that is accredited by the Council for the Accreditation of Educator Preparation [CAEP, formerly National Council for Accreditation of Teacher Education (NCATE)]. The program also is approved by the Illinois State Board of Education (ISBE) such that graduates are eligible to obtain a Professional Educator License–School Psychology endorsement by entitlement. Because the program is NASP-approved, graduates also are eligible to obtain the Nationally Certified School Psychologist (NCSP) credential.

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

There are a number of changes in the field of school psychology since the last program review eight years ago that include the following:

- There are new settings in which school psychology graduates are working, including integrated behavioral health. In these settings, graduates work in primary care physician offices offering psychological services. In addition, more graduates are working in hospitals and clinics. This has resulted in the program offering more practicum experiences in these settings, preparing students to be competitive for employment in integrated behavioral health settings.
- School psychologists serve an increasingly diverse population in the schools. This has resulted in infusing more diversity into the program and also recruiting more students from underrepresented groups to meet this need.
- There is an increasing percentage of children and youth in the schools who are at risk for social-emotional/behavioral challenges. This has led to an expanded role and function to include a focus on mental

health issues (social-emotional problems) both in intervention and prevention. This change has resulted in more mental health and prevention content being integrated with coursework. School psychologists have increased access to new and effective technology and tools (i.e., apps) for both assessment and intervention. This has led to the program providing students with more experience using these assessment and intervention tools as part of coursework and supervised practicum experiences.

- Increased emphasis on data-based problem solving with less emphasis on clinical judgement and more of an outcome focus. This change is also reflected in students' coursework and supervised practicum experiences providing more content and skill development related to data-based problem solving and assessing outcomes.
- Increased emphasis on evidence-based interventions. This is also reflected in students' coursework and supervised practicum experiences with more training provided related to evidence-based interventions.
- Use of public health models in school psychology service delivery emphasizing prevention and early intervention. In Illinois, this school-based service delivery system is called Multitiered Systems of Support (MTSS), and this now is more emphasized in students' coursework.

Responses to previous program review recommendations

The 2012-2013 program review resulted in four recommendations.

1. *Continue efforts to maintain and increase the number of students from historically underrepresented populations enrolling in and graduating from the program, including underrepresented racial/ethnic groups and males; develop and implement a plan for doing so, incorporating the many elements already in place, such as the work of the Diversity Task Force of Graduate Psychology Students.* The program faculty have taken a comprehensive approach to recruitment and retention of diverse students, recognizing that students from underrepresented backgrounds will be more interested in enrolling, and more likely to persist, if the program emphasizes diversity, inclusion, and social justice throughout the curriculum and in faculty and research projects. Consistent with the Department, and with training standards of relevant accrediting bodies, the Specialist in School Psychology program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. The program fulfills this commitment through course offerings and content, faculty and student research, practical and applied experiences, and the recruitment and retention of a diverse body of students, faculty, and staff. This commitment to diversity includes providing equal opportunities and an educational and work environment for our students, faculty, and staff that is free from any discrimination and respectful of differences.

2. *Continue to obtain external research and training grants to support students with higher graduate assistantship stipends, faculty research in greater numbers and with higher impact on the discipline, and quality services to the community and state, through partnerships with community, state, and national organizations.* The program faculty have been particularly successful in obtaining research and training grants to support faculty and student research through graduate assistantships. During the previous review cycle, faculty were securing over 1 million dollars in grant funding and supporting 18 half-time graduate assistantships. During the current program review cycle, the program has been supported by over 2 million dollars in external grants and contracts generated by program faculty and used to fund graduate assistantships. The program benefits significantly from the financial support generated by grants and contracts. The program is very fortunate to have the resources to provide graduate assistantships, which include full tuition waivers, for all of its pre-internship students annually which includes more than 12 half-time graduate assistantships.

3. *Increase the number of school-based practicum sites that enroll students from diverse backgrounds by recruiting more school psychologists from schools that enroll diverse populations to serve as field supervisors.* The program is limited to practicum sites that are within driving distance of the University. That being said, in recent years students have been placed in local schools that are more ethnically and linguistically diverse than had been the case in previous years, including schools that have bilingual education programs. In addition, the program has further expanded both the first-year field placement and the second-year psychoeducational assessment and intervention practicum by recruiting more supervisors serving more schools with diverse populations. The program has also continued to place students at a local non-profit organization which serves ethnically diverse and socioeconomically marginalized families for first-year field placement. In addition to the aforementioned practicum and field placement sites, since the last program review, more students accepted internships in school districts which serve diverse populations of students, including Peoria Public Schools, Chicago Public Schools, and the Palatine School District. Although the program does not control where students complete their internships, the

faculty believe this shift reflects the program's efforts in terms of recruitment of students from diverse backgrounds; recruitment of students who are concerned about issues of diversity, inclusion, and social justice and faculty efforts to infuse more content related to diversity into the curriculum.

4. *Continue to utilize data collected through program assessment to make program improvements and document how that has been addressed.* As part of the program's diversity plan, faculty conducted a climate survey of both the school psychology graduate programs in 2016 and made several changes in response to the data collected through that process. In addition, faculty regularly evaluate case studies that students complete during their internships, as well as student performance in field placement and practicum. In general, these data indicate that the training programs are effective. Faculty also consider input about the program's training and its responsiveness to the needs of the community through input received via the Community Advisory Committee. One change that resulted from this feedback was that faculty worked with a local special education cooperative to recruit more students who plan to remain in central Illinois after graduating in order to meet the needs of local school systems who face a shortage of qualified school psychologists. This resulted in a funding arrangement whereby the special education cooperative funds an assistantship for one student in each cohort, with the understanding that the student will remain in the local area after graduation.

Major findings

Overall, the Specialist in School Psychology (S.S.P.) program is working well across all areas covered in this review. There is steady demand, and the program has maintained steady enrollment. Student retention rates are high, and the majority of attrition is a result of students choosing to remain at the University for an additional two years by transferring to the Ph.D. in School Psychology program. Students' outcomes reflect that their training is effective, and students are successful in obtaining internships and becoming licensed. Areas where the program has already been improving continue to be areas of focus for further efforts. Specifically, faculty would like to continue to improve the program in terms of all aspects of diversity, inclusion, antiracism, and social justice.

Initiatives and plans

The program will continue to work to improve the recruitment of students from underrepresented backgrounds. Related to this, the program aspires to further improve the extent to which it is welcoming and supportive to students who hold marginalized identities.

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 Specialist in School Psychology (S.S.P.) to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee acknowledges the program for the inclusive self-study process that involved program faculty as well as departmental faculty who teach program courses or supervise program students, current students and interns, program alumni, supervisors of students' practicum experiences, and employers of program graduates. We commend the steady enrollment and the numerous recruitment activities that are being implemented to maintain this steady enrollment, such as writing letters to undergraduate-level advisors of recent graduates to inform them of the graduate's success and to encourage these advisors to continue to recommend the program to their students. In addition, the committee is encouraged to see the program recognizing the importance of cultural and individual differences and diversity in the training of school psychologists and incorporating this awareness with the program, such as by increasing diversity content in field experiences and focusing workshops and research colloquia on topics that address diversity among students from underrepresented backgrounds.

The committee notes the program's reaccreditation by the National Association of School Psychologists (NASP) in 2016 as part of the University-wide teacher education unit's accreditation with the Council for the Accreditation of Educator Preparation (CAEP). The program also is approved by the Illinois State Board of Education (ISBE) to prepare students for licensure as school psychologists. Obtaining the Professional Educator License-School

Psychology endorsement requires that students pass an ISBE content examination, and the committee is quite pleased that 100% of students who attempted this examination passed it. In addition, 100% of students who attempted the NASP Praxis Exam needed to obtain the Nationally Certified School Psychologist (NCSP) credential also passed that examination.

The committee congratulates the program for establishing the Graduate Association of School Psychologists (GASP) in which all students in the two school psychology programs are members. GASP sponsors several events throughout the year that serve as fund-raising activities to support student travel to professional conferences and to support various mental health charities, as well as sponsoring several social events for students. It actively supports a climate where peer and faculty interactions are natural dynamics of the two programs; faculty and students attend several events together, such as receptions at professional conferences and social events after program-wide meetings.

The committee commends the faculty for their high levels of scholarly productivity during the current review period. Since fall 2012 (i.e., submission of the previous self-study report), faculty have produced 425 publications (e.g., peer-reviewed journal articles, book chapters), 149 of which were co-authored with undergraduate and/or graduate students and 38 of which were co-authored with international scholars. In addition, faculty have given 517 professional conference presentations within the United States and 54 professional conference presentations outside the United States; of these, 411 were co-authored with undergraduate and/or graduate students, and 51 were co-authored with international scholars. For future years, we would like to see how many unique students and thus what percentage of program students such impressive numbers of co-authoring and co-presentation entail.

The committee was interested to learn of changes that the Department has made to its annual faculty evaluation processes. During fall 2019, faculty voted to alter the Department's Appointment, Salary, Promotion, and Tenure (ASPT) policies to better acknowledge diversity, inclusion, and safe environment efforts completed by individual faculty during annual performance evaluation year. Statements regarding the integration of such efforts were developed in the three areas of evaluation (i.e., teaching, research and creative productivity, and service) to better reward faculty for efforts toward greater diversity, inclusion, and a safe environment.

The committee commends the community engagement and outreach efforts that have been sustained from the previous review period. The Psychological Services Center on campus provides assessment, intervention, and consultation services for the academic and social-emotional concerns of community members. These services provide opportunities for approximately 40 graduate-level students every year to receive supervised experiences in these areas. The Autism Place is located off campus and has been funded through grants from the State of Illinois to provide autism treatment services for children with autism and their families. These services provide training opportunities for undergraduate and graduate students in psychology, speech-language pathology, and education programs.

The committee is gratified to see the program hosting external speakers on areas of current interest through their annual School Psychology Institute event. During fall 2018, the Department organized a series of colloquia called The Extending Empathy project to provide a space to share ideas regarding empathy and to create a persistent, positive voice in the campus environment. Faculty, staff, and students from the program, department, from other units on campus, and from other institutions have presented colloquia, many of which focus on issues surrounding diversity, inclusion, and safe environments.

The committee thanks the department for providing an online graduation ceremony in response to the COVID-19 pandemic during spring 2020. Faculty and staff noted the importance for graduating students to celebrate this event and organized a ceremony during which graduate faculty read the names of each graduating student and every student had the opportunity to say a few words to the attendees after their name was read. Given that faculty, staff, and students reported how moving the event was, the Department intends to hold similar graduation ceremonies for students at the end of each fall and spring semester. Such local recognition, especially within a large college, shows the sensitivity of the faculty to student needs.

Recommendations. The Academic Planning Committee thanks faculty and staff of the Specialist in School Psychology (S.S.P.) program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be

addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with psychology faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Consider opportunities for program growth. The committee acknowledges the program's statement regarding the shortage of school psychologists in the State of Illinois and the program's consideration of changes that have occurred in the field, including increases in the percentages of children and youth at risk for social-emotional/behavioral challenges. Given such increases in demand with the shortage of individuals who are qualified to meet that demand, the committee notes that this situation may present an opportunity for the program to increase its enrollment, especially given the recent successes of program faculty in obtaining external funding that could continue to support students while they complete the program. The committee also recognizes that such growth would require additional faculty, among other resources, to ensure the student-to-faculty ratio needed for continued student success and encourages the program to explore those opportunities.

Continue to infuse diversity and inclusion throughout the curriculum and program. The committee recognizes the work that the Department has completed to incorporate more diversity with the curriculum, such as the faculty's commitment to expand the diverse content as part of all required courses. The committee also acknowledges the Department's efforts to support diversity, inclusion, and safe environments among students, faculty, and staff through the establishment of the Diversity Task Force of Graduate Students in Psychology and The Extending Empathy project. Given that additional opportunities for infusing diversity and inclusion with the program were identified in the self-study report, such as working to launch the Diversity Task Force of Graduate Students in Psychology again, the committee notes that such work is important because of the exposure it can provide to students in the program. Student learning regarding diversity and inclusion can be informed by program assessment efforts and could include the consideration of incorporating program goals regarding diversity, inclusion, and safe environments.

Continue to track program alumni and monitor their successes. The committee acknowledges the mechanisms that the Department has developed to track alumni, such as holding an Alumni Day Award ceremony and reception/dinner as part of the University's Homecoming celebration, supporting the School Psychology Institute Day, and inviting alumni to return to campus and present colloquia for students, faculty, and staff. The committee also recognizes the establishment of an Alumni Relations Committee in the Department to manage such activities. Given that stakeholder feedback is important for program assessment, the committee notes that administering an alumni survey similar to the survey that was developed for the undergraduate program, as well as administering an exit survey for graduating students, could provide further insights on strengths and areas for improvement that faculty can consider.

Continue to implement and refine the student learning outcomes assessment plan. The committee recognizes faculty for their work to implement the assessment plan during the current review cycle. Given other initiatives identified by the Department, such as further infusing diversity and inclusion with the curriculum, the committee notes that continued examination of student learning can both inform these initiatives and provide a more holistic perspective on student learning in the program. In addition, consistently gathering feedback from multiple stakeholders, developing mechanisms for using this feedback among other gathered information, and indicating how this information has been used to inform program changes will assist in supporting student learning throughout the program.

REVIEW OF THE PH.D. IN SCHOOL PSYCHOLOGY

Classification of Instruction Programs (CIP) Code: 42.2805
School Psychology

OVERVIEW

The Ph.D. in School Psychology program at Illinois State University is housed in the Department of Psychology within the College of Arts and Sciences. The Department offers five degree programs: B.A., B.S. in Psychology, M.A., M.S. in Psychology, M.A., M.S. in Clinical-Counseling Psychology, S.S.P. in School Psychology, and Ph.D. in School Psychology. The Department also offers a minor in psychology. The last review of the Ph.D. in School Psychology program occurred in 2012-2013.

The Ph.D. in School Psychology program strives to educate health service psychologists within the specialty of school psychology who demonstrate discipline specific knowledge pertinent to the field of psychology and professional competencies necessary to deliver high-quality services in a range of settings. Program accreditation and approval from several agencies provide recognition for meeting national standards for the education of professional service providers in school psychology that includes a comprehensive curriculum, high-quality training, and properly-supervised field experiences.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2013-2020

Ph.D. in School Psychology, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Enrollments	30	33	24	22	25	31	27	28
Degrees	6	6	6	7	2	4	3	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 2018, fall 2018, and spring 2019.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

Aim I: To prepare competent entry-level school psychologists who possess foundational and integrated knowledge across the basic areas of the discipline of psychology, which will be demonstrated by using basic psychological principles to understand and explain human behavior.

Aim II: To educate school psychologists with the necessary profession-wide entry-level competencies to deliver effective psychological health services to children, adolescents, and families. These services include assessment, intervention, consultation, prevention, and clinical and administrative supervision. The competencies in these areas are exhibited in settings chosen by the graduate, which may include schools, hospitals, university-based clinics, mental health settings or independent practice.

Student learning outcomes

Competencies

- Demonstrate knowledge of the history and systems of psychology and the specialty of school psychology.
- Demonstrate knowledge of research and theory pertaining to the affective, biological, cognitive, developmental and social aspects of behavior.

- Demonstrate advanced knowledge of research methods, statistics, and psychometrics.
- Demonstrate the ability to integrate, at an advanced level, research and theory from multiple basic areas of psychology.

Research Competencies: Demonstrate a substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base:

- Conduct research or other scholarly activities, and
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local, regional, or national level.

Ethical and Legal Standards Competencies

- Be knowledgeable of and act in accordance with:
 - The current version of the APA Ethical Principles of Psychologists and Code of Conduct.
 - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.
 - Relevant professional standards and guidelines.
 - Demonstrate knowledge of legal issues including eligibility criteria for special education services based on federal, state, and district policies, and ethical principles impacting the professional practice of school psychology.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

Individual and Cultural Diversity Competencies

- Demonstrate the requisite knowledge base, articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in one's professional work.
- Demonstrate an understanding of how one's own personal/cultural history, attitudes, and biases may affect one's understanding and interaction with people different from oneself.
- Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities), which includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of one's career.
- Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with one's own.

Professional Values, Attitudes, and Behaviors Competencies

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, wellbeing, and professional effectiveness (i.e., self-reflection and self-improvement activities may address issues such as stress management, time management, attention to professional appearance, adaptability, initiative/independence, and maturity/judgment, among others).
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence while progressing across levels of training.

Communication and Interpersonal Skill Competencies

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Assessment Competencies

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Intervention Competencies

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision-making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
- Demonstrate knowledge of prevention models and practices.

Supervision Competencies

- Demonstrate knowledge of supervision models and practices.
- Establish effective culturally responsive supervisory relationships.
- Develop a personal philosophy and model of supervision that can guide future administrative and clinical supervision activities.
- Implement effective supervisory methods.

Consultation and Interprofessional/Interdisciplinary Skill Competencies

- Demonstrate knowledge of consultation models and practices.
- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Establish effective, collaborative relationships with consultees including teachers, parents, and administrators consistent with best practice.
- Plan and evaluate evidence-based indirect-service interventions based on the consultation plan developed with teachers, administrators, parents, or systems.
- Communicate (orally and in writing) consultation results to concerned parties, such as children, parents, and teachers.

Program curriculum (2019-2020)

Ph.D. in School Psychology requires 107 credit hours. This includes 76 credit hours of core courses; 12 credit hours of elective courses; 4-6 thesis credit hours, or both a research apprenticeship and research proseminar; and a minimum of 15 dissertation credit hours. Additionally, students are required to be in residence for at least one academic year.

Program delivery

The program is offered on the Normal campus.

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

Department faculty (Fall 2020)

29 tenure track faculty members (14 Professors, 8 Associate Professors, and 7 Assistant Professors)

6 non-tenure track faculty members (1 full-time, 5 part-time, totaling 2.8 FTE)

Undergraduate student to faculty ratio: 22 to 1

Undergraduate student to tenure-line faculty ratio: 24 to 1

Specialized accreditation

This Ph.D. in School Psychology program is accredited by the Committee on Accreditation of the American Psychological Association (APA), and the most recent accreditation review occurred in 2020. This program is also approved by the National Association of School Psychologists (NASP) and is part of the University's teacher education unit that is accredited by the Council for the Accreditation of Educator Preparation [CAEP, formerly National Council for Accreditation of Teacher Education (NCATE)]. In addition, the program is approved by the Illinois State Board of Education (ISBE). Graduates of the program, with the required post-doctoral experience, are eligible for the state licensing examinations for independent practice and for school-based practice, as well as the Nationally Certified School Psychologist (NCSP) credential .

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

There are a number of changes in the field of school psychology since the last program review eight years ago that include the following:

- There exists a significant shortage of school psychologists working in public schools and as university educators in colleges and universities training future school psychologists. The number of university school psychology training programs are expanding, and existing programs are replacing school psychology faculty who are retiring in record numbers. This shortage has resulted in more program graduates applying for and obtaining positions in higher education. As a result, program faculty stress more publishing and presenting with students to enhance students' credentials for these positions. In addition, more doctoral students are co-teaching with faculty to gain critical teaching experience.
- There are new settings in which school psychology graduates are working, including integrated behavioral health. In these settings, graduates work in primary care physician offices offering psychological services. In addition, more graduates are working in hospitals and clinics. This has resulted in the program offering more practicum experiences in these settings, preparing students to be competitive for doctoral-level internships in integrated behavioral health settings.
- School psychologists serve an increasingly diverse population in the schools. This has resulted in infusing more diversity into the program and also recruiting more students from underrepresented groups to meet this need.
- There is an increasing percentage of children and youth in the schools who are at risk for social-emotional/behavioral challenges. This has led to an expanded role and function to include a focus on mental health issues (social-emotional problems) both in intervention and prevention. This change has resulted in more mental health and prevention content being integrated with coursework at the doctoral level. Furthermore, there are more graduate assistantships working in school-based prevention programs available to our doctoral students. School psychologists have increased access to new and effective technology and tools (i.e., apps) for both assessment and intervention. This has led to the program providing students with more experience using these assessment and intervention tools as part of coursework and supervised practicum experiences.

- Increased emphasis on data-based problem solving with less emphasis on clinical judgement and more of an outcome focus. This change is also reflected in students' coursework and supervised practicum experiences providing more content and skill development related to data-based problem solving and assessing outcomes.
- Increased emphasis on evidence-based interventions. This is also reflected in students' coursework and supervised practicum experiences with more training provided related to evidence-based interventions.
- Use of public health models in school psychology service delivery emphasizing prevention and early intervention. In Illinois this school-based service delivery system is called Multitiered Systems of Support (MTSS). MTSS knowledge and skills are more emphasized in coursework, and all doctoral students are required to complete a practicum in schools which now have a high degree of implementation of MTSS.

Responses to previous program review recommendations

The 2012-2013 program review resulted in three recommendations.

1. *Reduce mean and median time-to-degree to meet accreditation standards and reduce the number of students exceeding the eight-year program time limit.* Since the last program review, efforts have been made to reduce the time to completion for students. Currently, based on the program changes described below, faculty have been able to reduce time to completion to a median of six years (previously, the median time to completion was 7 years). Furthermore, there currently are no students who are beyond eight years and during this review cycle, only one graduate required more than eight years to complete degree requirements (nine years) whereas during the previous review cycle, 20 percent of the graduates exceeded the eight-year time limit established by university policy. Faculty believe the success in reducing time to completion is due to improved admission procedures which take into account fit and skills beyond simple grade point average (GPA) and Graduate Record Examination (GRE) scores. Faculty also believe that offering choices regarding research options (i.e., research apprenticeship or master's thesis prior to the dissertation) has helped students make choices based on their own needs and goals. Furthermore, students now are required to pass their dissertation proposal prior to applying for their pre-doctoral internship. This has helped students stay on track with regard to dissertation completion and getting started on their project before leaving campus for their internship. Finally, faculty implemented a policy that if students are granted an extension beyond the eight-year time limit, they are required to retake a portion of the comprehensive exam to demonstrate currency in the field. Faculty believe that this change has provided added motivation for students to complete their degree before needing an extension.

2. *Recruit more students from diverse backgrounds through initiatives such as the Graduate Students in Psychology Diversity Task Force and through tuition waivers and scholarships.* The program has been successful in recruiting more students from diverse backgrounds. During the current review cycle, recruitment of diverse students has included 12 students from underrepresented backgrounds and one international student. All students of color identified as female and across the program, 91 percent of students identified as female. Three students were subject to the Americans with Disabilities Act (ADA). This compares with only with six students from underrepresented groups during the previous program review cycle.

3. *Continue to obtain external research and training grants to support faculty and student research and to financially support candidates through assistantships.* The program faculty have been particularly successful in obtaining research and training grants to support faculty and student research through graduate assistantships. During the previous review cycle, school psychology faculty secured over 1 million dollars in grant funding, supporting 18 half-time doctoral-level graduate assistantships. During the current review cycle, the program has been supported by over 2 million dollars in external grants and contracts generated by program faculty and used to fund doctoral-level graduate assistantships. . The program is very fortunate to have the resources to provide graduate assistantships, which include full tuition waivers, for all of its pre-internship doctoral students annually which includes more than 25 half-time graduate assistantships.

Major findings

Overall, the Ph.D. in School Psychology program is working well across all areas covered in this review. There is steady demand, the program has maintained steady enrollment, and student retention rates are high. Students' outcomes reflect that their training is effective and they are successful. Areas where faculty have already been improving continue to be areas of focus for further efforts. Specifically, faculty would like to continue to improve

the program in terms of all aspects of diversity, inclusion, anti-racism, and social justice. In addition, faculty would like to continue to decrease the time it takes students to complete their degrees.

Initiatives and plans

The program will continue to work to improve the recruitment of students from underrepresented backgrounds. Related to this, although faculty have been successful in retaining students from underrepresented backgrounds, they aspire to further improve the extent to which the program is welcoming and supportive to students who hold marginalized identities.

Faculty also plan to continue to work to reduce the time it takes students to complete the program by increasing the number of students who have collected their dissertation data and/or defended their dissertations prior to leaving the University for their internship.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome. The Academic Planning Committee, as a result of this review process, finds the Ph.D. in School Psychology to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee commends the faculty for the high levels of scholarly productivity during the current review period. Since fall 2012 (i.e., submission of the previous self-study report), faculty have produced 425 publications (e.g., peer-reviewed journal articles, book chapters), 149 of which were co-authored with undergraduate and/or graduate students and 38 of which were co-authored with international scholars. In addition, faculty have given 517 professional conference presentations within the United States and 54 professional conference presentations outside the United States; of these, 411 were co-authored with undergraduate and/or graduate students, and 51 were co-authored with international scholars.

The committee commends the changes that the Department has made to its annual faculty evaluation processes. During fall 2019, faculty voted to alter the Department's Appointment, Salary, Promotion, and Tenure (ASPT) policies to better acknowledge diversity, inclusion, and safe environment efforts completed during the annual performance evaluations. The committee commends that statements regarding the integration of such efforts were developed in the three areas of evaluation (i.e., teaching, scholarly and creative productivity, and service) to render all faculty accountable for diversity, inclusion, and a safe environment.

The committee commends the community engagement and outreach efforts that have been sustained from the previous review period. The Psychological Services Center on campus provides assessment, intervention, and consultation services for the academic and social-emotional concerns of community members. These services provide opportunities for approximately 40 graduate-level students every year to receive supervised experiences in these areas. The Autism Place is located off campus and has been funded through grants from the State of Illinois to provide autism treatment services for children with autism and their families. These services provide training opportunities for undergraduate and graduate students in psychology, speech-language pathology, and education programs.

The committee commends the Department on hosting external speakers who present on topics regarding their research/scholarly and/or practice/clinical interests. During fall 2018, the Department organized a series of colloquia called The Extending Empathy project to provide a space to share ideas regarding empathy and to create a persistent, positive voice in the campus environment. Faculty, staff, and students from the Department, from other units on campus, and from other institutions have presented colloquia, many of which focus on issues surrounding diversity, inclusion, and safe environments.

The committee commends the Department for providing an online graduation ceremony in response to the COVID-19 pandemic during spring 2020. Faculty and staff noted the importance for graduating students to celebrate this event and organized the ceremony during which graduate faculty read the names of each graduating student and

every student had the opportunity to say a few words to the attendees after their name was read. Given that faculty, staff, and students reported how moving the event was, the Department intends to hold similar graduation ceremonies for students at the end of each fall and spring semester.

The committee commends the program for the inclusive self-study process that involved program faculty, departmental faculty who teach program courses or supervise program students, current students and interns, program alumni, supervisors of students' practicum experiences, and employers of program graduates. The committee also commends the steady enrollment and the low student-to-faculty ratio that helps to achieve this steady enrollment by ensuring that each student receives ample attention and dedicated monitoring of their progress from their faculty advisor, as well as support from their peer mentor who is an advanced-level student in the program. In addition, the committee commends the program for recognizing the importance of cultural and individual differences and diversity in the training of school psychologists and incorporating these within the program, such as increasing diversity content in field experiences and focusing the topics of workshops and research colloquia on addressing diversity among students from underrepresented backgrounds.

The committee commends the program's reaffirmation of accreditation with the National Association of School Psychologists (NASP) in 2016 as part of the University-wide teacher education unit's accreditation with the Council for the Accreditation of Educator Preparation (CAEP). The committee also commends the program's reaffirmation of accreditation with the American Psychological Association (APA) in 2020 and that all students who desired an APA-accredited internship placement were able to secure one. In addition, the program is approved by the Illinois State Board of Education (ISBE) to prepare students for licensure as a school psychologist. Obtaining the Professional Educator License-School Psychology endorsement requires that students pass an ISBE content examination, and the committee commends that 100% of students who attempted this examination passed it. The committee also commends that 100% of students who attempted the NASP Praxis Exam [needed to obtain the Nationally Certified School Psychologist (NCSP) credential] and 100% of students who attempted the Examination for Professional Practice in Psychology (EPPP; needed to obtain licensure as a psychologist for independent practice) passed those examinations. The latter is especially important given that more program alumni report being employed as health service providers in hospitals and medical centers.

The committee commends the program for making several changes to the curriculum to support student progress, such as altering course scheduling to better accommodate student travel between on-campus courses and off-campus field sites and requiring that students complete their dissertation proposal before they apply for their doctoral internship. The committee also commends establishing the Graduate Association of School Psychologists (GASP) in which all students in the two school psychology programs are members. GASP sponsors several events throughout the year that serve as fund-raising activities to support student travel to professional conferences and to support various mental health charities, as well as sponsors several social events for students. GASP actively supports a climate where peer and faculty interactions are natural dynamics of the two programs, and faculty and students attend several events together, such as receptions at professional conferences and social events after program-wide meetings.

Follow-up Report: Student participation in research and creative activity. The committee notes that the Department provided information as requested in the self-study report guidelines regarding student participation in activities such as presenting at research symposia and professional conferences or publishing peer-reviewed scholarship. The self-study report indicated the number of scholarly products, including peer-reviewed journal articles, book chapters, textbooks, books, and presentations, that have been produced by faculty during the current review period and how many of those included graduate students as co-authors or co-presenters. Although this information seems to address the report guidelines, the committee was unable to determine how many students publish and present with faculty based on this information because the scholarly product was the unit of analysis rather than the student. The committee asks that the faculty consider the numbers of students who have co-authored and co-presented with them during the current review period and report those numbers to provide a better sense of student participation in research and creative activity. The committee requests that the Department of Psychology submit its findings as a follow-up report to the Office of the Provost by May 15, 2022.

Recommendations. The Academic Planning Committee thanks faculty and staff of the Ph.D. in School Psychology program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within

the next regularly scheduled review cycle are provided in a spirit of collaboration with psychology faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue efforts to recruit students from culturally and individually diverse backgrounds. The committee recognizes the program's work to increase student diversity through targeted networking with other institutions that serve high numbers of students from underrepresented groups, such as Historically Black Colleges and Universities (HCBUs) and Hispanic Serving Institutions (HSIs), and through outreach to programs and initiatives on campus that serve students from underrepresented groups, such as registered student organizations (RSOs). Given the program's goal to improve such initiatives, the committee notes that these efforts among several others that were described can assist in recruiting underrepresented students to the program and thus also contribute to the program's goal to increase the number of culturally and individually diverse school psychologists.

Consider opportunities for program growth. The committee acknowledges the program's statements regarding the discontinuation of one school psychology doctoral program in the State of Illinois and the shortage of school psychologists in the state, as well as the program's consideration of changes that have occurred in the field, including increases in the percentages of children and youth at risk for social-emotional/behavioral challenges. Given such increases in demand with the shortage of individuals who are qualified to meet that demand, the committee notes that this may present an opportunity for the program to increase its enrollment, especially given the recent successes of program faculty in obtaining external funding that could continue to support students while they complete the program. The committee also recognizes that such growth would require additional faculty, among other resources, to ensure the student-to-faculty ratio needed for continued student success and encourages the program to explore those opportunities.

Continue to infuse diversity and inclusion throughout the curriculum and program. The committee recognizes the work that the Department has completed to incorporate more diversity within the curriculum, such as the faculty's commitment to expand the diverse content as part of all required courses. The committee also acknowledges the Department's efforts to support diversity, inclusion, and safe environments among students, faculty, and staff through the establishment of the Diversity Task Force of Graduate Students in Psychology and The Extending Empathy project. Given that additional opportunities for infusing diversity and inclusion with the program were identified in the self-study report, such as working to launch the Diversity Task Force of Graduate Students in Psychology again, the committee notes that such work is important because of the exposure across all areas of diversity (e.g., race/ethnicity, gender, disability) this will provide to students in the program. Student learning regarding diversity and inclusion can be informed by program assessment efforts and could include the consideration of program goals regarding diversity, inclusion, and safe environments.

Continue to monitor and decrease student time-to-degree. The committee acknowledges the work that the program has completed during the current review period to reduce students' time-to-degree, such as offering choices regarding required research experiences that students can make based on their own interests and requiring that students complete their dissertation proposal before they begin the required internship. Given that such changes have reduced time-to-degree compared to the previous review period, the committee notes that the additional efforts proposed in the self-study report, such as increasing the number of students who have finished data collection or defended their dissertations prior to beginning the internship, should assist in further decreasing time-to-degree.

Continue to implement and refine the student learning outcomes assessment plan. The committee recognizes faculty for their work to implement the assessment plan during the current review cycle. Given other initiatives identified by the Department, such as further infusing diversity and inclusion within the curriculum, the committee notes that continued examination of student learning can both inform these initiatives and provide a more holistic perspective on student learning in the program. In addition, consistently gathering feedback from multiple stakeholders, developing mechanisms for using this feedback among other gathered information, and indicating how this information has been used to inform program changes will assist in supporting student learning throughout the program.

REVIEW OF THE B.S. IN ACCOUNTANCY

Classification of Instruction Programs (CIP) Code: 52.0301
Accounting

OVERVIEW

The B.S. in Accountancy program is housed in the Department of Accounting within the College of Business. The Department offers four degree programs: B.S. in Accountancy; Integrated B.S./M.P.A. in Accountancy; M.S. in Accountancy, and B.S. in Information Systems. Additionally, the Department offers a minor in accountancy and developed three graduate certificates since the previous program review: Data Scientist: Business Information Systems in Accounting; Forensic Accountant; and Information Systems (IS) Audit and Control Specialist. The last review of the B.S. in Accountancy program occurred in 2012-2013.

The curriculum of the B.S. in Accountancy program is designed to provide a base level of accounting knowledge to prepare students to sit for the Uniform Certified Public Accountant (CPA) examination. The Illinois Board of Examiners requires at least 150 credit hours of coursework to sit for the examination, including specific requirements regarding accounting and business courses. Because the B.S. in Accountancy program requires 120 credit hours, students intending to take the CPA examination may opt to complete a second undergraduate degree program, seek admission to the Integrated B.S./M.P.A. in Accountancy program, or apply to the M.S. in Accountancy program. The curriculum continues to change in response to changes in educational requirements necessary for the CPA examination. Students enrolling in the B.S. in Accountancy select one of five sequences that are offered: Accounting Business Analytics (new since last program review), Accounting Information Systems, Career Specialty, Financial Accounting, and Business Information Systems Accounting.

Enrollment by Plan of Study, Fall Census Day, 2013-2020

B.S. in Accountancy, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Accounting Business Analytics sequence	--	--	--	--	--	--	--	9
Business Information Systems Accounting sequence	17	14	32	46	51	53	53	29
Accounting Information Systems sequence	10	3	14	24	22	29	24	19
Career Specialty sequence	5	3	5	5	5	1		
Financial Accounting sequence	461	548	583	611	579	518	441	402
No subplan			5	2	4	6	3	
Totals	493	568	639	688	661	607	521	

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 2018, fall 2018, and spring 2019.

The Accounting Business Analytics sequence became effective May 2019.

Degrees Conferred by Plan of Study, Fall Census Day, 2013-2020
B.S. in Accountancy, Illinois State University
 First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Accounting Business Analytics sequence	--	--	--	--	--	--	--	--
Business Information Systems Accounting sequence	0	0		21	1	5	4	
Accounting Information Systems sequence	112	122		1	--	2	2	
Career Specialty sequence								
Financial Accounting sequence				146	139	161	153	
Totals				168	140	168	159	109

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 2018, fall 2018, and spring 2019.

The Accounting Business Analytics sequence became effective May 2019.

EXECUTIVE SUMMARY
PROGRAM REVIEW SELF-STUDY REPORT

Program goals

- Goal 1:** Students will be technically prepared for a career in accounting.
- Goal 2:** Students will be ethical participants in society.
- Goal 3:** Students will be effective communicators.
- Goal 4:** Students will be critical thinkers and be able to use analytical skills in decision making.

Student learning outcomes

- Objective 1a:** Students will gain knowledge of business processes and be able to record, analyze, and interpret relevant data and information from those processes.
- Objective 1b:** Students will gain knowledge above foundation level in financial, taxation, managerial, and audit.
- Objective 1c:** Students will gain knowledge about accounting information systems and how to perform data analytics.
- Objective 2:** Students will obtain knowledge of the regulatory and ethical environment for accountants.
- Objective 3:** Students will be effective written and oral communicators.
- Objective 4:** Students will use critical thinking and analytical skills to identify accounting issues and develop questions, apply appropriate analyses, interpret results, and communicating conclusions.

Program curriculum (2019-2020)

The curriculum follows the traditional model of a business school that is accredited by the Association to Advance Collegiate Schools of Business-International (AACSB). All undergraduate students enrolled in one of the College's degree programs must satisfactorily complete a common set of core courses in the different functional areas of business (e.g., accounting, management, marketing, and finance). After completing the core courses, students enrolled in the B.S. in Accountancy program must complete two accounting courses and the requirements under one of the following sequences: Accounting Business Analytics, Accounting Information Systems, Business Information Systems Accounting, Career Specialty, or Financial Accounting.

Graduation requirements (Accounting Business Analytics sequence):

120 credit hours including 78 credit hours for the degree program and 36 credit hours for General Education. The 78 credit hours for the degree program include 64 credit hours of business courses and 10 credit hours of courses external to the Department of Accounting.

Graduation requirements (Accounting Information Systems sequence):

120 credit hours including 74 credit hours for the degree program and 36 credit hours for General Education. The 74 credit hours for the degree program include 64 credit hours of business courses and 10 credit hours of courses external to the Department of Accounting.

Graduation requirements (Business Information Systems Accounting sequence):

120 credit hours including 74 credit hours for the degree program and 36 credit hours for General Education. The 74 credit hours for the degree program include 64 credit hours of business courses and 10 credit hours of courses external to the Department of Accounting.

Graduation requirements (Career Specialty sequence):

120 credit hours including 62 credit hours for the degree program and 36 credit hours for General Education. The 62 credit hours for the degree program include 52 credit hours of business courses, 10 credit hours of courses external to the Department of Accounting, and 12 credit hours in another specialized area.

Graduation requirements (Financial Accounting sequence):

120 credit hours including 71 credit hours for the degree program and 36 credit hours for General Education. The 71 credit hours for the degree program include 55 credit hours of business courses, 10 credit hours of courses external to the Department of Accounting, and six credit hours of accounting electives.

Program delivery

The program is offered on the Normal campus.

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

The Department launched an accounting specific study abroad experience in Belgium during spring2020. The program is offered in conjunction with the University of Antwerp over spring break. Many additional study abroad opportunities are offered through the Carson and Iris Varner International Business Institute located in the College of Business.

Department faculty (Fall 2020)

21 tenure track faculty members (8 Professors, 6 Associate Professors, and 7 Assistant Professors)

14 non-tenure track faculty members (7 full-time, 7 part-time, totaling 10.0 FTE)

Undergraduate student to faculty ratio: 26 to 1

Undergraduate student to tenure-line faculty ratio: 37 to 1

Specialized accreditation

The Department of Accounting holds separate accounting accreditation, in addition to that held by the College of Business as a whole, from the Association to Advance Collegiate Schools of Business-International (AACSB).

The Department encourages licensure as a Certified Public Accountant (CPA) and/or Certified Management Accountant (CMA). Most students select to complete the Financial Accounting sequence, as it is intended to prepare students for the Uniform Certified Public Accountant (CPA) examination. However, because the B.S. in Accountancy program requires 120 credit hours for graduation, the program does not automatically provide the educational requirements necessary to sit for the CPA examination in Illinois (Illinois requires at least 150 credit hours).

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

The accountancy field faces several future challenges but also has many possible opportunities. The Illinois CPA Society recently met with the chairpersons of all the accountancy programs in the state, and this group will continue to meet to navigate the future successfully. One of the trends that has been noted is a decline both in enrollment and in those taking the CPA examination. The CPA examination is being modernized in 2024 to address some of the declining interest in the field and will have a broader base of expertise and more options for those entering the field.

Another issue is the rapid use of technology (i.e., artificial intelligence and bots) to replace entry-level accounting positions. The program faculty has made major changes to the curriculum since the last program review to incorporate data analytics with specific classes and specific applications within classes. Program faculty continue to discuss further curriculum changes that might include the building of bots as students may have to do this in their jobs in the near future. The Department will continue to work with other schools in the state and across the nation regarding how to modernize the accountancy field. The program faculty will also work closely with the state regulator (Illinois Board of Accountancy) and the Illinois CPA Society to ensure the curriculum represents the skills needed in the future. Of course, separate accounting accreditation with the AACSB will help to implement best practices for the future success of the program's students.

Responses to previous program review recommendations

The 2012-2013 program review resulted in four recommendations.

1. Continue to monitor and improve the assessment plan, utilize assessment results to make program improvements, and document how this has been addressed. The faculty have just formalized new learning objectives for each program, and those were approved by the program's faculty and advisory board in March 2020. Collection of assessment data under these new objectives will begin in the fall 2020 in preparation for the program's accreditation visit from AACSB in fall of 2021. The program faculty will continue to refine a collection and analysis of outcomes and adjust the curriculum accordingly.

2. Formalize recent efforts to enhance student diversity into an ongoing program-sponsored initiative to ensure continuity of effort and success. A diversity goal is part of the strategic plan for the College and Department. Program faculty continue to grow the departmental registered student organizations (RSOs) to support and recruit diverse students. The Department has two specific RSOs for diversity: National Association of Black Accountants (NABA) and Accounting and Financial Women's Alliance (AFWA). NABA has grown since the previous program review, and AFWA is a new RSO. Both groups are associated with national professional chapters to support students as they transition to work settings. These national professional chapters host national conferences, and the program sends officers and other interested students to these conferences where they receive national internships, career guidance, and a sense of belonging. The Department pays all costs for the attending students because program donors are very supportive of diversity and inclusion efforts. The Department also has new scholarships for recruiting and retaining diverse students. The percentages of diverse students in the Department are around 25 percent for the B.S. Accountancy program. Program faculty will continue to work to grow that percentage but are consistent with the university's percentages at present.

3. Establish and implement a plan to recruit faculty from underrepresented groups. The Department has made progress in recruiting geographically diverse faculty since the previous program review cycle. The Department now has international faculty from Australia, the United Kingdom, Jordan, India, China, Belgium, and Thailand. The Department also has a faculty member who attained the doctoral degree in Germany. The program advertises with outlets that promote diversity when recruiting, but there is a shortage of accounting and business information systems faculty overall. In addition, the Department often is unable to hire diverse candidates because the Department cannot pay as much as larger institutions. Having additional funds to supplement diverse candidate salaries would help when hiring. That said, the program faculty will continue to work on this important goal.

4. Monitor and, if appropriate, work with Enrollment Management and Academic Services to address trends in qualifications of new students, both native and transfer, to ensure a diverse group of high-quality students. The program faculty have completed some work in this area by ensuring that Enrollment Management is aware of the incoming student scholarships, many of which are targeted at diverse students. Program faculty also work very well with INTO on campus, and the Department has seen a steady increase in international students in its programs.

Program faculty will continue to work closely with Enrollment Management and INTO to increase student diversity.

Major findings

- For student success, the program's academic advisor should be housed within the Department and the Department needs more advising support overall. The College of Business academic advisors' caseloads are twice the number of students that they should be according to best practices (600-700 students vs. 300-350 recommended by best practices)
- Students who complete a second degree program to be eligible for the CPA examination are below the national average pass rate on the examination. However, those with a master's degree are greatly above the national average. Department faculty have recently been encouraging students to complete the master's degree when sitting for the CPA examination and to consider the CMA examination or other licensure exams as options when pursuing the B.S. in Accountancy program. The CMA examination can be taken with only 120 credit hours, so this is a better fit and less expensive option for some students.
- The Department has work to do with encouraging students to be a part of the Honors program. There has been an increasing number of transfer students enrolling in the program, so this may have some impact on Honors participation.
- The program faculty still must work harder to attract and retain domestic minority students. The Department has an outreach committee but will need to ensure that the committee also has goals for reaching under-served populations.
- Program faculty need to encourage more of students to study abroad.
- The Department curriculum committee should explore the feasibility of an accelerated master's degree in accounting. The Department likely cannot support a doctoral program due to cost. The curriculum committee should also explore a possible online master's degree as a competitive advantage. Program faculty also should examine the curriculum to enhance our experiential learning opportunities within the undergraduate courses. The curriculum committee also needs to explore the possibilities of pursuing a taxation sequence.
- The Department must continue to work on hiring a domestically diverse faculty. Additional funding will likely be needed for salary supplementation for diverse faculty members as the program must compete for these faculty with larger institutions.
- The field of accountancy is quickly evolving, and the program faculty must adapt the programs accordingly. The program is experiencing some enrollment decline as are most programs in the state. The program faculty have updated the curriculum to include an emphasis on technology and analysis, but faculty must continue to work with regulators, other programs in the state, employers, and the program's accreditor to continue to update the curriculum.

Initiatives and plans

- The program faculty will pursue the goals from the Department's strategic plan.
- Among these goals, program administration and faculty will:
 - Request that an academic advisor be housed in the Department and request additional advising resources for student success.
 - Encourage students to consider not just the CPA but other licensures and certifications.
 - Continue to improve the diversity of students and faculty.
 - Encourage students to study abroad and to join the Honors program.
 - Explore alternative program options such as an online or accelerated master's degree.
 - Continue to partner with the other accounting programs in the state, program regulators, employers, and the program's accreditor to adapt the programs to meet the increased need for technology and other skills .

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders. The curricula of the B.S. in Accountancy and the Integrated B.S./M.P.A. in Accountancy programs overlap considerably, particularly during the first three years of both programs. Nearly two thirds of undergraduate students in the Department of Accounting enroll in the B.S. in Accountancy program and select one of five sequences (Accounting Business Analytics, Accountancy Information Systems, Accountancy Business Information Systems, Career Specialty, and Financial Accounting). Most students opt for the Financial Accounting sequence, as it is intended to prepare students for the Uniform Certified Public Accountant (CPA) Examination. However, because the B.S. in Accountancy program requires 120 credit hours for graduation, the program does not automatically provide the educational requirements necessary to sit for the CPA exam in Illinois (Illinois requires at least 150 credit hours). It is common for students in the B.S. in Accountancy program to double major in finance to obtain the 30 additional credit hours necessary to sit for the exam.

The committee commends the program faculty for their efforts to support the success of their students. We note that the analysis of enrollments during the review period shows a decreasing trend that mirrors those seen at other institutions within the state and nationally. The committee supports faculty efforts to explore further expansion of program enrollment during the next program review cycle through the use of several unique recruitment strategies identified in the self-study report that the program has begun using (e.g., scholarships from donors, increased communication with community colleges, student admissions ambassadors). We further commend program faculty for the development of the new sequence in Accounting Business Analytics. The committee commends the program for the support of many registered student organizations (RSOs), including the National Association of Black Accountants (NABA) and the newly developed Accounting and Financial Women's Alliance (AFWA). The committee commends faculty efforts that have reduced average time-to-degree, including efforts to improve tutoring for students to reinforce basic subject content before completing more advanced courses and to develop a condensed course designed to help students complete their internships during the industry's busiest time. We also note that the employment and salary data indicate strong outcomes for program graduates.

The committee commends the program for the creative and varied curricular options it provides students to meet their educational and career goals, including the option to transfer into and out of the Integrated B.S./M.P.A. in Accountancy program, work toward a second major to meet the prerequisites for the CPA exam, and enroll in one of several sequences specially designed for students not interested in pursuing certification. We further commend the program faculty for their work to create the new sequences and to update the courses within the curriculum to integrate data analytics and information systems content in response to feedback from the program's specialized accreditor and to changes in the employment sector. The committee recognizes the program for maintaining and expanding industry partnerships for the benefit of the program, its students, and its faculty. We further commend the Department of Accounting and the College of Business on their continued accreditation by the Association to Advance Collegiate Schools of Business-International (AACSB) and wish them well for their reaccreditation efforts in fall 2021.

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

The committee notes the scholarly contributions of the Accountancy faculty members. Faculty members are active researchers who publish in national and international peer-reviewed journals.

Follow-up Reports.

Comparator and Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their

program has among its peers and to gather information for program planning. The committee would like the program to revisit these two sections of the self-study. The comparator analysis used programs defined by the College's accrediting body which only included one in-state institution. Furthermore, the analyses were primarily descriptive, without providing insights gained from the comparisons. Although the faculty did discuss aspirational initiatives, the committee determined that the aspirational analysis was underdeveloped. The committee asks the faculty to address this through an expanded analysis of aspirational programs that could help develop strategies for addressing the initiatives faculty has identified. Accordingly, the committee asks faculty to revisit their discussions of comparator and aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2022.

Recommendations.

The Academic Planning Committee thanks faculty and staff of the B.S. in Accountancy program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with program faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

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

Continue to focus on diversity, inclusion, and equity. Although the committee recognizes the efforts to increase the international diversity of students within the program, the committee encourages the program to continue to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students (as mentioned above) but also for faculty recruitment from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. We encourage the program faculty to examine ways to infuse diversity, equity, and inclusion into the curriculum

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee encourages the program to continue developing opportunities for student scholarship and creative activities. The committee further recommends that the program faculty develop a system to collect and analyze data related to students exiting the program to identify challenges related to retention. The committee notes the program's concerns regarding extremely high advisor loads. We support the efforts to develop avenues designed to reduce these loads. We also recommend that the College Advisement Center review their metrics for advising effectiveness, looking beyond student outcomes exclusively. We suggest that looking to aspirational institutions may provide valuable insights for the development of action items for this plan.

Complete a review and evaluation of the changes to the curriculum. The committee encourages faculty to review and revise the different sequences to ensure that students can successfully identify which sequence is most appropriate for their intended career outcome. The committee notes that the pass rates on the CPA exam are below national and comparator averages. We recommend that the program faculty continue to explore developing further supports designed to increase these rates. Given the high incidence of students with double majors, we recommend that an analysis examines which paired majors lead to higher CPA exam success. The committee also recommends exploring ways to communicate career opportunities associated with the Certified Management Accountant (CMA) license, especially for those students not immediately pursuing the 150 hours required for the CPA license.

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

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection related to accountancy to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the Department and Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the Department, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes assessment plan for the program.

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

REVIEW OF THE INTEGRATED B.S./M.P.A. IN ACCOUNTANCY

Classification of Instruction Programs (CIP) Code: 52.0301A
Accounting

OVERVIEW

The Integrated B.S./M.P.A. in Accountancy program is housed in the Department of Accounting within the College of Business. The Department offers four degrees: B.S. in Accountancy; Integrated B.S./M.P.A. in Accountancy; M.S. in Accountancy, and B.S. in Business Information Systems. Additionally, the Department offers a minor in accountancy and developed three graduate certificates since the previous program review: Data Scientist: Business Information Systems in Accounting; Forensic Accountant; and Information Systems (IS) Audit and Control Specialist. The last review of the Integrated B.S./M.P.A. in Accountancy program occurred in 2012-2013.

The curriculum of the Integrated B.S./M.P.A. in Accountancy program is designed to provide a base level of accounting knowledge to prepare students to sit for the Uniform Certified Public Accountant (CPA) examination. The Illinois Board of Examiners requires at least 150 credit hours of coursework to sit for the examination, including specific requirements regarding accounting and business courses. Students who are interested in accountancy and intend to take the CPA examination may opt to seek admission to the Integrated B.S./M.P.A. in Accountancy program. Coursework in this program shares elements with the B.S. in Accountancy and the M.S. in Accountancy programs. The Integrated B.S./M.P.A. program is unique among the three in its sequencing of coursework during the fourth and fifth years in that students complete a graduate-level research course in the first semester of their fourth year to prepare them for accounting research throughout the remainder of the program. The curriculum continues to change in response to changes in educational requirements necessary for the CPA examination. Students enrolling in the Integrated B.S./M.P.A. in Accountancy select one of two sequences that are offered: Accounting and Information Systems or Professional Accountancy.

Enrollment by Plan of Study, Fall Census Day, 2013-2020
Integrated B.S./M.P.A. in Accountancy, Illinois State University
First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Accounting and Information Systems sequence	--	1	2	2	3	1	1	6
Professional Accountancy sequence	35	30	19	57	60	70	45	52
No subplan						1		
Totals	35	31	21	59	63	72	46	58

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 2018, fall 2018, and spring 2019.

Degrees Conferred by Plan of Study, Fall Census Day, 2013-2020
Integrated B.S./M.P.A. in Accountancy, Illinois State University
First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Accounting and Information Systems sequence	--	--	--	--	1	2	0	1
Professional Accountancy sequence				21	41	21	48	40

Totals	25	35	30	21	42	23	48	41
--------	----	----	----	----	----	----	----	----

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 2018, fall 2018, and spring 2019.

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

Program goals

- Goal 1:** Students will be technically prepared for a career in accounting.
- Goal 2:** Students will be ethical participants in society.
- Goal 3:** Students will be effective communicators.
- Goal 4:** Students will be critical thinkers and be able to use analytical skills in decision making.

Student learning outcomes

- Objective 1a:** Students will gain knowledge of business processes and be able to record, analyze, and interpret relevant data and information from those processes.
- Objective 1b:** Students will gain knowledge above foundation level in financial, taxation, managerial, and audit.
- Objective 1c:** Students will gain knowledge about accounting information systems and how to perform data analytics.
- Objective 2:** Students will obtain knowledge of the regulatory and ethical environment for accountants.
- Objective 3:** Students will be effective written and oral communicators.
- Objective 4:** Students will use critical thinking and analytical skills to identify accounting issues and develop questions, apply appropriate analyses, interpret results, and communicating conclusions.

Program curriculum (2019-2020)

The curriculum follows the traditional model of a business school that is accredited by the Association to Advance Collegiate Schools of Business-International (AACSB). All undergraduate students enrolled in one of the College’s degree programs must satisfactorily complete a common set of core courses in the different functional areas of business (e.g., accounting, management, marketing, and finance). After completing the core courses, students enrolled in the Integrated B.S./M.P.A. in Accountancy program must complete two accounting courses and the requirements under one of the following sequences: Accounting and Information Systems or Professional Accountancy.

Graduation requirements (Accounting and Information Systems sequence):
150 credit hours including 104 credit hours for the degree program and 36 credit hours for General Education. The program generally includes 30 credit hours of graduate-level courses. The 104 credit hours for the degree program include 70 credit hours of business courses, 10 credit hours of courses external to the Department of Accounting, 6 credit hours of required accounting courses, 12 credit hours of elective accounting courses, and 6 credit hours of additional accounting or business courses.

Graduation requirements (Professional Accountancy sequence):
150 credit hours including 104 credit hours for the degree program and 36 credit hours for General Education. The program generally includes 30 credit hours of graduate-level courses. The 104 credit hours for the degree program include 70 credit hours of business courses, 10 credit hours of courses external to the Department of Accounting, 15 credit hours of required accounting courses, and 9 credit hours of additional accounting or business courses.

Program delivery

The program is offered on the Normal campus.

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

The Department launched an accounting-specific study abroad experience in Belgium during spring 2020. The program is offered in conjunction with the University of Antwerp over spring break. Many additional study abroad opportunities are offered through the Carson and Iris Varner International Business Institute located in the College of Business.

Department faculty (Fall 2020)

21 tenure track faculty members (8 Professors, 6 Associate Professors, and 7 Assistant Professors)

14 non-tenure track faculty members (7 full-time, 7 part-time, totaling 10.0 FTE)

Undergraduate student to faculty ratio: 26 to 1

Undergraduate student to tenure-line faculty ratio: 37 to 1

Specialized accreditation

The Department of Accounting holds separate accounting accreditation, in addition to that held by the College of Business as a whole, from the Association to Advance Collegiate Schools of Business-International (AACSB).

The Department encourages licensure as a Certified Public Accountant (CPA) and/or Certified Management Accountant (CMA).

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

The accountancy field faces several future challenges but also has many possible opportunities. The Illinois CPA Society recently met with the chairpersons of all the accountancy programs in the state, and this group will continue to meet to navigate the future successfully. One of the trends that has been noted is a decline both in enrollment and in those taking the CPA examination. The CPA examination is being modernized in 2024 to address some of the declining interest in the field and will have a broader base of expertise and more options for those entering the field.

Another issue is the rapid use of technology (i.e., artificial intelligence and bots) to replace entry-level accounting positions. Program faculty have made major changes to the curriculum since the last program review to incorporate data analytics with specific classes and specific applications within classes. Program faculty continue to discuss further curriculum changes that might include the building of bots as students may have to do this in their jobs in the near future. The Department will continue to work with other schools in the state and across the nation regarding how to modernize the accountancy field. The program will also work closely with state regulators (Illinois Board of Accountancy) and the Illinois CPA Society to ensure the curriculum represents the skills needed in the future. Of course, separate accounting accreditation with the AACSB will help to implement best practices for the future success of the program's students.

Responses to previous program review recommendations

The 2012-2013 program review resulted in three recommendations.

1. Establish and implement a plan to recruit faculty from underrepresented groups. The Department has made progress in recruiting geographically diverse faculty since the previous program review cycle. The Department now has international faculty from Australia, the United Kingdom, Jordan, India, China, Belgium, and Thailand. The Department also has a faculty member who attained the doctoral degree in Germany. The program advertises with outlets that promote diversity when recruiting, but there is a shortage of accounting and business information systems faculty overall. In addition, the Department often is unable to hire diverse candidates because the Department cannot pay as much as larger institutions. Having additional funds to supplement diverse candidate salaries would help when hiring. That said, the Department will continue to work on this important goal.

2. Continue to monitor and improve the assessment plan, utilize assessment results to make program improvements, and document how this has been addressed. The faculty adopted new learning objectives for all four

programs in March 2020, and these objectives have been approved by the advisory board. All content area groups in the Department met in 2020 to determine where to measure the new goals. Data collection and analysis of the new objectives will be implemented in fall 2020 and spring 2021.

3. Continue efforts to increase the percentage of underrepresented groups in the student population, particularly among students accepted into and completing the M.P.A. segment of the program. A diversity goal is part of the strategic plan for the College and Department. The program continues to grow departmental registered student organizations (RSOs) to support and recruit diverse students. The Department has two specific RSOs for diversity: National Association of Black Accountants (NABA) and Accounting and Financial Women's Alliance (AFWA). NABA has grown since the previous program review, and AFWA is a new RSO. Both groups are associated with national professional chapters to support students as they transition to work settings. These national professional chapters host national conferences and the program sends officers and other interested students to these conferences where they receive national internships, career guidance, and a sense of belonging. The Department pays all costs for the attending students because program donors are very supportive of diversity and inclusion efforts. The Department believes that more scholarships for the fifth year would make an important contribution to maintaining diverse student enrollment because the fifth year of study is not covered by Pell grants. Program faculty will continue to work on this important goal, especially for the fifth year when the program seems to be losing diverse students, likely due to cost considerations.

Major findings

- The enrollment of students from under-represented groups has been inconsistent and less than what program faculty would like in comparison to the under-represented student enrollment in the B.S. in Accountancy program. Female student numbers are much better than the B.S. Accountancy degree as high-performing female students are recruited for the Integrated B.S./M.P.A. in Accountancy program through the Illinois State University Presidential and University Scholars programs. The Department has established the RSOs NABA to support under-represented students and AFWA to support female students. However, the fifth year of study is not covered under Pell grants, which is a deterrent for many students. It is clear that the program is losing diverse students prior to the fifth year, so financial support is critical.
- Program faculty need to encourage more students to study abroad.
- The Department curriculum committee should explore the feasibility of an accelerated master's degree in accounting. The Department likely cannot support a doctoral program due to cost. The curriculum committee should also explore a possible online master's degree as a competitive advantage. Program faculty also should examine the curriculum to enhance experiential learning opportunities within undergraduate courses. The curriculum committee also needs to explore the possibilities of pursuing a taxation sequence.
- The Department must continue to work on hiring a domestically diverse faculty. Additional funding will likely be needed for salary supplementation for diverse faculty members as the Department must compete for these faculty with larger institutions.
- The field of accountancy is quickly evolving, and program faculty must adapt the programs accordingly. The program is experiencing some enrollment decline as are most programs in the state. Program faculty have updated the curriculum to include an emphasis on technology and analysis, but faculty must continue to work with regulators, other programs in the state, employers, and the program's accreditor (AACSB) to continue to update the curriculum.

Initiatives and plans

The program faculty will pursue the goals from the Department strategic plan including:

- Continue to build upon the success of this program with additional recruiting, advisor attention, and promotional materials.
- Continue to outperform the program's competitor institutions on CPA examination pass rates.
- Continue to improve the diversity of students and faculty.
- Encourage students to study abroad.
- Explore alternative program options such as an accelerated program or an online program.
- Continue to partner with other accounting programs in the state, regulators, employers, and the program's accreditor to adapt the programs to meet the increased need for technology and other skills.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the Integrated B.S./M.P.A. in Accountancy program to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders. The B.S./M.P.A. is the recommended choice for students entering the Department of Accounting as freshmen who are seeking to sit for the Uniform Certified Public Accountant (CPA) examination following graduation. The program incorporates 150 hours of study (Illinois requires at least 150 credit hours for the CPA exam) and integrates undergraduate and graduate courses over the last two years of the program. The program requires a second admission and Department review for continuation in the program after the third year. At that time students may select one of two sequences: Accountancy and Information Systems or Professional Accountancy. Students who do not meet the second admission criteria (GMAT, GPA, and specific course requirements) are advised to switch to the B.S. in Accountancy program. The curriculum is delivered by faculty members who collaborate to provide foundational courses and specialized courses.

The committee commends the program faculty for their efforts to support the success of their students. We note that the analysis of enrollments during the period of review shows a decreasing trend that mirrors those seen at other institutions within the state and nationally. The committee supports faculty efforts to explore further expansion of program enrollment during the next program review cycle through the use of several unique recruitment strategies identified in the self-study report that the program has begun using (e.g., scholarships, increased communication with community colleges, open houses, Redbird Days, Presidential Scholar luncheons, and admissions ambassadors). While the committee recognizes the efforts to increase the international diversity of students within the program, we encourage the program to continue refining and implementing their plan for student recruitment, including strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. The committee commends the emphasis on recruiting through the Illinois State Presidential and University Scholars programs which have resulted in higher percentages of female students enrolled in the program (relative to the B.S. in Accountancy program). The committee commends the program for their support of many registered student organizations (RSOs) including the newly developed Accounting and Financial Women's Alliance (AFWA). We also commend the efforts to develop improved tutoring, the development of the condensed course designed to help students complete their internships, and the establishment of the jumpstart program designed to better prepare students for the CPA exam. The committee congratulates the program on the 76% pass rates by students on the CPA exam which is well above the national average of 55%. The committee recognizes the faculty efforts that have reduced average time-to-degree such that while all students complete the program within five years, some students are able to complete the degree within four years (19.4 percent in 2019 and 10.7 percent in 2020). We also note that the employment and salary data indicate strong outcomes for program graduates.

The committee commends the program for the creative and varied curricular options it provides its students to meet their education and career goals, including the option to transfer into and out of the Integrated B.S./M.P.A. program. We further commend the program faculty for their work to create the new sequence and to update the courses within the curriculum to integrate data analytics and information systems in response to feedback from the program's specialized accreditor and to changes in the employment sector. The committee recognizes the program for maintaining and expanding industry partnerships for the benefit of the program, its students, and its faculty. We further commend the Department of Accounting and the College of Business on their continued accreditation by the Association to Advance Collegiate Schools of Business-International (AACSB) and wish them well on their reaccreditation efforts in fall 2021.

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

The committee recognizes the faculty members of the program for their scholarly contributions to the B.S./M.P.A. in Accountancy program. Nearly all tenure track faculty members in the Department of Accounting are or have applied to become members of the graduate faculty. Faculty members are active researchers who publish in national and international peer-reviewed journals.

Follow-up Reports.

Comparator and Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee would like the program to revisit these two sections of the self-study. The comparator analysis used programs defined by the College's accrediting body which only included one in-state institution. Furthermore, the analyses were primarily descriptive, without providing insights gained from the comparisons. Although the faculty did discuss aspirational initiatives, the committee determined that the aspirational analysis was underdeveloped. The committee asks the faculty to address this through an expanded analysis of aspirational programs that could help develop strategies for addressing the initiatives faculty have identified. Accordingly, the committee asks faculty to revisit their discussions of comparator and aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2022.

Recommendations.

The Academic Planning Committee thanks faculty and staff of the Integrated B.S./M.P.A. in Accountancy program for the opportunity to provide input regarding the programs at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to monitor enrollment trends and refine the plan for recruitment and enrollment growth. The committee encourages faculty to continue to actively evaluate the program's recruitment plans to ensure that Illinois State University is meeting the needs of both the program and the State. The committee supports faculty efforts to explore further expansion of program enrollment, while at the same time monitoring the impact that increased enrollments may have on program quality (e.g., class sizes). The committee encourages the program to continue to develop and implement a plan for student recruitment, including strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline.

Continue to focus on diversity, inclusion, and equity. While the committee recognizes the efforts to increase the international diversity of students within the program, the committee encourages the program to continue to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students (as mentioned above) but also for faculty recruitment from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. We encourage the program faculty examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee encourages the program to continue developing opportunities for student scholarship and creative activities. The committee further recommends that the program faculty develop a system to collect and analyze data related to students exiting the program to identify challenges related to retention. The committee notes the program's concerns regarding extremely high advisor loads. We support the efforts to develop avenues designed to reduce these loads. We also recommend that the College Advisement Center review their metrics for advising effectiveness, looking beyond

student outcomes exclusively. We suggest that looking to aspirational institutions may provide valuable insights for the development of action items for this plan.

Complete a review and evaluation of the changes to the curriculum. The committee encourages faculty to review and revise the different sequences to ensure that students can successfully identify which sequence is most appropriate for their intended career outcome. The committee notes that between 100 to 150 students typically select the B.S./M.P.A. as freshmen, but that only 60 typically meet the requirements to enter the M.P.A. stage of the program. We recommend that the program faculty review the required courses to ensure that they are meeting the needs of all of the students in the major, not just those interested in pursuing the CPA license. We recommend that the program faculty explore developing further supports designed to increase the number of students who can transition from the B.S. portion of the program into the M.P.A. portion.

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

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection related to accountancy to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the Department and Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending among faculty and students. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the Department, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes assessment plan for the program.

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

REVIEW OF THE M.S. IN ACCOUNTANCY

Classification of Instruction Programs (CIP) Code: 52.0301
Accounting

OVERVIEW

The M.S. in Accountancy program is housed in the Department of Accounting within the College of Business. The Department offers four degrees: B.S. in Accountancy; Integrated B.S./M.P.A. in Accountancy; M.S. in Accountancy, and B.S. in Business Information Systems. Additionally, the Department offers a minor in accountancy and developed three graduate certificates since the previous program review: Data Scientist: Business Information Systems in Accounting; Forensic Accountant; and Information Systems (IS) Audit and Control Specialist. The last review of the M.S. in Accountancy program occurred in 2012-2013.

The curriculum of the M.S. in Accountancy program is designed to provide students with an advanced level of knowledge in financial accounting theory, accounting research, and management information systems through the measurement, analysis, and communication of financial and other information. The curriculum is designed to be completed in no more than three semesters. Coursework in the program is similar to coursework in the final two years of the Integrated B.S./M.P.A. in Accountancy program. However, unlike students in the integrated program, students in the master's degree program are not required to complete an internship. In addition, course sequencing and the content of the information systems course differs between the two programs. The curriculum continues to change in response to changes in educational requirements for the Uniform Certified Public Accountant (CPA) examination.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2013-2020

M.S. in Accountancy, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Enrollments	31	36	32	30	23	20	23	33
Degrees	15	23	23	24	22	22	16	17

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 2018, fall 2018, and spring 2019.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

- Goal 1:** Students will be technically prepared for a career in accounting.
- Goal 2:** Students will be ethical participants in society.
- Goal 3:** Students will be effective communicators.
- Goal 4:** Students will be able to research current issues and topics in accounting.

Student learning outcomes

- Objective 1a:** Students will gain an advanced level of knowledge in financial accounting theory
- Objective 1b:** Students will gain an advanced level of knowledge in a specific area of accounting, such as managerial accounting, auditing, taxation, financial or another area of accounting.

Objective 1c: Students will be able to perform data analytics.

Objective 2: Students will be able to recognize ethical dilemmas in professional situations and apply personal judgment and professional standards to respond thoughtfully to such dilemmas.

Objective 3: Students will be able to communicate accounting and business-related information effectively through written and oral forms.

Objective 4: Students will be able to analyze and understand the outcomes and implications of accounting research and identify and summarize research results.

Program curriculum (2019-2020)

M.S. in Accountancy requires 30 credit hours. This includes 9 credit hours of core courses, 6 credit hours of accounting elective courses, 3-12 hours of additional elective courses, 6 credit hours of courses external to the Department of Accounting, and a comprehensive examination.

Program delivery

The program is offered on the Normal campus.

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

Department faculty (Fall 2020)

21 tenure track faculty members (8 Professors, 6 Associate Professors, and 7 Assistant Professors)

14 non-tenure track faculty members (7 full-time, 7 part-time, totaling 10.0 FTE)

Undergraduate student to faculty ratio: 26 to 1

Undergraduate student to tenure-line faculty ratio: 37 to 1

Specialized accreditation

The Department of Accounting holds separate accounting accreditation, in addition to that held by the College of Business as a whole, from the Association to Advance Collegiate Schools of Business-International (AACSB).

The Department encourages licensure as a Certified Public Accountant (CPA) and/or Certified Management Accountant (CMA).

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

The accountancy field faces several future challenges but also has many possible opportunities. The Illinois CPA Society recently met with the chairpersons of all the accountancy programs in the state, and this group will continue to meet to navigate the future successfully. One of the trends that has been noted is a decline both in enrollment and in those taking the CPA examination. The CPA examination is being modernized in 2024 to address some of the declining interest in the field and will have a broader base of expertise and more options for those entering the field.

Another issue is the rapid use of technology (i.e., artificial intelligence and bots) to replace entry-level accounting positions. The faculty have made major changes to the curriculum since the last program review to incorporate data analytics with specific classes and specific applications within classes. The program faculty continue to discuss further curriculum changes that might include the building of bots as students may have to do this in their jobs in the near future. The Department will continue to work with other schools in the state and across the nation regarding how to modernize the accountancy field. The program will also work closely with the program's state regulator (Illinois Board of Accountancy) and the Illinois CPA Society to ensure the curriculum represents the skills needed in the future. Of course, separate accounting accreditation with the AACSB will help to implement best practices for the future success of the program's students.

Responses to previous program review recommendations

The 2012-2013 program review resulted in four recommendations.

1. *Establish and implement a plan to recruit faculty from underrepresented groups.* The Department has made progress in recruiting geographically diverse faculty since the previous program review cycle. The Department now has international faculty from Australia, the United Kingdom, Jordan, India, China, Belgium, and Thailand. The program also has a faculty member who attained the doctoral degree in Germany. The program advertises with outlets that promote diversity when recruiting, but there is a shortage of accounting and business information systems faculty overall. In addition, the Department often is unable to hire diverse candidates because the Department cannot pay as much as larger institutions. Having additional funds to supplement diverse candidate salaries would help when hiring. That said, the Department will continue to work on this important goal.

2. *Continue to monitor and improve the assessment plan, utilize assessment results to make program improvements, and document how this has been addressed.* The faculty adopted new learning objectives for all four programs in March 2020, and these objectives have been approved by the program's advisory board. All content area groups in the Department met in 2020 to determine where to measure the new goals. Data collection and analysis of the new objectives will be implemented in fall 2020 and spring 2021.

3. *Develop and implement a plan to recruit for student diversity, exploring use of targeted tuition waivers, assistantships, and privately funded scholarships.* A diversity goal is part of the strategic plan for the College and Department. The faculty do believe that more scholarships for the master's program would make an important contribution to retaining diverse students. The Department will continue to work on this important goal through privately funded scholarships. The program has used tuition waivers to target students from Ghana, and that has served those diverse students well.

4. *Support, promote, and recognize student scholarship, and encourage students to communicate their scholarship through publications and through presentation venues such as the Graduate Research Symposium.* This is still an area of growth for the M.S. in Accountancy program. There has been a small number of students who work with faculty on research projects, but they have not participated in the Graduate Research Symposium on campus. The next step would be to have students present there as well as through publications.

Major findings

- The enrollment of female students and students from under-represented groups has been steady but could be improved. The Department needs more scholarships for the master's program.
- The Department curriculum committee should explore the feasibility of an accelerated master's degree in accounting. The Department likely cannot support a doctoral program due to cost. The curriculum committee should also explore a possible online master's degree as a competitive advantage.
- The Department must continue to work on hiring a domestically diverse faculty. Additional funding will likely be needed for salary supplementation for diverse faculty members as the Department must compete for these faculty with larger institutions.
- The field of accountancy is quickly evolving, and the program faculty must adapt the programs accordingly. The program is experiencing some enrollment decline as are most programs in the state. The faculty have updated the curriculum to include an emphasis on technology and analysis, but faculty must continue to work with regulators, other programs in the state, employers, and the program's accreditor (AACSB) to continue to update the curriculum.

Initiatives and plans

The program faculty will pursue the goals from the Department strategic plan including:

- Continue to build upon the success of this program with additional recruiting, advisor attention, and promotional materials.
- Continue to outperform the program's competitor institutions on CPA examination pass rates.
- Continue to improve the diversity of students and faculty.
- Explore alternative program options such as an accelerated program or an online program.

- Continue to partner with other accounting programs in the state, regulators, employers, and the program's accreditor to adapt the programs to meet the increased need for technology and other skills.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the M.S. in Accountancy program to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders. The curriculum of the M.S. in Accountancy program is designed for students with appropriate credentials to prepare for the Uniform Certified Public Accountant (CPA) Examination (in Illinois this requires at least 150 credit hours). The curriculum provides students with an advanced level of knowledge in financial accounting theory, accounting research, and management information systems through the measurement, analysis, and communication of financial and other information. The curriculum is delivered by faculty members who collaborate to provide foundational courses and specialized courses.

The committee commends the program faculty for their efforts to support the success of their students. We note that the analysis of enrollments during the period of review shows a decreasing trend that mirrors those seen at other institutions within the state and nationally. However, we also congratulate the program on the recent enrollment rebound back to previous levels. The committee supports faculty efforts to explore further expansion of program enrollment during the next program review cycle through exploring the potential of alternative modes of delivery. We also support efforts to enhance experiential learning opportunities and the development of a taxation sequence in the program. Although the committee recognizes the efforts to increase the international diversity of students within the program, we encourage the program to continue refining and implementing their plan for student recruitment, including in the plan strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. The committee commends the program faculty efforts that have resulted in consistently high levels of program completion within three semesters (over 90 percent). We commend the program's graduates for their excellent performance rates on the CPA exam, exceeding local and national averages. The committee also notes that the employment and salary data indicate strong outcomes for program graduates.

The committee commends the program for the creative and varied curricular options it provides its students to meet their education and career goals. The committee recognizes the program for maintaining and expanding industry partnerships for the benefit of the program, its students, and its faculty. We further commend the Department of Accounting and the College of Business on their continued accreditation by the Association to Advance Collegiate Schools of Business-International (AACSB) and wish them well for their reaccreditation efforts in fall 2021.

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

The committee recognizes the faculty members of the program for their scholarly contributions to the M.S. in Accountancy program. Nearly all tenure track faculty members in the Department of Accounting are or have applied to become members of the graduate faculty. Faculty members are active researchers who publish in international peer-reviewed journals.

Follow-up Reports.

Comparator and Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee would like the

program to revisit these two sections of the self-study. The comparator analysis used programs defined by the College's accrediting body which only included one in-state institution, but the guidelines ask that the program faculty consider in-state comparator programs. Furthermore, the analyses were primarily descriptive, without providing insights gained from the comparisons. Although the faculty did discuss aspirational initiatives, the committee determined that the aspirational analysis was underdeveloped. The committee asks the faculty to address this through an expanded analysis of aspirational programs that could help develop strategies for addressing the initiatives faculty have identified. Accordingly, the committee asks faculty to revisit their discussions of comparator and aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2022.

Recommendations.

The Academic Planning Committee thanks faculty and staff of the M.S. in Accountancy program for the opportunity to provide input regarding the programs at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

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

Continue to focus on diversity, inclusion, and equity. Although the committee recognizes the efforts to increase the international diversity of students within the program, the committee encourages the program to continue to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students (as mentioned above) but also for faculty recruitment from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. We encourage the program faculty examine ways to infuse diversity, equity, and inclusion into the curriculum

Complete a review and evaluation of the changes to the curriculum. The committee encourages faculty to review and revise the curriculum to ensure that the program continues to meet student needs and to ensure that the requirements in the M.S. in Accountancy program and M.P.A. portion of the Integrated B.S./M.P.A. in Accountancy are consistent. We recommend that the program faculty consider the potential of developing online course delivery options that may meet the unique needs of students who may enroll in the program part-time due to full-time employment. The committee encourages the program to continue developing opportunities for student scholarship and creative activities.

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

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection related to accountancy to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the Department and Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the Department, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes assessment plan for the program.

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

REVIEW OF THE B.S. IN BUSINESS INFORMATION SYSTEMS

Classification of Instruction Programs (CIP) Code: 52.1201
Management Information Systems, General

OVERVIEW

The B.S. in Business Information Systems program is housed in the Department of Accounting within the College of Business. The Department offers four degrees: B.S. in Accountancy; Integrated B.S./M.P.A. in Accountancy; M.S. in Accountancy, and B.S. in Business Information Systems. Additionally, the Department offers a minor in accountancy and developed three graduate certificates since the previous program review: Data Scientist: Business Information Systems in Accounting; Forensic Accountant; and Information Systems (IS) Audit and Control Specialist. The last review of the B.S. in Business Information Systems program occurred in 2012-2013.

The curriculum of the B.S. in Business Information Systems program is designed to prepare students for business analyst positions in which they lead the design and development of leading-edge enterprise solutions. To succeed, the business analyst needs to understand both information technology and the functional areas of business. The core and elective business courses provide students with the knowledge and skills needed to work with users in functional areas of the business organization, whereas the business information systems courses teach students how to analyze business requirements and design and build business solutions. Internships are highly recommended and may count for credit as an elective. Historically, students in the program have been successful in obtaining paid internships that have led to employment offers. In the capstone course, students demonstrate their knowledge and skills by working in teams to develop a solution to a real problem for a real organization. Students enrolling in the program select either the general Business Information Systems sequence or the Business Analytics sequence.

Enrollment by Plan of Study, Fall Census Day, 2013-2020
B.S. in Business Information Systems, Illinois State University
First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Business Analytics sequence	--	--	--	--	--	--	--	17
Business Information Systems sequence	57	68	79	63	71	70	75	81
Total	57	68	79	63	71	70	75	98

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 2018, fall 2018, and spring 2019. The Business Analytics sequence began effective May, 2019.

Degrees Conferred by Plan of Study, 2013-2020
B.S. in Business Information Systems, Illinois State University
First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Business Analytics sequence	--	--	--	--	--	--	--	--
Business Information Systems sequence	15	11	15	29	25	21	22	24
Total	15	11	15	29	25	21	22	24

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 2018, fall 2018, and spring 2019. The Business Analytics sequence began effective May 2019.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

- Goal 1:** We want students to be technically prepared for a career in business information systems.
Goal 2: We want students to be ethical participants in society.
Goal 3: We want students to be effective communicators.
Goal 4: We want students to be critical thinkers and to be able to use analytical skills in decision making.

Student learning outcomes

- Objective 1a:** Students will be able to describe business processes and be able to record, analyze, and interpret relevant data and information from those processes.
Objective 1b: Students will obtain knowledge above foundation level in systems design, data analytics, decision science and project management.
Objective 1c: Students will gain knowledge of emerging technologies.
- Objective 2:** Students will obtain knowledge of the regulatory and ethical environment for business information systems.
- Objective 3:** Students will be able to communicate accounting and business-related information effectively and professionally through written, oral, and visual forms.
- Objective 4:** Students will use critical thinking and analytical skills to solve problems relevant to business information systems.

Program curriculum (2019-2020)

The curriculum follows the traditional model of a business school that is accredited by the Association to Advance Collegiate Schools of Business-International (AACSB). All undergraduate students enrolled in one of the College's degree programs must satisfactorily complete a common set of core courses in the different functional areas of business (e.g., accounting, management, marketing, and finance).

Graduation requirements (Business Information Systems sequence):

120 credit hours including 70 credit hours for the degree program and 39 credit hours for General Education. The 70 credit hours for the degree program include 48 credit hours of business courses, 9 credit hours of business information systems elective courses, and 13 credit hours of courses external to the Department of Accounting.

Graduation requirements (Business Analytics sequence):

120 credit hours including 70 credit hours for the degree program and 39 credit hours for General Education. The 70 credit hours for the degree program include 51 credit hours of business courses, 3 credit hours of international business elective courses, 3 credit hours of business elective courses, and 13 credit hours of courses external to the Department of Accounting.

Program delivery

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

Department faculty (Fall 2020)

21 tenure track faculty members (8 Professors, 6 Associate Professors, and 7 Assistant Professors)
14 non-tenure track faculty members (7 full-time, 7 part-time, totaling 10.0 FTE)
Undergraduate student to faculty ratio: 26 to 1

Undergraduate student to tenure-line faculty ratio: 37 to 1

Specialized accreditation

The College of Business as a whole is accredited by the Association to Advance Collegiate Schools of Business-International (AACSB). This includes the B.S. in Business Information Systems, although the Department of Accounting also holds separate accounting accreditation from AACSB.

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

The business information systems field faces many possible opportunities. The Information Systems Job Index published by the Association for Information Systems (AIS) in 2019 stated that the job market in 2019 is steady with 70 percent of bachelor's degrees placing at graduation. The average salary according to this survey is \$65,314 for those with a bachelor's degree, whereas those with a master's degree have an average salary of \$84,113. There were approximately three million jobs in the United States that were relevant to business information systems in 2018. There are about 1,300 business information systems programs in the United States that are often offered in business schools as well as in information technology schools or integrated with computer science programs. Most programs also are STEM (science, technology, engineering, and mathematics) designated. Sixty-three percent of those with bachelor's degrees in business information systems are male, and 50 percent of those with master's degrees are male. Seven percent of bachelor's degrees and 65 percent of master's degrees in this field are earned by international students. Internships are very important to receiving a job offer.

Responses to previous program review recommendations

The 2012-2013 program review resulted in six recommendations.

- 1. Continue to enhance the student experience through sponsorship and support of co-curricular opportunities such as the Business Information Systems Club.* The Department has continued to support the Business Information Systems Club, a registered student organization (RSO), both financially and academically. The Department has a new faculty advisor for the club and is hopeful the faculty member can help with increasing student participation. It would be a goal for the Business Information Systems Club to participate in national case competitions sponsored by the Association for Information Systems (AIS).
- 2. Maintain and expand ties to alumni, employers, and other external stakeholders who can assist with program development and provide employment opportunities for program graduates.* The program has an active advisory board with two female members currently serving. The Department also has a strong social media presence through both LinkedIn and Facebook. Program faculty are working with University Advancement on campus to engage alumni in contributing their time, talents, and funds. The faculty also are working jointly with the School of Information Technology on campus to sponsor events, attend joint career fairs, and promote opportunities for their students and ours.
- 3. Continue to monitor and improve the assessment plan, utilize assessment results to make program improvements, and document how this has been addressed.* The Department has developed new learning objectives that were approved by the faculty and advisory board in 2020. Program faculty plan to start collecting data under these new objectives in the fall of 2020. The program has added several new courses to the curriculum in the past five years to both modernize it and attract students. The program will be changing the heading on the program's courses to "BIS" and away from a heading of "ACC" (for the Department of Accounting as the unit that offers the courses) because the program faculty feel it is confusing to students and hinders program growth.
- 4. Monitor student retention and graduation rates for both native and transfer students and expand efforts to retain students if the rates are consistently and significantly lower than rates for the University across all programs.* The program's retention and graduation rates are comparable to those for the entire University. Program faculty will continue to monitor retention and graduation for both native and transfer students in the spirit of continuous improvement.

5. *Expand efforts to encourage participation in the Honors program.* The faculty will have to collaborate with Academic Advisors and staff of the Honors program and the Office of Admissions on campus to determine the best plan to promote Honors participation to students in the program. It is perplexing that the participation is not greater given the quality of incoming students.

6. *Establish and implement a plan to recruit faculty from underrepresented groups.* The Department had a failed search for a business information systems faculty member in 2019. There is now a shortage of faculty and starting salaries have risen several thousand dollars in the last few years. The program will need funding resources to compete with larger institutions for the best and most diverse faculty. The program faculty will also be very mindful of this goal on search committees. One female faculty member from an under-represented group moved to an administrative position within the University, leaving the program with only one other female faculty member from an under-represented group (out of five tenure-track faculty members). The Department needs to hire, at a minimum, two additional business information systems faculty members, with a goal of diversity as part of the recruiting process.

Major findings

- For student success, the Department needs more advising support overall. The College of Business academic advisors' caseloads are twice the number of students that they should be according to best practices (600-700 students vs. 300-350 recommended by best practices).
- The Department has work to do with encouraging students to be a part of the Honors program. The program has an increasing number of transfer students enrolling in the program, so this may have some impact on Honors participation.
- The Department still must work harder to attract and retain domestic minority students and female students. The Department has an outreach committee but will need to ensure that the committee also has goals for reaching under-served populations.
- The program faculty need to encourage more students to study abroad.
- The Department curriculum committee should explore the feasibility of a master's degree in business information systems. The Department likely cannot support a doctoral program due to cost. The curriculum committee should also explore a possible online master's degree as a competitive advantage.
- The Department must continue to work on hiring a domestically diverse and female faculty. Additional funding will likely be needed for salary supplementation for diverse faculty members as the Department must compete for these faculty with larger institutions.
- The field of business information systems is quickly growing and evolving, and faculty must adapt the program accordingly. The Department's faculty has updated the curriculum to include an emphasis on technology and analysis but must continue to work with employers and the program's accreditor (AACSB) to continue to update the curriculum to maximize the opportunities of this growing major. STEM designation also should be pursued.

Initiatives and plans

- Program faculty will pursue the goals from the Department's strategic plan.
- Among these goals, the Department will:
 - Request additional advising resources for student success.
 - Continue to improve the diversity of program students and faculty.
 - Encourage students to study abroad and to join the Honors program.
 - Explore alternative program options such as an online or in-person master's degree.
 - Continue to partner with employers and the program's accreditor to adapt the programs to meet the increased need for technology and other skills.
 - Pursue STEM designation.

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 Business Information Systems program to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders. The curriculum in the B.S. in Business Information Systems is designed to prepare students for business analyst positions by providing strong foundational content in both information technology and the functional areas of business. The curriculum is delivered by faculty members who collaborate to provide foundational courses and specialized courses.

The committee commends the program faculty for their efforts to support the success of their students. We note that the analysis of enrollments during the period of review shows an initial period of program growth followed by a relatively steady period. The committee supports faculty efforts to explore further expansion of program enrollment during the next program review cycle by clarifying the way in which program courses are identified and through the use of several unique recruitment strategies identified in the self-study report that the program has begun using (e.g., scholarships, increased communication with community colleges, open houses, Redbird Days, Presidential Scholar luncheons, and admissions ambassadors). Although the committee recognizes the efforts to increase the international diversity of students within the program, we encourage the program to continue refining and implementing their plan for student recruitment, including strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally domestically underrepresented in the program and discipline. The committee commends the program for support of many registered student organizations (RSOs) including the newly developed Accounting and Financial Women's Alliance (AFWA). We commend the program faculty and students for their community engagement through their participation in internships and community service projects. The committee recognizes the faculty efforts that reduced average time-to-degree and support the program's plans to implement a stronger tutoring program. We also note that the employment and salary data indicate strong outcomes for program graduates.

The committee commends the program faculty for their curricular work to create the new Business Analytics sequence and four new courses and to update existing courses within the curriculum in response to feedback from the program's specialized accreditor and to changes in the employment sector. The committee recognizes the program for maintaining and expanding industry partnerships for the benefit of the program, its students, and its faculty. We further commend the Department of Accounting and the College of Business for their continued accreditation by the Association to Advance Collegiate Schools of Business-International (AACSB) and wish them well for their reaccreditation efforts in fall 2021.

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

The committee notes the faculty members for their scholarly contributions to the B.S. in Business Information Systems program. Faculty members are active researchers who publish in national and international peer-reviewed journals.

Follow-up Reports.

Comparator and Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee would like the program to revisit these two sections of the self-study. The comparator analysis used programs defined by the College's accrediting body which only included one in-state institution. Furthermore, the analyses were primarily descriptive, without providing insights gained from the comparisons. Although the faculty did discuss aspirational initiatives, the committee determined that the aspirational analysis was underdeveloped. The committee asks the faculty to address this through an expanded analysis of aspirational programs that could help develop strategies for

addressing the initiatives faculty has identified. Accordingly, the committee asks faculty to revisit their discussions of comparator and aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2022.

Recommendations.

The Academic Planning Committee thanks faculty and staff of the B.S. in Business Information Systems program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

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

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students (as mentioned above) but also for faculty recruitment from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. We encourage the program faculty examine ways to infuse diversity, equity, and inclusion into the curriculum.

Develop a plan for student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee encourages the program to continue developing opportunities that encourage student engagement (e.g., outlets for students to participate in scholarship and creative activities, in the Honors program, and through participation in student organizations). The committee further recommends that the program faculty develop a system to collect and analyze data related to students exiting the program to identify challenges related to retention. The committee notes the program's concerns regarding extremely high advisor loads. We support the efforts to develop avenues designed to reduce these loads. We also recommend that the College Advisement Center review their metrics for advising effectiveness, looking beyond student outcomes exclusively. We suggest that looking to aspirational institutions may provide valuable insights for the development of action items for this plan.

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

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection related to business information systems to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the Department and Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending. We also recommend that the program work with the subject liaison librarian to develop a tiered

approach for information fluency learning outcomes for the Department, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes assessment plan for the program.

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

REVIEW OF THE B.S. IN FINANCE

Classification of Instruction Programs (CIP) Code: 52.0801
Finance, General

OVERVIEW

The B.S. in Finance program at Illinois State University is housed in the of Department of Finance, Insurance, and Law within the College of Business. The Department offers two degree programs: B.S. in Finance and B.S. in Risk Management and Insurance. In addition, the Department offers a minor in financial planning and a minor in insurance. The last review of the B.S. in Finance program occurred in 2012-2013.

The B.S. in Finance program at Illinois State University emphasizes effective teaching and student involvement in the educational process, with special attention to the concept of linking theory with financial practice. The program prepares students not only for entry-level positions, but also helps them develop the skills necessary to adapt and advance in a changing world. Finance is concerned with the management of money and with investments in various financial instruments, often through financial institutions such as banks, brokerage firms, insurance companies, and real estate firms.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2013-2020

B.S. in Finance, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Enrollment	404	452	481	512	580	528	542	543
Degrees	153	120	166	163	154	197	182	208

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 2018, fall 2018, and spring 2019.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

In May 2016, the faculty approved the assessment plan which consists of four principal learning goals.

- Mastery of finance-specific content included in our program (content knowledge)
- Disciplined thinking that is clear, rational, open-minded, and informed by evidence (critical thinking)
- Ethical reasoning
- Communication skills

Student learning outcomes

Content Knowledge

- Value firms, evaluate projects, and assess corporate financing alternatives.
- Value securities, and compute and interpret measures of return and risk to evaluate performance of individual securities and portfolios.
- Explain how financial markets and institutions facilitate the flow of capital and describe key characteristics of assets traded in financial markets.

Critical Thinking

- Identify and summarize a problem.
- Construct and support arguments.
- Formulate and evaluate a conclusion.

Ethical reasoning

- Identify an ethical problem and affected parties.
- Analyze alternatives and consequences.
- Propose a resolution.

Communication skills

- Write properly and coherently.
- Present effectively in a professional setting.

Program curriculum (2019-2020)

The curriculum follows the traditional model of a business school that is accredited by the Association to Advance Collegiate Schools of Business-International (AACSB). All undergraduate students enrolled in one of the College's degree programs must satisfactorily complete a common set of core courses in the different functional areas of business (e.g., accounting, management, marketing, and finance).

Graduation requirements:

120 credit hours including 70 credit hours for the degree program and 39 credit hours for General Education. The 70 credit hours for the degree program include 45 credit hours of business courses, 12 credit hours of finance elective courses, and 13 credit hours of courses external to the Department of Finance, Insurance, and Law.

Program delivery

The program is offered on the Normal campus.

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

Department faculty (Fall 2020)

17 tenure track faculty members (6 Professors, 8 Associate Professors, and 3 Assistant Professors)

5 non-tenure track faculty members (4 full-time, 1 part-time, totaling 4.8 FTE)

Undergraduate student to faculty ratio: 27 to 1

Undergraduate student to tenure-line faculty ratio: 34 to 1

Specialized accreditation

Accreditation of the B.S. in Finance program is included with the Association to Advance Collegiate Schools of Business-International (AACSB) accreditation for the College of Business as a whole.

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

The Department has three advisory boards to inform the programs of changes in the disciplines. One of the many benefits of having close connections to industry through multiple advisory boards is the ability to receive ongoing feedback on trends in the financial services industry.

One of the key factors is that new technology is driving many changes in business, and this has significantly reshaped the financial services industry. Today, employers demand that employees understand not only how to use technology but more importantly, how harnessing specific tools can lead to specific and measurable improvements in business operations. As an example, robo-advisors are increasingly being used for personal financial decision making and ultimately affect the nature of individuals pursuing a career as a financial advisor. Additionally, most securities transactions take place over digital platforms rather than through stockbrokers. Financial services will continue to be transformed to use technology in an attempt to provide more personalized service and highly customized solutions.

Big data, artificial intelligence, and machine learning could fundamentally change business models over the long term, which is leading to use of modern statistical/computational techniques. At the extreme, some graduates may be involved in advanced data analytics applications, requiring training in specialized software applications, computer coding, and working with artificial intelligence. However, the consensus view of advisory board

members is that students need a strong foundation for analytical rigor with a powerful tool that is universal: spreadsheets.

To prepare students to meet the demand of an increasingly technological world, program faculty integrate technology across the curriculum. Many sections of finance courses are taught in one of the specialized computer labs located in the State Farm Hall of Business, which gives access to specialized tools and databases. In addition to tools for analysis, faculty also adopt various teaching technologies to better engage students and enhance their learning experience. For example, faculty create online learning activities in hybrid courses, communicate via online synchronous meetings, use online forms in polling and scheduling, and add multimedia elements to presentations.

Fiduciary duty and trust are paramount in financial transactions. As a result, ethics in financial decision-making have always been important in the curriculum, as well as in multiple professional designations related to finance. The ubiquity of ethics in finance creates multiple opportunities for examples through case studies and other learning materials, some from prominent professional organizations that include significant coverage of ethics in financial decision-making. Recently, more attention has also been given to environmental, social, and governance (ESG) issues as an added dimension in sustainable investment decisions.

Somewhat contrary to the detailed quantitative analysis afforded by technology, there has been a shift of focus from security selection decisions (i.e., which specific stock to purchase) to broader wealth management issues (e.g., clarification of financial goals, asset allocation decisions, wider consideration of financial products). As these issues rise in importance, the curricula of many professional designations are being adjusted to reflect the changing needs of the professionals pursuing the designation. In the future, program faculty will continue monitoring changes in the topics of financial designations in addition to input from industry professionals.

Responses to previous program review recommendations

The 2012-2013 program review resulted in five recommendations.

1. Develop and implement a plan to recruit for gender diversity in the student population, exploring use of targeted scholarships. Although constrained resources would currently prevent creating scholarships specifically for gender diversity, standout female students are always well represented among those winning the scholarships that the program awards each year. A prominent example was the spring 2016 Finance Futurity awards, which both went to standout sophomore students who then graduated as the two top senior students in 2018, and who both played key roles in establishing the Women in Business registered student organization (RSO) on campus. As program enrollments have grown, participation by female students has grown modestly both in absolute numbers and as a proportion of enrollments. The Department also feels that having female faculty members helps promote the program to female students. It is unfortunate that during the period covered by this review the Department lost two female faculty members, but a new female colleague joined the program on a visiting appointment for the 2020-21 academic year. Program faculty are pleased that participation by underrepresented student populations has increased, in both numbers and proportions, during the past few years. The Department will continue to work with College of Business and University leadership to explore opportunities to enhance diversity.

2. Continue to monitor and improve the assessment plan, utilize assessment results to make program improvements, and document how this has been addressed. The Department did a full review and overhaul of its Assurance of Learning (AoL) process during the 2015-2016 academic year. After revising Department by-laws and elevating the Teaching Effectiveness Team (TET) to full standing committee status, the TET led the Department through numerous discussions on how to improve the process. First, the learning goals were revised, and learning objectives for each learning goal were created, along with specific rubrics to assess each objective. Additionally, courses were identified to determine specifically where the learning goals would be assessed, the frequency of assessment, program benchmarks for meeting learning objectives, and criteria for acceptable student performance for each learning objective. Results from the first round of assessment in the program have been encouraging. As the Department continues to implement the process, the TET continues to learn more and to gather insight about each learning objective, without creating a burden for faculty or students.

3. *Explore curriculum changes, including creation of sequences that prepare students for professional certification, to help distinguish the major relative to programs at other universities and to better position graduates for employment in the profession.* To date, creating sequences has been an ongoing but elusive goal. Currently, students earn credits through a menu of electives, rather than taking a defined and specific sequence in a specialized area. In order to define a required course sequence, course offerings must be predictable and frequent so that the time to graduation is not significantly impacted. A shortage of faculty has not allowed the ability to create this certainty. At the time of the previous program review that led to this recommendation, the Department had 24 full-time teaching faculty (plus two others filling administrative roles), but today that number is only 21. At the same time, average enrollments in the program have increased from 567 students in 2012 to 650 currently. As an example of the impact of creating a potential sequence, the Department has not been able to offer elective courses in real estate and short-term financial management, two courses which would be part of sequences in real estate and in corporate financial management, respectively. Instead of defining a sequence of required courses for students that have interest in specific careers, the program continues to recommend course sequences as “advisory only” until there is more consistency in course offerings. However, specializing in the investments area is facilitated by the consistent availability of the educational investment fund and fixed income analysis & portfolio management courses, which are always offered because the students in those courses actively manage University money. Additionally, rather than defining specific course sequences, other finance programs are similar to the curriculum of this program.

4. *Monitor the program relative to aspirational programs nationwide and utilize findings to update strategic initiatives for improving program quality and student learning.* Given the advances of technology in all areas of business, some schools have added elective courses that allow more quantitative-minded students to take advantage of specialized software and/or financial databases and apply them to financial problems. Given the universality of big data, it is also possible that analytics coursework might become part of the college core rather than only offered to students pursuing a degree in a specific discipline. Input from the program advisory board members indicates that spreadsheet capability is the most important analytical tool that can provide a platform for more advanced quantitative financial analysis. Program faculty have responded by creating a new core course as an option for students, especially those who enrolled in the program early in their academic careers. This course is taught in smaller sections that will be more conducive for incorporating meaningful spreadsheet analysis into the foundation material than the larger sections of another core course. Over time, more advanced courses will assume prerequisite knowledge of spreadsheets and extend student proficiency in this area.

5. *Explore development and implementation of mechanisms to effectively evaluate student learning in the online environment.* Within the period covered by this review, the College of Business moved all undergraduate-level summer courses to online delivery. In addition, the movement of all s courses to online delivery during the COVID-19 pandemic provides useful information to assess any potential differences between the face-to-face and online learning environments. In addition to student learning, evaluation of online teaching is another dimension of the COVID-19 era. Online teaching requires new techniques of engagement and course delivery, and 2020 provided a unique opportunity to share best practices for improving online learning.

Major findings

Based on the findings from this self-study, the program faculty believe the state of the B.S. in Finance program is strong. In terms of the number of degrees, the program is one of the top two producers of graduates within the state of Illinois, which is a strong indicator of demand and quality. The two student-managed portfolio courses continue to provide an experiential learning opportunity to enhance skills with hands-on training. There have been improvements in graduation rates and gender diversity over the last five years. There is a strong record of students obtaining good jobs after graduation and continued success by faculty in publishing in high-quality journals. Program faculty are pleased that students scored, on average, at the 97th percentile in answering finance-related questions on the Major Field Test in Business that is administered to all graduating College of Business students through Educational Testing Service (ETS).

Program faculty do not believe that large changes are needed within the program. However, the program should continue to explore if modifications are needed. In particular, the prevalence of technology demands consideration of potential courses in analytics or similar quantitative finance topics. With a decline in the number of faculty members teaching full-time, there has been a reduction in the number of options for students, such as elective

courses, and class times, as well as some increases in class sizes. These could be addressed by hiring additional faculty.

Initiatives and plans

Several initiatives will be undertaken during the next program review cycle to maintain and further enhance the effectiveness and reputation of the B.S. in Finance program.

- The TET and the Department will continue to work with the assessment plan to demonstrate measurement of learning outcomes and progress toward meeting instructional goals.
- Program faculty will continue to communicate with advisory board members and other industry contacts to keep the program relevant to the professional world's need for graduates with the appropriate subject knowledge, technical abilities, and soft skills.
- To meet the need for lifelong learning and other demands of a world in which technology will continue driving the direction of financial analysis and the financial services industry, program faculty will work to adopt new tools and techniques into the curriculum. A key component will be greater attention to spreadsheet analysis, starting at an earlier stage of the program than in the past. As more cohorts of students complete the introductory finance course with introductory skills in Excel, upper-level courses will reinforce and enhance spreadsheet proficiency through more advanced features.
- Aside from the changes in technology and its influence on business, a full comparison of the program at Illinois State and other schools may reveal opportunities relative to in-state competitors or out-of-state peers. For example, although Illinois State University has one of the oldest student-managed portfolio courses in the country, many other programs now have similar experiential learning opportunities. Depending on availability of faculty, expertise, and interest, potential course development may relate to fintech, analytics, or computer programming. As a tuition driven program, the faculty must prepare students well for the job market and stay competitive with comparator programs. At the same time, the Department does not have the financial resources to invest in a financial tool like Bloomberg terminals. The faculty will explore specialized niches that could distinguish the program from those at other universities.
- Faculty will continue to consider the possibility of a sequence in finance, especially as it relates to specific professional designations. Specializations that may be deserving of a defined sequence include investment management and corporate financial management. Given the two student-managed portfolio courses and significant faculty expertise in the area, a sequence related to investment management is feasible. The ability to offer other sequences may be constrained by the reduction in teaching capacity. For example, one elective course in real estate has not been taught for five years, reducing the number of courses available in any proposed real estate sequence. A review of alumni job placements will help determine the continuing need for specialization in real estate. Additionally, the Department historically taught a course related to short-term financial management and promoted the Certified Treasury Professional (CTP) designation. After a faculty retirement, that course also has not been taught in five years.
- For students interested in investment management, the program has two student-managed portfolio courses. The program faculty will explore other opportunities for experiential learning in additional areas, especially corporate financial management. For example, the Innovation Consulting Community (ICC) on campus provides students with opportunities to work on projects as consultants, working with real clients to develop creative solutions to complex problems. However, these projects are not necessarily finance related. The challenge will be to identify perpetual, ongoing projects that are more specifically related to finance, such as consulting for local businesses to perform financial forecasting or financial analysis of new business projects.
- In recent years, there has been a fairly small group of students who are actively involved with the Illinois State Students in Finance (ISSF), a registered student organization (RSO) sponsored by the Department. By demonstrating the benefits of involvement and sharpening the communication related to various events, the program would like to increase the number of students participating in this group. The challenge is to change the student culture and show how involvement in ISSF events provides access to applied and experiential learning activities, improved networking, and ultimately increased future opportunities upon graduation.
- The Redbird Career Portfolio (RCP) is the College of Business initiative that provides professional development opportunities for students outside the classroom. RCP is a point-based system that addresses skill development by involving students in activities that span multiple aspects of professionalism from

time management and networking to leadership and work-life balance issues. Many of these skills have been identified by advisory board members as having significant impact on hiring graduates of Illinois State University. The program will encourage students to participate in RCP to improve their “branding” as well as consider additional opportunities such as technology modules or certifications to allow students to gain recognition for mastering additional skills. Examples include certification for Excel through Wall Street Prep and Morningstar Direct certification related to investment research and analysis.

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 Finance to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee appreciates the thoughtful and critical self-study report that incorporated ample evidence to support the claims that were made. The self-study process involved multiple stakeholders, including faculty, students, and alumni. The B.S. in Finance program offers a curriculum that is designed to allow students to develop the skills necessary to work in different areas of finance, including corporate financial management, management of financial institutions, real estate, personal financial planning/wealth management, and investments. The curriculum is delivered by faculty members who collaborate to provide foundational courses and specialized courses

The committee commends the program faculty for their efforts that have resulted in the program being the highest-enrolled program of its type at a public institution in the state. The committee notes that enrollments have fluctuated over the period of review (from 623 in 2015, to 712 in 2017, and back to 623 in 2019). The self-study report indicates that few students initially begin their studies in the program but instead, most students transfer into the program or add it as a second degree program following their completion of the core finance course (FIL 240) that is required for all undergraduate students within the College of Business. Recently the program faculty have focused recruiting at the sophomore level through the creation of a Finance Fundamentals and Career Choices course (FIL 190) which covers introductory finance topics in smaller course sections and allows students access to this material earlier.

The committee recognizes the program faculty’s commitment to activities that support student success. We commend the program on its ability to continue to limit enrollments in many of its core courses, which is in keeping with the University’s commitment to fostering a small-college atmosphere with large-university opportunities. We further commend the program faculty for offering some designated Honors course sections of the core finance course (FIL 240). The committee commends the program for the creative and varied co-curricular options it provides its students to meet their education and career goals (e.g., the Meet the Firms Night event). These include a wide variety of registered student organizations (RSOs; e.g., Illinois State Students in Finance, local chapter of the Women in Business and Accounting national group, local chapter of the Finance Women’s Alliance national group), many of which provide students opportunities to be actively engaged with the community and local industry. We appreciate the Department’s commitment to monitoring its undergraduate academic advising throughout the current review cycle and commend the program advisors for their efforts to support students transferring both into and out of the program. The committee notes the fall-to-fall retention rates are generally above the University-wide rates overall. The committee notes that most students complete the degree in five years or less and that this pattern has shown steady improvement since 2016. We also note that the alumni employment data indicate strong outcomes for program graduates.

The committee commends the faculty’s work to revise the curriculum during the period of review based on feedback from multiple stakeholders to ensure that it is representative of current trends and needs within the industry. These efforts included the development of the aforementioned introductory course (FIL 190) and the addition of Analysis of Insurance Companies course (FIL 382.05) as an elective that examines the insurance industry from a financial perspective. We further commend the College of Business on their continued accreditation by the Association to Advance Collegiate Schools of Business-International (AACSB) and wish them well for their reaccreditation efforts in fall 2021.

The committee notes the faculty members for their scholarly contributions to the B.S. in Finance program. Faculty members are active researchers who publish in peer-reviewed journals and present at professional conferences. The committee notes that four faculty members are ranked in the top 10% of scholars who share their working papers in the Social Science Research Network, indicating that the research of each of these faculty has more download activity than 300,000 other scholars.

The committee commends the program for actively engaging with their advisory board to inform curricular revisions, provide mentoring of students, share ideas on job-hunting strategies and hiring trends, offer career coaching advice to students, conduct mock interviews, provide feedback on faculty research presentations, and observe classroom instruction.

Follow-up Reports.

Comparator and Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee determined that the analyses in both sections were primarily descriptive, without providing insights gained from the comparisons. Furthermore, the committee suggests that the program reconsiders focusing primarily on the use of programs defined by the College's accrediting body which only included one in-state institution for their comparator analysis. The committee recommends the faculty continue to use these comparisons and conduct an expanded analysis of aspirational programs that could help develop strategies for addressing the initiatives faculty has identified. Accordingly, the committee asks faculty to revisit their discussions of comparator and aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2023.

Recommendations. The Academic Planning Committee thanks faculty and staff of the B.S. in Finance program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to monitor enrollment trends and refine the plan for recruitment and enrollment management. The committee encourages faculty to continue to actively evaluate the program's recruitment plans to ensure that the University is meeting the needs of both the program and the State. The committee recommends that the program faculty explore the potential for further expansion of program enrollment. We suggest that the program faculty explore opportunities for collaboration with other programs within the University outside of the College of Business and examine the impact of restricting some courses and minor programs only to students within the College. The committee encourages the program to continue to develop and implement a plan for student recruitment, including strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. We encourage the program faculty to look to their comparator and aspirational institutions for indicators of enrollment growth impacts on program quality.

Continue to focus on diversity, equity, and inclusion. The committee recommends that the program faculty develop a comprehensive plan to address diversity, inclusion, and equity. We encourage the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds. We note that the enrollment of women and traditionally underrepresented groups within the program have been below university levels. We encourage the program to continue refining and implementing their plans for recruiting students (as mentioned above) but also for faculty recruitment from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. We encourage the program faculty to examine ways to infuse diversity, equity, and inclusion into the curriculum.

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

alumni engagement). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee encourages the program to continue developing opportunities for student scholarship and creative activities. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with Honors have sufficient opportunities to do so. The committee notes the program's concerns regarding extremely high advisor loads. We support the efforts to develop avenues designed to reduce these loads. We also recommend that the College Advisement Center review their metrics for advising effectiveness, looking beyond student outcomes exclusively.

Complete a review and evaluation of the changes to the curriculum. The committee recognizes work by former and current faculty members to review and update the program and its curriculum. The committee supports the program faculty curricular efforts described in the self-study report. These include continuing to explore the integration of technology into the curriculum, comparing curricula across comparator institutions, considering the development of additional sequences within the major related to specific professional designations, and developing more experiential learning opportunities for students. The committee also recommends that the program faculty consider a review of the course catalog to clearly identify potential hidden prerequisite courses, examine the alignment of program and minor requirements, and to explore potential partnerships with other departments (e.g., Economics) to allow broader access to courses.

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

Continue the collaborative work with Milner Library. The committee commends faculty and the subject liaison librarian for their work to integrate library instructional sessions with several courses. Given recent journal cancellations and expected increases in online and hybrid courses, the committee notes that the Department and Library should work to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. In addition, the committee notes that the program can 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.

Design and implement a system for tracking alumni. The committee concurs with faculty in its plan to design and implement a system for tracking program alumni and then using the system to enhance alumni networking. Faculty might use information gleaned from its aspirational program analyses to help guide development of the plan. Faculty might also consult faculty from other academic programs in the College regarding strategies used by those programs for alumni networking.

REVIEW OF THE B.S. IN RISK MANAGEMENT AND INSURANCE

Classification of Instruction Programs (CIP) Code: 52.1701
Insurance

OVERVIEW

The B.S. in Risk Management and Insurance program at Illinois State University is housed in the Department of Finance, Insurance, and Law within the College of Business. The Department offers two degree programs: B.S. in Finance and B.S. in Risk Management and Insurance. In addition, the Department offers a minor in financial planning and a minor in insurance. The last review of the B.S. in Risk Management and Insurance program occurred in 2012-2013.

The B.S. in Risk Management and Insurance program at Illinois State University prepares students for careers in insurance and risk management. The program is designed for students to develop the skills necessary to help identify, evaluate, and manage key risks, including natural disasters and human-made catastrophes. Students enrolling in the program select courses of study from one of two sequences: Insurance Business Information Systems or Risk Management and Insurance.

Enrollment by Plan of Study, Fall Census Day, 2013-2020

B.S. in Risk Management and Insurance, Illinois State University First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Insurance Business Information Systems sequence	8	7	10	12	17	13	9	10
Risk Management and Insurance sequence	66	58	69	73	63	57	49	47
Total	74	65	79	85	80	70	58	57

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 2018, fall 2018, and spring 2019. The General Insurance sequence was renamed Risk Management and Insurance sequence effective in 2017. The table reports the data from both sequence names in a single row.

Degrees Conferred by Plan of Study, 2013-2020

B.S. in Risk Management and Insurance, Illinois State University First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Insurance Business Information Systems sequence	1	0		2	0	2	1	
Risk Management and Insurance sequence	37	27		27	33	28	20	
Total	38	27	25	29	33	30	21	33

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 2018, fall 2018, and spring 2019. The General Insurance sequence was renamed Risk Management and Insurance sequence effective in 2017. The table reports the data from both sequence names in a single row. The degree information by sequence for 2015 is not available.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The goals of the plan are comparable with the first three goals included in the assessment plan for the B.S. in Finance program:

- a) Mastery of insurance-specific content included in the program (content knowledge)
- b) Disciplined thinking that is clear, rational, open-minded, and informed by evidence (critical thinking)
- c) Ethical reasoning

Student learning outcomes

Content Knowledge

- Apply the risk management process to a given scenario in order to identify loss exposures and to recommend various risk control and risk financing alternatives.
- Analyze a claim scenario and interpret the relevant policy language to determine coverage eligibility and indemnification.
- Identify and describe the key functional activities of entities that operate in the insurance industry.
- Assess the financial performance of an insurance company.

Critical Thinking

- Identify and summarize a problem.
- Construct and support arguments.
- Formulate and evaluate a conclusion.

Ethical reasoning

- Identify an ethical problem and affected parties.
- Analyze alternatives and consequences.
- Propose a resolution.

Program curriculum (2019-2020)

The curriculum follows the traditional model of a business school that is accredited by the Association to Advance Collegiate Schools of Business-International (AACSB). All undergraduate students enrolled in one of the College's degree programs must satisfactorily complete a common set of core courses in the different functional areas of business (e.g., accounting, management, marketing, and finance).

Graduation requirements (Insurance Business Information Systems sequence):

120 credit hours including 70 credit hours for the degree program and 39 credit hours for General Education. The 70 credit hours for the degree program include 51 credit hours of business courses, 6 credit hours of accounting courses, and 13 credit hours of courses external to the Department of Finance, Insurance, and Law.

Graduation requirements (Risk Management and Insurance sequence):

120 credit hours including 70 credit hours for the degree program and 39 credit hours for General Education. The 70 credit hours for the degree program include 45 credit hours of business courses, 12 credit hours of finance elective courses, and 13 credit hours of courses external to the Department of Finance, Insurance, and Law.

Program delivery

The program is offered on the Normal campus.

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

Department faculty (Fall 2020)

17 tenure track faculty members (6 Professors, 8 Associate Professors, and 3 Assistant Professors)

5 non-tenure track faculty members (4 full-time, 1 part-time, totaling 4.8 FTE)

Undergraduate student to faculty ratio: 27 to 1

Undergraduate student to tenure-line faculty ratio: 34 to 1

Specialized accreditation

Accreditation of the B.S. in Risk Management and Insurance program is included with the Association to Advance Collegiate Schools of Business-International (AACSB) accreditation for the College of Business as a whole.

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

New technology is driving many changes in business, and this has potential to significantly reshape the future of the risk management and insurance industry. Today, more employers demand that employees understand how harnessing technology can improve business operations. To prepare students to meet the demand of an increasingly technological world, the program faculty integrate technology across the curriculum. Students are exposed to a variety of technologies when completing assignments in risk analysis, decision-making, and problem-solving. Some examples of specific tools include spreadsheets, computer simulation software, a research database containing financial statement data, and an insurance operations simulation program. Program faculty also adopt various teaching technologies to better engage students and enhance their learning experience. For example, program faculty create online learning activities in hybrid courses, communicate via online synchronous class meetings, use online forms in polling and scheduling, and add multimedia elements to presentations.

Big data, artificial intelligence, and machine learning could fundamentally change the business model over the long term. For example, an increasing amount of personal insurance has been distributed on digital platforms instead of through agents. Moreover, new technology allows insurers to better manage existing risk and helps to prevent future losses. Insurers' role will be transformed from one that only provides traditional insurance to a business that provides customized risk solutions. Although the Department cannot predict what the future of insurance will be, program faculty can help each student develop an open mindset to encourage lifelong learning habits. In addition to classroom discussions regarding technology solutions applied to insurance problems, the program also invites speakers from the industry to hold workshops on specific applications, such as artificial intelligence and machine learning in insurance. Program faculty also developed ethics modules to address ethical issues that arise from the increasing use of technology in the industry.

Due to the impact of healthcare reform, there has been growing demand from employers for expertise in the areas of employee benefits and workers compensation. To increase students' exposure to those topics, the program offers an elective course of life and health insurance and incorporates topics regarding employee benefits and workers compensation in other courses such as personal financial planning.

Responses to previous program review recommendations

The 2012-2013 program review resulted in four recommendations.

1. Continue to monitor and improve the assessment plan, utilize assessment results to make program improvements, and document how this has been addressed. During the 2015-2016 academic year, the Department did a full review and overhaul of the program's Assurance of Learning (AoL) process. Lead by the Department's Teaching Effectiveness Team (TET), there were numerous discussions with faculty on how to improve the process with several key outcomes from these discussions. First, the learning goals were revised and expanded with a faculty vote approving the changes in May 2016. Following the approval of the new learning goals, five faculty were appointed to the Insurance Outcomes Measurement Committee. This committee created learning objectives for each learning goal and created rubrics to assess each objective. Additionally, courses were identified to determine specifically where the learning goals would be assessed, the frequency of assessment, program benchmarks for meeting learning objectives, and criteria for acceptable student performance for each learning objective.

2. Explore curriculum changes that integrate changing expectations of employers relative to communication skills, ethics, and professionalism. One of the key areas where curriculum changes and employer expectations have been examined relates to aligning the curriculum to the Chartered Property and Casualty Underwriter (CPCU) designation, one that many students pursue and use in their careers. The Center for Insurance and Risk Management (also called the 'Katie School') in the College of Business provides students pursuing this designation with monetary support if they pass the required examinations. The Institutes, the organization that sponsors the

CPCU designation, allows students to earn up to two waivers for CPCU examinations by earning a “B” or higher in qualified college courses. Historically, the Department offered three courses that were eligible for CPCU waivers. In order to receive the waiver, the course content must have included at least 75 percent of the material on the CPCU syllabus. The benefits and limitations of aligning three courses to CPCU waivers are still a point of internal debate that will continue to be discussed and clarified.

There has also been an increased emphasis on ethics within the curriculum. As part of this emphasis, most sections of the introductory course for the program include a portion dedicated to ethics. The director of the Katie Schoolin the College of Business is a guest speaker in most sections of this course to lead discussions on ethics and a case study illustrating how ethics is applied in the area of insurance. Some of the topics used in these discussions include ethics related to the selling of equity index annuities, autonomous vehicles, cryptocurrencies, and artificial intelligence and its potential use for determining insurance premiums. These presentations are interactive and allow students to identify ethical problems and affected parties, analyze alternatives and consequences, consider various philosophies used to resolve conflicts, and propose resolutions. There are numerous co-curricular opportunities for students to further develop communication skills and professionalism at Katie School events as well. Although not explicitly part of the program curriculum, faculty encourage students to attend these events. A few examples of relevant initiatives are the Katie School Certificate in Leadership and Business Acumen, lunch-and learns with industry professionals, student presentations at the Katie School Symposium, fully-funded international internships, etiquette dinner, Toastmasters, the CPCU mentorship program, and many more.

3. Explore development of new elective courses, made possible by online delivery of required courses during the summer session, that are responsive to changing needs of prospective employers. A new elective course has been developed since the previous program review. The idea for the course stems directly from feedback and conversations with the Katie School advisory board that identified data analysis skills as a significant change in the discipline. The course introduces students to data made available in required regulatory financial statements for all insurance companies. The course also makes use of a research database containing financial statement data and further develops students’ skills in using spreadsheets to summarize and compare financial information of competitors. Students gain experience gathering and analyzing relevant data in order to develop skills on how to use the information to be make more informed business decisions within the insurance industry. This course aims to develop more quantitative skills in students (other courses often focus on qualitative skills) and provides more elective course options for students.

4. Explore development and implementation of mechanisms to effectively evaluate student learning in the online environment. An important area for the Department is ensuring effective student learning and when courses are taught online, this can present new challenges for assessment. For the program, all upper-level courses are taught face-to-face, and the only course offered online is the introductory course (typically one section is offered per summer). One of the ways the challenges of online learning are addressed is by having assessment content (i.e., quizzes and exams) and the evaluation standards remain the same for online course as in face-to-face courses. This gives the faculty member the ability to track any difference in performance between the online and face-to-face courses and make changes if necessary.

Major findings

Based on the findings from this self-study, the faculty believe the state of the program is strong. The program is unique within the state of Illinois and has been recognized as one of the top four programs in the country. There have been improvements in the percent of students graduating within four years. There is a strong record of students obtaining good jobs after graduating and continued success by faculty in publishing in high-quality journals. The Katie School in the College of Business continues to be a key partner and supporter of the program, which is a significant factor that differentiates Illinois State University’s program from others in the country.

The decrease in enrollment is a potential concern. The Department and faculty should continue to monitor this situation and assess if any changes need to be made. Although enrollment has decreased, there still is healthy demand from students for the program. Faculty do not believe that large changes are needed within the program. However, the program should continue to explore if modifications are needed. With a decline in the number of faculty members teaching full-time, there has been a reduction in the number of options for students, such as

elective courses and class times, as well as some increases in class sizes. These could be addressed by hiring additional faculty.

Initiatives and plans

Several initiatives will be undertaken in the next three to five years to maintain and further enhance the effectiveness and reputation of the B.S. in Risk Management and Insurance program.

- The program faculty will continue to explore online delivery of core courses during the summer to enable students to begin taking elective courses during the fall and spring semesters of their junior year.
- The faculty will consider the development of a sophomore-level course that introduces students to risk management and insurance. This course would familiarize students with the curriculum prior to their junior year and may assist in recruiting.
- Although the program has been renamed since the previous program review cycle, the minor has yet to be renamed. The program faculty plan to pursue changing the name of the insurance minor to the risk management and insurance minor.
- The profession has diverse applications and requires diverse skillsets. The faculty will explore adding courses that are offered by units external to the Department of Finance, Insurance, and Law as elective options. This would allow students to take courses with cross-disciplinary relevance that cannot be offered within the Department due to constraints imposed by faculty resources and expertise. Beyond adding diversity to the curriculum, this initiative may help accelerate degree completion for some students.
- The program faculty will explore avenues for greater integration of analytical tools such as spreadsheets into the curriculum.
- The program needs to keep pace with new developments in the area that, although important, may be niche areas of interest to a few students. The program will explore the possibility of an independent study course on a variety of special topics related to the career paths of recent graduates. The development of such a course would be subject to administrative approvals, availability of faculty, and industry resources.
- Program faculty will continue to gather information, analyze results, and refine the Assurance of Learning plan to accurately demonstrate the achievement of stated instructional goals.
- The program will continue working with its and the Katie School advisory boards, as well as all industry partners, to ensure that graduates are meeting expectations in terms of communication skills, ethical decision-making ability, and professionalism. The program will continue to collaborate with the Katie School to provide resources and services that benefit students in the program through scholarships, leadership development programs, and professional development training and team-building exercises.

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 Risk Management and Insurance to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee appreciates the thoughtful, critical and well-grounded self-study report. The self-study process involved faculty and the director of the Center for Insurance and Risk Management (also known as the Katie School) within the College of Business. The B.S. in Risk Management and Insurance program offers a curriculum that prepares students for careers in insurance and risk management and includes the Certified Financial Planner (CFP), the Chartered Financial Analyst (CFA), and the Chartered Property Casualty Underwriter (CPCU) designations in its preparation of students. The committee notes that *Risk Management Magazine*, published by the Risk and Insurance Management Society (RIMS), has recognized Illinois State University as a top school in the nation for the number of graduates in insurance and risk management programs. The committee commends the faculty for being the only public university in Illinois with both a major and a minor related to insurance. The curriculum is delivered by faculty members who collaborate to provide foundational courses and specialized courses.

The committee notes that enrollments have declined over the period of review (from 154 students in 2012 to 116 in 2019). The self-study report indicates that few students originally start within the program; instead, the majority of

students transfer into the program or pick it up as a second program. Much of the recruiting efforts have focused on students enrolled in the introductory risk management and insurance course (FIL 250) wherein instructors attempt to debunk any preconceived notions of the insurance industry and expose students to the wide variety of career opportunities in the industry. The committee also commends the program for collaboration with the Katie School as well as fundraising through private and corporate donations to develop and offer several scholarships that support student recruitment and retention.

The committee recognizes the program faculty's commitment to activities that support student success. We commend the program's collaborations with the Katie School to provide opportunities to enhance student skills outside the classroom, while simultaneously providing information on careers and job opportunities in the insurance industry (e.g., membership in the Toastmasters Club, financial assistance to attend industry conferences or competitions, on campus events that bring in industry professionals to meet with and educate students, and support for professional exams). We commend the program on its ability to continue to limit enrollments in many of its courses (including the aforementioned introductory course), which is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee commends the program's participation in the Institutes Collegiate Studies program which allows students to receive credit for the Chartered Property Casualty Underwriter (CPCU) exam by earning a grade of "B" or higher in approved courses. The committee commends the program for the creative and varied co-curricular options it provides its students to meet their education and career goals. These include a wide variety of registered student organizations (RSOs; e.g., Gamma Iota Sigma, the Actuarial Club, and the Katie School Certificate in Leadership and Business Acumen) many of which provide students opportunities to be actively engaged with the community and local industry. The committee also commends the program support of several international internship opportunities through collaboration with the Katie School. We appreciate the Department's commitment to monitoring its undergraduate academic advising throughout the current review cycle and commend the program advisors for their efforts to support students transferring both into and out of the program. The committee notes the fall-to-fall retention rates are generally above the University-wide rates overall. The committee notes that most students (94.7 percent in 2017) complete the degree in four years or less. We also note that the alumni employment data indicate strong outcomes for program graduates.

The committee recognizes the faculty's work to revise the curriculum during the period of review based on feedback from multiple stakeholders to ensure that it is representative of current trends and needs within the industry. These efforts included changing the name of the program to be consistent with other institutions, developing a new course (FIL 382.05, Analysis of Insurance Companies), offering the introduction course as an online summer course, and collaborating with the Katie School to design a computer simulation teaching tool to help students understand the effects of key decisions on an insurer's operating and financial performance. The committee recognizes the program for maintaining and expanding industry partnerships for the benefit of the program, its students, and its faculty. We further congratulate the program faculty for their continued accreditation by the Association to Advance Collegiate Schools of Business-International (AACSB) and wish them well for their reaccreditation efforts in fall 2021.

The committee notes the faculty members for their scholarly contributions to the B.S. in Risk Management and Insurance program. Faculty members are active researchers who publish in peer-reviewed journals and present at professional conferences. The committee notes that four faculty members are ranked in the top 10% of scholars who share their working papers in the Social Science Research Network, indicating that the research of each of these professors has more download activity than 300,000 other scholars.

The committee appreciates the program for actively engaging with their advisory board to inform curricular revisions, providing mentoring of students, sharing ideas on job-hunting strategies and hiring trends, offering career coaching advice to students, conducting mock interviews, providing feedback on faculty research presentations, and observing classroom instruction.

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

Follow-up Report.

Assessment plan. The Academic Planning Committee recognizes faculty efforts in developing an assessment plan that aligns with the standards of external bodies, such as the AACSB, and in implementing the assessment plan to address these standards and modify the curriculum. However, the self-study report suggests that implementation of the plan has been stalled. The committee notes that it is stated in the self-study report that the assessment processes have recently resumed. The committee asks that the program faculty submit a progress report regarding the implementation of the assessment plan to the Office of the Provost by May 15, 2023.

Recommendations. The Academic Planning Committee thanks faculty and staff of the B.S. in Risk Management and Insurance program for the opportunity to provide input regarding the programs at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with program faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation. The committee strongly recommends that the next self-study report broadens the scope of stakeholder input to include students and alumni.

Continue to focus on diversity, inclusion, and equity. The committee recommends that the program faculty develop a comprehensive plan to address issues of diversity, inclusion, and equity. We encourage the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds. We note that the enrollment of women and traditionally underrepresented groups within the program have been well below both the Department and University levels. The committee urges the program to continue refining and implementing their plans for faculty and student recruitment, including in the plan strategies for increasing enrollment by those from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. We recommend that the program faculty examine ways to infuse diversity, equity, and inclusion issues into the curriculum. We encourage the program faculty to look to other programs within the College and University as well as comparator and aspirational institutions for indicators of enrollment growth impacts on program quality.

Continue to monitor enrollment trends and refine the plan for recruitment and enrollment growth. The committee encourages faculty to continue to actively evaluate the program's recruitment plans to ensure that Illinois State University is meeting the needs of both the program and the State. The committee encourages faculty to examine trends in enrollment and transfers to ensure that students can successfully identify which program is most appropriate for their intended career outcome. We also recommend that the program consider the potential of using scholarships to attract students into the program in addition to helping with the retention of existing students. We suggest that the program faculty explore opportunities for collaboration with other programs within the University outside of the College of Business and examine the impact of restricting some courses and minor programs only to students within the College. The committee supports faculty efforts to explore further expansion of program enrollment.

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for maintaining and increasing 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 might provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recommends that the program continue monitoring student retention, particularly of female students and students from traditionally underrepresented groups. The committee encourages the program to continue developing opportunities for student scholarship and creative activities. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with Honors have sufficient opportunities to do so. The committee notes the program's concerns regarding extremely high advisor loads. We support the efforts to develop avenues designed to reduce these loads. We also recommend that the College Advisement Center review their metrics for advising effectiveness, looking beyond student outcomes exclusively.

Complete a review and evaluation of the changes to the curriculum. The committee recognizes work by former and current faculty members to review and update the program and its curriculum. We recommend that the program faculty examine the impact of the combination of FIL 350 and 352, especially with regards to how it might impact students' ability to receive credit for the Chartered Property Casualty Underwriter (CPCU) exam. The

committee supports the program faculty's curricular efforts described in the self-study report. These include continuing to explore online course delivery options, the development of a sophomore course that introduces students to risk management and insurance, expanding the integration of analytic tools in the curriculum, and the addition of elective course options external to the department.

Continue the collaborative work with Milner Library. The committee commends faculty and the subject liaison librarian for their work to integrate library instructional sessions with several courses. Given recent journal cancellations and expected increases in online and hybrid courses, the committee notes that the Department and Library should work to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. In addition, the committee notes that the program can 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.

Design and implement a system for tracking alumni. The committee concurs with faculty in its plan to design and implement a system for tracking program alumni and then using the system to enhance alumni networking. Faculty might use information gleaned from its aspirational program analyses to help guide development of the plan. Faculty might also consult faculty from other academic programs in the Department regarding strategies used by those programs for alumni networking.

REVIEW OF THE B.S. IN BUSINESS ADMINISTRATION

Classification of Instruction Programs (CIP) Code: 52.0201
Business Administration and Management, General

OVERVIEW

The B.S. in Business Administration program at Illinois State University is housed in the Department of Management and Quantitative Methods within the College of Business. The Department offers three degree programs: B.S. in Business Administration; B.A., B.S. in International Business; and B.S. in Management. In addition, the Department offers four minor programs: business administration, international business, organizational leadership, and business environment and sustainability. The last review of the B.S. in Business Administration program occurred in 2012-2013.

The curriculum of the B.S. in Business Administration program is designed to provide a broad, interdisciplinary background in business. The program prepares students for a wide range of jobs within a variety of industries. Focused on the management and operational skills that are crucial to running a business, the program will prepare students for any number of entry-level positions in a variety of organizations, such as financial institutions, professional firms, medical clinics/hospitals, government, and non-profit agencies. In addition to learning about core business disciplines such as accounting, finance, marketing, and management, business administration students take specialized courses in cost and management accounting, electronic business management, investments, and marketing research.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2013-2020

B.S. in Business Administration, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Enrollments	724	792	887	901	885	850	897	851
Degrees	82	83	96	105	100	113	135	140

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 2018, fall 2018, and spring 2019.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

- Goal 1: Functional Area Competency: Business Administration graduates are adequately prepared to function as effective professionals in a range of business functional areas with sufficient knowledge and understanding of contemporary business in general.
- Goal 2: Communication: Business Administration graduates are effective and persuasive communicators.
- Goal 3: Teamwork: Business Administration graduates to possess the ability to work well in teams.
- Goal 4: Critical Thinking & Problem-Solving: Business Administration graduates are critical thinkers that can effectively solve problems with necessary analytical skills.
- Goal 5: Ethical Reasoning: Business Administration graduates are ethical decision makers.

Student learning outcomes

As a “skills-focused” program that highlights both behavioral and quantitative skills, the B.S. in Business Administration program pursues the following learning objectives within the five learning goals:

- Goal 1: Functional Area Competency

- Objective 1a: Describe basic concepts in each major functional area of business.
- Goal 2: Communication
- Objective 2a: Write well-organized and grammatically correct papers including letters, memos, case analyses, and research reports.
- Objective 2b: Make effective oral presentations that are informative as well as persuasive, as appropriate.
- Goal 3: Teamwork
- Objective 3a: Understand group dynamics and become a contributing team member.
- Objective 3b: Work effectively in team activities within and outside the classroom.
- Goal 4: Critical Thinking & Problem-Solving
- Objective 4a: Draw meaning from broad variety of information to identify a business problem.
- Objective 4b: Apply relevant information and arrive at a well-reasoned conclusion.
- Goal 5: Ethical Reasoning
- Objective 5a: Identify ethical problem and affected parties.
- Objective 5b: Demonstrate moral development in ethical decision making.
- Objective 5c: Explain the responsibilities of various parties and policies as they relate to ethics.

Program curriculum (2019-2020)

The curriculum follows the traditional model of a business school that is accredited by the Association to Advance Collegiate Schools of Business-International (AACSB). All undergraduate students enrolling in one of the College's degree programs must satisfactorily complete a common set of core courses in the different functional areas of business (e.g., accounting, management, marketing, and finance).

Graduation requirements:

120 credit hours including 70 credit hours for the degree program and 39 credit hours for General Education. The 70 credit hours for the degree program include 51 credit hours of business courses, 3 credit hours of international business elective courses, 3 credit hours of business elective courses, and 13 credit hours of courses external to the Department of Management and Quantitative Methods.

Program delivery

The program is offered on the Normal campus.

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

Department faculty (Fall 2020)

Unlike the other programs in the College of Business, the B.S. in Business Administration program does not employ its own faculty. Faculty from the four academic departments are assigned to teach business administration courses and thus, the numbers below reflect the faculty of the entire College of Business.

82 tenure track faculty members (30 Professors, 31 Associate Professors, and 21 Assistant Professors)

38 non-tenure track faculty members (23 full-time, 15 part-time, totaling 32.1 FTE)

Undergraduate student to faculty ratio: 33 to 1

Undergraduate student to tenure-line faculty ratio: 45 to 1

Specialized accreditation

Accreditation of the B.S. in Business Administration program is included with the Association to Advance Collegiate Schools of Business-International (AACSB) accreditation for the College of Business as a whole.

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

- Employers (especially those serving on the Department's advisory council) suggest that students need more quantitative analysis and data visualization skills than they can obtain from the introductory statistics course and operations management course that are required for the program.

- The Department’s advisory council has also expressed concern that students are not prepared adequately in soft skills, including written and verbal communication, formatting business documents, goal-setting, attention-span, and networking within the organization.
- In the past, the program was considered to be a placeholder for undecided students, and these students were strongly encouraged to complete a degree program offered by one of the College’s four academic departments. Now, the B.S. in Business Administration is accepted as a rigorous program for broad, general background in business.
- Program demand has shown a moderate increase over the years.

Responses to previous program review recommendations

The 2012-2013 program review resulted in three recommendations.

1. *Working with the College of Business, identify and implement strategies for recruiting students from underrepresented groups, including females.* Faculty members work to foster an inclusive environment characterized by ethical behavior and social justice that prepares students to be fully engaged participants in a global society. Various scholarships, such as the Diversity Excellence Business Scholarship offered by the College of Business helps promote diversity among the student population.
2. *Review the curriculum and modify it accordingly to ensure that student learning needs are adequately being met.* The program now requires courses in both microeconomics and macroeconomics, rather than the previously offered course that combined both subjects. This promises to enhance future students’ facility with basic economic concepts and calculations. One course offered by the Department of Management and Quantitative Methods focuses much more on developing programming skills, bringing the course more up to date with modern quality control and management processes. In fall 2018, the program curriculum was compared with the curricula from six peer institutions identified by AACSB. For this comparison, attention was paid to the number of credit hours, elective courses, and international components of the programs. The program at Illinois State University was found to be similar to all of the other programs, and no specific changes were made to its curriculum.
3. *Continue to utilize data collected through program assessment, including program alumni tracking, to identify and make program changes.* The assessment data collection process was updated to collect data using online forms, and the first data collection using these online forms was completed in spring 2018. The findings were made available to the faculty teaching business administration courses. In spring 2020, the process was changed to streamline the data collection with the other programs. As a result, no separate data collection was needed for the B.S. in Business Administration program. The data were collected by the four academic departments and processed by the Dean’s office. No serious concerns were identified from the assessment data, and progress was reported in different areas. One minor change that the faculty felt needed to be made was for them to better align assignment requirements with the rubrics because providing additional details in the rubric would help students better understand the requirements, particularly in formatting written or oral assignments.

Major findings

- The program faculty is predominately male.
- Students in the College of Business do not have enough access to the support of their academic advisors. With the B.S. in Business Administration being the largest program, it will benefit from additional academic advisor(s).
- There is a need for students to better understand diversity, equity, and inclusion.
- There is a need to encourage more students to enroll in the Honors program on campus.
- There is a need to involve more students in faculty research.
- The enrollment numbers suggest that there is moderate growth in demand for the program.

Initiatives and plans

The curriculum needs to be reviewed and assessed to ensure that it aligns with changes in the College of Business and with both current demands and future expectations of the industry. One such possibility to address all these is

to consider infusing data analytics in the program. The program also needs to work towards increasing involvement of students in the Honors program and faculty research.

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 Business Administration program to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders. The curriculum in the B.S. in Business Administration offers coursework that emphasizes a generalized set of knowledge and skills necessary in today's multifaceted business world, preparing students for a broad range of entry-level positions in a wide array of organizations. The objective is to create a well-rounded business professional. The curriculum is delivered by faculty members who collaborate to provide foundational courses and specialized courses.

The committee commends faculty efforts to sustain the program's enrollment during the period covering the program review cycle through the use of several recruitment strategies identified in the self-study report (e.g., the Diversity Excellence Business Scholarship and other scholarships, and participation in open houses). These efforts have resulted in relatively steady enrollments that have made the B.S. in Business Administration consistently the largest program in the College of Business. We further commend the program faculty for their actions that have resulted in an increase in students from traditionally underrepresented groups, rising from 17.9 percent in 2015 to 27.1 percent in 2019.

The committee recognizes the program faculty's commitment to activities that support student success. We commend the program on its ability to continue to limit enrollments in many of its courses, which is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee commends the program for the variety of opportunities for direct community involvement both inside and outside of the classroom (including small business consulting and not-for-profit fundraising and awareness initiatives). We also note that the program encourages and supports student participation in study abroad opportunities, internship programs, and several registered student organizations (RSOs). The committee also commends the program advisors for their efforts to support students transferring both into and out of the program. We note that the fall-to-fall retention rates are generally at or above the University-wide rates overall. The committee commends the faculty for their efforts that have allowed nearly 75 percent of students to complete their degree within 4 years (and for increasing the completion rate within five years from 93.6 percent in 2016 to 100 percent). We also note that the employment and salary data indicate strong outcomes for program graduates.

The committee recognizes the faculty's work to revise the curriculum during the period of review such that the program remains comparable to peer institutions. The committee recognizes the program for maintaining and expanding industry partnerships for the benefit of the program, its students, and its faculty. We further commend the Department of Management and Quantitative Methods and the College of Business for their continued accreditation by the Association to Advance Collegiate Schools of Business-International (AACSB) and wish them well for their reaccreditation efforts in fall 2021.

The committee notes the faculty members for their scholarly contributions to the B.S. in Business Administration. Faculty members are active researchers who publish in national and international peer-reviewed journals.

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

Follow-up Report.

Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee would like the program to revisit the aspirational section of the self-study. Although the faculty did briefly discuss aspirational initiatives the committee believes that a more extensive analysis could help develop strategies for addressing the initiatives faculty has identified in their self-study. Accordingly, the committee asks faculty to revisit their discussions of aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2022.

Recommendations.

The Academic Planning Committee thanks faculty and staff of the B.S. in Business Administration program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with all faculty and staff participating in the B.S. in Business Administration program. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to monitor enrollment trends and program growth. The committee encourages faculty to continue to actively monitor the growing enrollments and how they are impacting the program. We encourage the program faculty to look to their comparator and aspirational institutions for indicators of enrollment growth impacts on program quality. The committee encourages the program to continue to monitor their strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline.

Continue to focus on diversity, inclusion, and equity. The committee encourages the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds. The committee notes the self-study finding that there is a need for students to better understand diversity, equality, and inclusion. We recommend that these efforts include examining ways to infuse diversity issues into the curriculum beyond the international component.

Develop a plan for 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, time-to-degree, curriculum, alumni engagement). The committee supports the program-identified need to develop more opportunities and supports for student participation in research and creative activities. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with Honors have sufficient opportunities to do so. The committee notes the program’s concerns regarding extremely high advisor loads. We support the efforts to develop avenues designed to reduce these loads. We also recommend that the College Advisement Center review their metrics for advising effectiveness, looking beyond student outcomes exclusively. We suggest that looking to aspirational institutions may provide valuable insights for the development of action items for this plan.

Conduct a review of the curriculum. The committee notes the recommendations from the program’s advisory council regarding a need for more hard skills (e.g., quantitative analysis and data visualization) and soft skills (e.g., written and verbal communication). We support the program faculty’s plans to review, assess, and revise the program curriculum to ensure that it aligns with current demands and future expectations of the industry. We suggest that looking to aspirational institutions may provide valuable insights for the development of action items for this plan.

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection related to business administration to aid in both the selection and deselection process of these sources. Given recent journal

cancellations and expected increases in distance and hybrid courses, we encourage the 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.

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

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

REVIEW OF THE B.A., B.S. IN INTERNATIONAL BUSINESS

Classification of Instruction Programs (CIP) Code: 52.1101
International Business/Trade/Commerce

OVERVIEW

The B.A., B.S. in International Business program at Illinois State University is housed in the Department of Management and Quantitative Methods within the College of Business. The Department offers three degree programs: B.S. in Business Administration; B.A., B.S. in International Business; and B.S. in Management. In addition, the Department offers four minor programs: business administration, international business, organizational leadership, and business environment and sustainability. The last review of the B.A., B.S. in International Business program occurred in 2012-2013.

The B.A., B.S. in International Business is an interdisciplinary program, combining the business core courses applicable to all College of Business programs, international business core and specialized courses, concentration in a functional area, foreign language requirement, area studies requirement, and an experience abroad. Students select one functional area of business as their concentration and must achieve intermediate level competency in their selected foreign language. The area studies requirement broadens perspectives by taking courses with an international focus that are offered external to the College of Business such as political science, geography, anthropology or history.

Enrollment and Degrees Conferred by Plan of Study, Fall Census Day, 2013-2020

B.A., B.S. in International Business, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Enrollments	123	129	123	137	125	144	134	128
Degrees	20	22	21	21	19	27	24	62

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 2018, fall 2018, and spring 2019.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

Goal 1: Students in the International Business program will be adequately prepared to function as effective professionals in their content area.

Goal 2: Students in the International Business program will be effective written communicators and credible and persuasive speakers.

Goal 3: Students in the International Business program will be critical thinkers.

Goal 4: Students in the International Business program will be cognizant of the impact of culture and regulations on global business.

Goal 5: Students in the International Business program are ethical decision makers.

Goal 6: Students in the International Business program possess the ability to work in teams.

Student learning outcomes

The learning goals and objectives for the program are described below.

Goal 1: Students in the International Business program will be adequately prepared to function as effective professionals in their content area.

Objective 1a: Students in the program will understand and apply content knowledge appropriate for their IB program.

Objective 1b: Students in the program will understand and apply general business knowledge appropriate for international business students.

Goal 2: Students in the International Business program will be effective written communicators and credible and persuasive speakers.

Objective 2a: Students in the program will communicate clearly both verbally and in writing.

Objective 2b: Students in the program will be effective persuasive speakers.

Goal 3: Students in the International Business program will be critical thinkers.

Objective 3a: Students in the program will think critically and solve problems using appropriate reasoning and analytical skills.

Goal 4: Students in the International Business program will be cognizant of the impact of culture and regulations on global business.

Objective 4a: Students will understand the impact of global and national diversity on international business.

Objective 4b: Students will understand the legal arena surrounding international organizations.

Goal 5: Students in the International Business program are ethical decision makers.

Objective 5a: Students will understand ethical issues in business decision making.

Goal 6: Students in the International Business program possess the ability to work in teams.

Objective 6a: Students in the major will work effectively and professionally in teams.

Program curriculum (2019-2020)

The curriculum follows the traditional model of a business school that is accredited by the Association to Advance Collegiate School of Business-International (AACSB). All undergraduate students enrolling in one of the College's degree programs must satisfactorily complete a common set of core courses in the different functional areas of business (e.g., accounting, management, marketing, and finance).

Graduation requirements:

124 credit hours including 85 credit hours for the degree program and 39 credit hours for General Education. The 85 credit hours for the degree program include 42 credit hours of business courses, 9 credit hours of international business elective courses, 9 credit hours of business elective courses, 6-8 credit hours of foreign language courses, and 19 credit hours of courses external to the Department of Management and Quantitative Methods.

Program delivery

The program is offered on the Normal campus and in Panama City, Panama [at Quality Leadership University (QLU)]. The program is delivered primarily through face-to-face or blended face-to-face/online instruction.

The program also has an international experience requirement. Very few exemptions have been requested, and all those requested have been granted. Some students receive financial support through various university-level study abroad scholarships, and there is a specific award, the Varner International Experience Award, that is given to three or four students annually who have completed study abroad or are currently studying abroad.

Department faculty (Fall 2020)

Unlike the other programs in the College of Business, the B.A., B.S. in International Business program does not employ its own faculty. Faculty from the four academic departments are assigned to teach international business courses and thus, the numbers below reflect the faculty of the entire College of Business.

82 tenure track faculty members (30 Professors, 31 Associate Professors, and 21 Assistant Professors)

38 non-tenure track faculty members (23 full-time, 15 part-time, totaling 32.1 FTE)

Undergraduate student to faculty ratio: 33 to 1

Undergraduate student to tenure-line faculty ratio: 45 to 1

A total of twenty-three faculty members have taught in the B.A., B.S. in International Business program during the current program review period.

Specialized accreditation

Accreditation of the B.A., B.S. in International Business program is included with the Association to Advance Collegiate Schools of Business-International (AACSB) accreditation for the College of Business as a whole.

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

In the last eight years, the world has become more globalized, and it became easier for students (for that matter, anyone) to get information and updates about events happenings anywhere in the world. International business faculty keep themselves abreast about global developments and made changes in their course content, choice of case studies, and videos. Enrollment in program has fluctuated over the years but maintains approximately 25 percent of all international business students within the state of Illinois.

To better inform prospective students, the program has updated its academic brochure twice and improves the program website continually. The Carson and Iris Varner International Business Institute (VIBI) Director has involved current students in the review of materials to better focus on a message that is clear and compelling to students. Furthermore, the VIBI Director has involved current senior students in recruiting efforts to provide a realistic preview of the program to interested students.

More importantly, the unit has taken the International Business Institute established in 2007 and, with the benefit of an endowment established by Carson and Iris Varner, renamed it as the Carson and Iris Varner International Business Institute in 2019. This renaming, along with having a dedicated space for the B.A., B.S. in International Business program, will increase the visibility and legitimacy of the program and the institute. This endowment will also provide funding for increased activity by the institute and scholarships to attract students to the program as well as support the travel for international business students. The major complaint of students has been that other students do not realize that the program exists, and every semester a senior student comes to the VIBI Director frustrated with the lack of awareness of the program as an option when they could pursue it earlier in their studies. Thus, improved signage and marketing to enhance visibility within the College of Business building are keys to the future of the program, as well as increased financial support to market the program directly to prospective students.

The mission of the VIBI has always been to “globalize our students, faculty, and curriculum to meet the global career needs of College of Business students, as well as involving alumni and organizations in outreach programs that both enhance the skills of our students and provide global perspectives to organizations”. VIBI provides support for broader global perspectives and global skill development for both students and faculty through the international business program and minor; study abroad opportunities; and the various programs, speakers, and guests VIBI brings to campus. One key role of reestablishing study abroad after the COVID-19 pandemic is continuing the flow of exchange students to visit Illinois State University, which enhances classroom experiences whether the courses are internationally focused or not. It is important for Illinois State University students to work with international students whether they come here for a single semester or their entire degree.

Responses to previous program review recommendations

The 2012-2013 program review resulted in five recommendations.

1. *Monitor course development to ensure that new areas in the discipline are integrated into course content.* In this area, a course was developed that is focused on corporate strategy in emerging/developing countries to both strengthen the curriculum and offer another choice for students. This course has now become a permanent course that is offered once annually. More course development was impossible due to budget and the lack of faculty to develop other courses such as international human resources or global sales management.

2. *Continue to develop and expand the internship program for majors.* The VIBI has developed additional outlets for international internships in Panama through the partnership with Quality Leadership University and through networking with a variety of partner schools. Thus, international internships have occurred in Mexico, Italy, Spain,

Panama, Turkey, Czech Republic, and China during the current review period. The number of students interning abroad has increased, and most students in the program complete at least one internship, either domestically or internationally. This is an ongoing effort and will continue to be developed.

3. *Continue to monitor effectiveness of the assessment plan, including program alumni tracking, and update assessment techniques as appropriate.* Every year, faculty members collect data from students, look for patterns, and decide on the courses of action for the subsequent year. For the assessment areas where data show exemplary or acceptable student performance, the faculty members continue to teach/guide students as they did before. However, for areas that represent unacceptable student performance (which is typically a very small number of students in a given year), the faculty members change or modify their style of guidance. This includes explaining a particular rubric during the start of semester and often during the middle of the semester, enquiring from students how their activities (e.g., oral communication skills, team skills) are progressing, and sorting out issues where necessary. Such guidance is offered to students in Panama as well.

4. *Continue to pursue faculty exchange opportunities that help faculty increase their international understanding and bring scholars to campus to benefit students in the program.* The Panama program has enhanced the number of the College of Business faculty who have traveled to teach abroad. An increasing number of faculty have also been developing short-term study abroad trips, most recently in Barbados, Romania, and Panama. Some faculty have taught seminars or short courses abroad as well as visited partner campuses abroad. This will be an ongoing effort.

5. *Continue to expand international experiences, including study abroad, and track participation by program majors in these experiences.* Extensive time has been spent developing and refining the database of past study abroad experiences. This has coupled with improvements by the Office of International Studies and Programs on campus in its support of study abroad and the strong working relationship between this office and VIBI. Great effort has been made to make study abroad more accessible and visible in the College of Business, and this effort will continue as VIBI now has the space and ability to better hold small sessions to share experiences and help students consider their options. Maintaining a clear database of those who have studied abroad will allow faculty to monitor access, especially to diverse students, across all College of Business students. Although this reaches across all College of Business programs, the international business students are key benefactors of improved access and marketing since they are required to study abroad for their program. Expanded financial support for study abroad in the College of Business is complicated, but a college-wide study abroad support fund could be developed to support students across the entire College of Business.

Major findings

A great deal of change has happened during the current review cycle. VIBI has received a permanent physical space to operate and entertain international guests. VIBI has been graciously and generously endowed by the Varners and many alumni of the program, and the curriculum has been updated.

Study abroad has grown to include several new College of Business exchanges, and the numbers of College of Business students who study abroad have grown as well. The relationship of the program with the new Illinois Global Scholars is potentially a new pipeline to reach internationally minded high school students and recruit them to Illinois State University. But as always, there is more work to be done. There is a critical need for a permanent staff member to be responsible for the ongoing marketing and management tasks that the VIBI Director is unable to perform with only one course release and a constantly rotating set of graduate assistants. There is a need to better support the College of Business advising center to provide more consistent advising support and reduce the advisor turnover for students. The endowment needs to quadruple to reach the level where staff could be hired, and that will take time. The key to that is alumni relationships, but those are hard to maintain on a tight time budget.

Initiatives and plans

The program faculty plans to take the following actions.

- First, revise and update a strategic plan for the next review cycle. With the advent of both dedicated space and a dedicated endowment, it is finally time to plan use of those resources to grow the program and meet the needs of students more effectively.

- Second, VIBI and the B.A., B.S. in International Business program will benefit from a close relationship with INTO on campus. Students in the program can grow their global and cultural awareness through volunteer opportunities to assist international students, and international students can feel more at home with Illinois State University friends who are globally motivated. Thus, one goal is to increase the interactions of program faculty with INTO staff to develop programs that are mutually supportive.
- Third, improve awareness and marketing of the B.A., B.S. in International Business program within both the University community and the state of Illinois, and continue to outreach for out-of-state and international students because this is a strong program that is not commonly offered. There is a need to continue accumulating and using resources wisely to increase the status of graduates and the program.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders. The curriculum in the B.A., B.S. in International Business offers an interdisciplinary program, combining core courses in general business and world languages with advanced courses in international business. The advanced courses focus not only on international activities in different functions, but also at the way cultures affect business operations and the legal environments globally. The program is designed for students seeking to work with global opportunities for corporations, governments, or non-profit organizations. The curriculum is delivered by faculty members who collaborate to provide foundational courses and specialized courses. Illinois State University is the only public institution in the state currently offering this degree program.

The committee commends faculty efforts to sustain the program's enrollment during the period covering the program review cycle through the use of several recruitment strategies identified in the self-study report that the program has begun using (e.g., hosting recruiting events, participation in open houses, and through involvement in the Illinois Global Scholar program). We further commend the program faculty for their efforts that have resulted in consistent enrollment of students from traditionally underrepresented groups, ranging between 30 and 41 percent over the past five years.

The committee recognizes the program faculty's commitment to activities that support student success. We commend the program on its ability to continue to limit enrollments in many of its courses, which is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee commends the program's development and support of international internships, exchange partnerships, and study abroad opportunities that are central to the student experience within the program. We also note that the program encourages and supports student participation in conferences, symposia, competitions (e.g., International Business Case competitions), and several registered student organizations (RSOs; e.g., International Business Association). We congratulate the program faculty for their mentoring of four Bone Scholars and for support leading to high participation in the Honors program on campus (ranging between 9 and 13 percent). The committee commends the faculty for their efforts that have allowed near 70 percent to complete their degree within 4 years, especially considering high participation in study abroad and that many students enrolled in the program chose to enroll in a second program. We also note that the employment and salary data indicate strong outcomes for program graduates. The committee also commends the program advisors for their efforts to support students transferring both into and out of the major. The committee notes the fall-to-fall retention rates are generally at or above the University-wide rates overall. The committee commends the program's efforts to keep their alumni engaged through social media, homecoming events, and periodic personal email contacts.

The committee commends the faculty's work to revise the curriculum during the period of review based on feedback from multiple stakeholders. These efforts included the elimination of the two tracks, a redesign of

requirements regarding the international function courses, the development of additional options to satisfy the language requirements, and the development of a new course in emerging and developing markets. We further commend the Department of Management and Quantitative Methods and the College of Business for their continued accreditation by the Association to Advance Collegiate Schools of Business-International (AACSB) and wish them well for their reaccreditation efforts in fall 2021.

The committee notes the faculty members of the program for their scholarly contributions to the B.A., B.S. in International Business program. Faculty members are active researchers who publish in international peer-reviewed journals.

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

Follow-up Report.

Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee would like the program to revisit the aspirational section of the self-study. Although the faculty did briefly discuss aspirational initiatives the committee believes that an analysis of institutions that have international business program [perhaps others institute members of the Consortium for Undergraduate International Business Education (CUIBE)] will provide greater insight into the initiatives that faculty have identified in their self-study. Accordingly, the committee asks faculty to revisit their discussions of aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2022.

Recommendations.

The Academic Planning Committee thanks faculty and staff of the B.A., B.S. in International Business program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with program faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Update the program's strategic plan. The committee agrees that the program faculty should engage in discussions to review and revise the program's strategic plan in light of the changes in the support structures of the program (e.g., administrative restructuring, new dedicated physical space, financial endowment).

Continue to monitor enrollment trends and program growth. The committee encourages faculty to continue to actively monitor the growing enrollments and how it is impacting the program. We encourage the program faculty to look to their comparator and aspirational institutions for indicators of enrollment growth impacts on program quality. The committee encourages the program to continue to monitor their strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. The committee recommends that the program work with the College of Business administration to explore and support ways to better market and increase early awareness of the program so that prospective students will enroll earlier (ideally as incoming freshmen). The committee agrees that the program will benefit from strengthening their relationship with INTO and the International House (both on campus). We suggest that the program faculty explore opportunities for collaboration with other programs within the University outside of the College of Business and examine the impact of restricting some courses and minor programs only to students within the College.

Continue to focus on diversity, inclusion, and equity. The committee encourages the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds. While the committee commends the inclusion of MQM 349 (Cross-

Cultural Behavior in Business) as a required course, we recommend that the faculty continue their efforts to infuse both domestic and international diversity issues across the broader curriculum.

Develop a plan for 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, time-to-degree, curriculum, alumni engagement). The committee notes the program’s concerns regarding extremely high advisor loads. We support the efforts to develop avenues designed to reduce these loads. We also recommend that the College Advisement Center review their metrics for advising effectiveness, looking beyond student outcomes exclusively. The committee also encourages the program to ensure that students are provided sufficient advising with regards to the selection of courses during? their international experiences to support students’ ability to graduate on time. We suggest that looking to aspirational institutions may provide valuable insights for the development of action items for this plan.

Complete a review and evaluation of the changes to the curriculum. The committee encourages faculty to complete a comprehensive review of coursework in the program. Although the committee commends the program for offering a minor in international business, we ask that the program explore ways to open that program to non-business majors. The committee also recommends that the program examine the catalog copy to ensure that there is clarity regarding the requirements for international experiences (e.g., the rationale for different credit hour requirements across the international experiences). The committee encourages the program to continue developing opportunities for student scholarship and creative activities. We suggest that looking to aspirational institutions may provide valuable insights for the development of action items for this plan.

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection related to international business 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.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue its implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary. The committee supports the development of student learning outcomes that are specific to the distinctive international objectives of the program including the assessment of cultural awareness growth among the program’s students.

Panama program assessment plan. The committee commends the program for their innovative partnership with the Quality Leadership University in Panama and greatly appreciated the additional information regarding this partnership program. However, the committee expressed some concerns about the potential differences between experiences and opportunities of the Illinois and Panama student cohorts. We strongly recommend that the program develop an assessment plan that will allow a comparison of the student experiences and outcomes across the two cohorts (domestic and international).

Continue to refine a plan for alumni tracking and engagement. The committee encourages the program faculty to continue to refine their plan for tracking and engaging program alumni and use this system to enhance alumni networking. These activities may become even more important in the years ahead as the program’s alumni become more diverse. The program could benefit from increased involvement of its alumni in providing input regarding the program and in mentoring students. The committee recommends that the program explore the potential of developing an advisory board to provide additional stakeholder feedback to guide program development.

REVIEW OF THE B.S. IN MANAGEMENT

Classification of Instruction Programs (CIP) Code: 52.1301
Management Science

OVERVIEW

The B.S. in Management program at Illinois State University is housed in the Department of Management and Quantitative Methods within the College of Business. The Department offers three degree programs: B.S. in Business Administration; B.A., B.S. in International Business; and B.S. in Management. In addition, the Department offers four minor programs in business administration, international business, organizational leadership, and business environment and sustainability. The last review of the B.S. in Management program occurred in 2012-2013.

The B.S. in Management program is highly focused, providing background in one of three areas: entrepreneurship and small business management, human resource management, and organizational leadership. The program provides students with sufficient depth and breadth in their chosen area, so they are able to seek employment in various areas of business and non-profit organizations. Students enrolling in the B.S. in Management select one of three sequences: Entrepreneurship and Small Business Management, Human Resource Management, and Organizational Leadership.

Enrollment by Plan of Study, Fall Census Day, 2013-2020

B.S. in Management, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Entrepreneurship and Small Business Management sequence	174	166	216	247	257	252	203	158
Human Resource management sequence	117	153	159	164	160	128	107	101
Organizational Leadership sequence	77	94	82	83	78	68	58	43
No subplan					2	4	2	
Total	368	413	457	494	497	452	370	302

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 2018, fall 2018, and spring 2019.

Degrees Conferred by Plan of Study, 2013-2020

B.S. in Management, Illinois State University

First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Entrepreneurship and Small Business Management sequence	61	50		45	37	47	40	
Human Resource management sequence	64	44		63	62	79	71	
Organizational Leadership sequence	44	31		32	33	25	32	

Total	169	125	148	140	132	151	143	123
-------	-----	-----	-----	-----	-----	-----	-----	-----

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 2018, fall 2018, and spring 2019.

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

Program goals

Faculty members have determined seven goals that are shared by the three sequences in the B.S. in Management program.

- Goal 1: We want students in the Management program to be adequately prepared to function as effective professionals in their content area.
- Goals 2: We want students in the Management program to be effective written communicators and credible, persuasive speakers.
- Goal 3: We want students in the Management program to possess the ability to work in teams.
- Goal 4: We want students in the Management program to be critical thinkers, effective problem solvers, and to possess analytical skills.
- Goal 5: We want students in the Management program to be technologically comfortable and proficient.
- Goal 6: We want students in the Management program to be ethical decision makers.
- Goal 7: We want students in the Management program to be accepting of diverse groups and to be aware of the impact of globalization on their content area.

Student learning outcomes

- Objective 1a: Students in the program will understand and apply content knowledge appropriate for their sequence (Entrepreneurship and Small Business Management, Human Resource Management, or Organizational Leadership).
- Objective 2a: Students in the program will communicate clearly both verbally and in writing.
- Objective 2b: Students in the program will be effective persuasive speakers.
- Objective 3a: Students in the program will work effectively and professionally in teams.
- Objective 4a: Students in the program will think critically and solve problems using appropriate reasoning and analytical skills.
- Objective 4b: Students in the program will be able to draw logical conclusions and make appropriate recommendations based on appropriate data.
- Objective 5a: Students will use technology in an appropriate manner.
- Objective 6a: Students will understand ethical and legal issues in business decision making.
- Objective 7a: Students will understand the implications of global and national diversity in business decision making.

Program curriculum (2019-2020)

The curriculum follows the traditional model of a business school that is accredited by the Association to Advance Collegiate Schools of Business-International (AACSB). All undergraduate students enrolling in one of the College’s degree programs must satisfactorily complete a common set of core courses in the different functional areas of business (e.g., accounting, management, marketing, and finance).

Graduation requirements (Entrepreneurship and Small Business Management sequence):
120 credit hours including 67 credit hours for the degree program and 39 credit hours for General Education. The 67 credit hours for the degree program include 48 credit hours of business courses, 6 credit hours of entrepreneurship and small business management elective courses, and 13 credit hours of courses external to the Department of Management and Quantitative Methods.

Graduation requirements (Human Resource Management sequence):

120 credit hours including 67 credit hours for the degree program and 39 credit hours for General Education. The 67 credit hours for the degree program include 48 credit hours of business courses, 6 credit hours of human resource management elective courses, and 13 credit hours of courses external to the Department of Management and Quantitative Methods.

Graduation requirements (Organizational Leadership sequence):

120 credit hours including 67 credit hours for the degree program and 39 credit hours for General Education. The 67 credit hours for the degree program include 45 credit hours of business courses, 3 credit hours of required organizational leadership courses, 6 credit hours of organizational leadership elective courses, and 13 credit hours of courses external to the Department of Management and Quantitative Methods.

Program delivery

The program is offered on the Normal campus.

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

Department faculty (Fall 2020)

26 tenure track faculty members (9 Professors, 13 Associate Professors, and 4 Assistant Professors)

11 non-tenure track faculty members (8 full-time, 3 part-time, totaling 10.6 FTE)

Undergraduate student to faculty ratio: 38 to 1

Undergraduate student to tenure-line faculty ratio: 52 to 1

Specialized accreditation

Accreditation of the B.S. in Management program is included with the Association to Advance Collegiate Schools of Business-International (AACSB) accreditation for the College of Business as a whole.

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

For many years (perhaps even decades), the Department has been largely unresponsive to the changing curricular needs of students graduating from the B.S. in Management program.

- Employers (on the Department's advisory council, especially) have reported that students need more quantitative analysis and data visualization skills than they can obtain from the introductory statistics course and operations management course that are required for the program.
- The Department's advisory council has also expressed concern that students are not prepared adequately in soft skills, including written and verbal communication, formatting business documents, goal setting, attention-span, and networking within the organization.
- The larger field is very aware of the need for students to better understand diversity, equity, and inclusion, yet no such requirement exists for the program.
- In 2019, the Society for Human Resource Management (SHRM), the industry's professional organization, encouraged human resource professionals to know the following:
 1. Data and creating data-driven strategies
 2. Data visualization skills
 3. Programming skills
 4. Artificial intelligence (AI)
 5. Inclusion
 6. Managing remote employees, including virtual team building
 7. Automation as it replaces entry-level jobs, including those in human resources)
 8. More efficient onboarding
 9. Health advocacy, caregiving benefits, recruitment marketing, and mobile- friendly recruitment
 10. Pre-employment assessments (rather than resumes)

These are the job skills that the Human Resource Management and Organizational Leadership sequences should be incorporating into their curriculum.

- Also in 2019, the *Journal of Entrepreneurship Education* identified the following future trends in entrepreneurship education:
 1. The plausibility of incumbent business organizations and entrepreneurial start-ups likely to look similar in the future.
 2. The thought process of our current generation of students.
 3. The benefits of citizenship behavior and sustainability
 - a. Sustainability values and ethics
 - b. Social entrepreneurship
 - c. Corporate social responsibility
 - d. Sustainability leadership
 4. The value in exposing our students to non-traditional jobs.
 5. The need to evaluate the emotional intelligence of students, using either ability or trait models or both.

The B.S. in Management program already offers courses focused on corporate social responsibility and lean business planning and has refined one course to include corporate entrepreneurship content. Faculty should explore these recommendations in the way that works best for Illinois State University.

Responses to previous program review recommendations

The 2012-2013 program review resulted in four recommendations.

1. *Working with the College of Business, identify and implement strategies for recruiting students from underrepresented groups.*
2. *Continue to monitor the effectiveness of the assessment plan, including program alumni tracking, and update assessment techniques and tools as appropriate.*
3. *Review the curriculum, including elective options, and modify it accordingly to ensure that it remains current and meets student learning needs.*
4. *Continue to increase opportunities for co-curricular learning activities including service learning.*

The Department of Management and Quantitative Methods has maintained the following priorities from the time period between 2008-09 and 2012-13. They will likely continue for the near term.

Partnerships

- Create a Management and Quantitative Methods brochure with points of pride: Accomplished by 2016
- Develop a newsletter: One sent in 2016
- Identify successful alumni and reconnect through newsletter:
 - Successful alumni have been reconnected through development activities, rather than a newsletter.
 - Department's advisory board reports that alumni will not open "links" on their phones, which is what University Advancement on campus requires if an electronic newsletter is sent.
 - Print newsletters have been cost-prohibitive.
- Initiate and nurture relationships with employers of department alumni, such as creating local network and holding presentations at company:
 - Partnerships with Caterpillar, State Farm, and COUNTRY Financial remain strong.
 - No specific network was created during this program review cycle.
- Develop a database to track guest speakers and invite them back to campus for special events: Not accomplished.

Professional Enrichment Opportunities

- Faculty – create opportunities for exchanging ideas related to teaching and scholarship: Faculty continue to participate in research talks coordinated by the College of Business Research Director.
- New Faculty – mentoring to successfully achieve tenure and promotion: All newly-employed faculty were mentored, to various degrees, during this review cycle, but mentoring was not systematic.
- Students – strengthen student organizations: Impossible to measure given the lack of specific data.

Institutes

- International Business Institute: This is not pertinent to the B.S. in Management program, although the Varner International Business Institute has made significant strides since the previous review cycle.
- Organizational Leadership Institute: This is not a curricular unit per se, although it continues to provide significant support for the registered student organization (RSO) Phi Beta Lambda and significant professional opportunities for all students.
- Institute for Entrepreneurial Studies: The George R. and Martha Means Center for Entrepreneurial Studies continues its best work in a co-curricular capacity.
- Institute for Human Resource Studies: Not established
- Integrated B.S./M.S. in Human Resources Management program: Not accomplished

Career/Placement Events

- Work with placement center to develop job fairs for students: Not accomplished.
 - This was, perhaps, an unrealistic goal, given how broad the Department's programs are.
 - Department leaderships has consulted with college leadership and although directed job fairs for accounting and marketing students are appropriate, they are less appropriate for management, finance, and insurance students.

Advisory Boards

- Departmental advisory board: Established and meets semi-annually.
- Boards for each institute: The George R. and Martha Means Center for Entrepreneurial Studies board was established but has been defunct for several years.

The Department met few of its priorities because the original goals were either not data driven or were not realistic. The goals also failed to be singular to the B.S. in Management program and are thus more closely aligned to the goals of the Department.

Major findings

- In addition to the full-time chairperson and office staff member, the Department needs, at a minimum, a part-time associate chairperson and a second office staff member at a minimum, part-time during the academic year.
- The Department is a predominately white, male, (temporarily) able-bodied faculty. The lack of domestic minorities is particularly skewed, and the gender ratio is also unequal.
- Students in the College of Business do not have enough access to the support of their academic advisors. At least one more needs to be hired for students in the Department's three programs.
- Developing a new Departmental Strategic plan should be one of the new chairperson's first under-takings in fall 2021. Care should be taken that the strategic plan looks extensively at the B.S. in Management program curriculum.
- The Department needs to work to encourage more students to enroll in the Honors program on campus and needs to involve more students in faculty research.
- Registered student organizations (RSOs) will need to be nimble and adapt to online participation strategies in order to follow student trends into the future.
- Departmental courses need to be regularized, with those offered irregularly retaining their designation, those offered annually receiving more permanent catalog numbers, and those unlikely to be offered again being deleted.
- The Human Resource Management and Organizational Leadership sequences need to revise their courses to adhere to industry standards.
- The Entrepreneurship and Small Business Management sequence needs to revise its curriculum to better match the needs of individual entrepreneurs and corporate entrepreneurs.

Initiatives and plans

- Curriculum

- Per discussions during the 2019-2020 academic year, enrollment in one course should be restricted to program students and include content from another course that should no longer be a required course.
- Use the additional credit hours created by no longer requiring one course for a new course in managerial analytics, which would provide three core courses that students complete, followed by the capstone course.
- Work with the College of Business to reduce redundancies in the business core courses that are required of all undergraduate students and incorporate more business writing into these courses.
- Infuse diversity, inclusion, and equity content into courses.
- Involve more students in the Honors program on campus.
- Improve declining numbers in the Department's internship program.
- The Department should set a higher goal for students to have transformational international experiences from the current high of approximately 2.5 percent to 4 or 5 percent. Students need more information about how to study abroad, and fund-raising goals to support international travel could be enhanced.
- Improve declining enrollment in the Human Resource Management sequence.
- Combine the Organizational Leadership and Human Resource Management sequences into one management program, similarly to comparator and aspirational programs, and update courses in the process.
- Create a separate program for entrepreneurship.
- Regularize the courses offered by the Department.
- Hiring
 - The Department has a vacant faculty position that needs to be filled, especially by someone with interests in diversity and/or statistics.
 - Hire an additional office staff member to work in the Varner International Business Institute (VIBI) and the Department office.
 - Hire an additional academic advisor for the College of Business advising center.
 - When hiring, advertise the importance to the Department of diversity (in terms of domestic minorities and women) at the beginning, rather than at the end.
 - Reappoint an associate chairperson.
- Research: Involve more undergraduate students in faculty research.

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 Management program to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report. The curriculum in the B.S. in Management offers coursework in three separate sequences that emphasize innovative thinking and entrepreneurial skills, in-depth knowledge, expertise, hands-on learning, and leadership skills for students interested in careers in entrepreneurship, human resource management, and organizational leadership

The committee notes that enrollments have fluctuated over the last five years of the period of review (from 432 first in 2015, up to 479 in 2017, and down to 354 in 2019). This pattern is similar across all three sequences within the program. The self-study report suggests that this may reflect a relationship between enrollments and economic trends and changes in the discipline (e.g., corporate outsourcing of entry-level jobs to automated systems, a shift away from soft skills to STEM-based skills) and is also similarly reflected in the enrollment patterns at other institutions. The committee commends the program faculty for their active participation in university events (e.g., open houses, Redbird Days, Presidential and University Scholar Days) and notes that the program has focused their efforts towards securing student scholarships as part of fundraising through their advisory council, as well as through private and corporate donations that have aided in the Department's recruitment efforts during the current review cycle.

The committee notes the program faculty for their efforts to support the success of their students. We commend the program for the creative and varied co-curricular options it provides students to meet their education and career goals (e.g., the Startup Showcase event). These include a wide variety of registered student organizations (RSOs; e.g., Society for Student Human Resource Management, Phi Beta Lambda), some of which provide students opportunities to be actively engaged with the community and local industry. We appreciate the Department's commitment to monitoring its undergraduate academic advising throughout the current review cycle and commend the program advisors for their efforts to support students transferring both into and out of the major. The committee notes the fall-to-fall retention rates are generally below department, college, and university-wide rates overall. The committee notes that most students complete the degree in five years or less and that this pattern has shown steady improvement since 2016.

The committee recognizes the faculty's work to revise the curriculum during the period of review based on feedback from multiple stakeholders to ensure that it is representative of current trends and needs within the industry. These efforts included the development and support of an interdisciplinary entrepreneurship minor, the addition of separate microeconomics and macroeconomics courses, updating the foci of two courses (Entrepreneurship II, and Operations Analytics – Quality Management), and the addition of several new topics to the Seminar in Management course sections. We further commend the program faculty on their continued accreditation by the Association to Advance Collegiate Schools of Business-International (AACSB) and wish them well for their reaccreditation efforts in fall 2021.

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

Follow-up Reports.

The committee determined that the self-study report indicated several areas of concern that should be addressed early during the next cycle of review. We ask that the program faculty work to address these concerns through the development of several program-wide plans.

Develop a new Strategic Plan. The committee asks that the faculty engage in strategic planning discussions and develop a new strategic plan for the program. In addition to standard elements of a strategic plan (e.g., vision, mission, core values, goals, strategies, and tactics), the committee asks that it includes elements to address the areas related to the other follow-up requests. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2022.

Complete a review and evaluation of the curriculum. The self-study report identifies a number of potential initiatives related to the program curriculum. The committee asks that the program faculty consider these as part of a comprehensive review and evaluation of the curricula across all of the sequences and to develop a plan for necessary revisions. This should include a review of the course catalog to clearly identify potential hidden prerequisite courses. We ask that these discussions involve both internal and external stakeholders (e.g., alumni, the advisory board), as well as comparisons with the curricula of programs at comparator institutions. Accordingly, the committee asks the faculty to engage in discussions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2023.

Develop a comprehensive plan for diversity, inclusion, and equity. The committee asks the program faculty to develop a comprehensive plan to address issues of diversity, inclusion, and equity. We encourage the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds. We note that the enrollment of women and students from traditionally underrepresented groups within the program have been below university levels. The committee urges the program to continue refining and implementing their plans for faculty and student recruitment, including strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline. We recommend that the program faculty examine ways to infuse diversity, equity, and inclusion into the curriculum. We encourage the program faculty to look to their other

programs within the Department as well as comparator and aspirational institutions for indicators of enrollment growth impacts on program quality. Accordingly, the committee asks the faculty to engage in discussions of this plan and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2023.

Comparator and Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee would like the program to revisit these two sections of the self-study. The comparator analysis used programs defined by the College's accrediting body, which only included one in-state institution, but the guidelines ask that the program faculty consider in-state comparator programs. Furthermore, the analyses were primarily descriptive, without providing insights gained from the comparisons. Although the faculty did discuss aspirational initiatives, the committee determined that the aspirational analysis was underdeveloped. The committee asks the faculty to address this through an expanded analysis of aspirational programs that could help develop strategies for addressing the initiatives faculty has identified. Accordingly, the committee asks faculty to revisit their discussions of comparator and aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2023.

Recommendations.

The Academic Planning Committee thanks faculty and staff of the B.S. in Management program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with program faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to monitor enrollment trends and refine the plan for recruitment and enrollment management.

The committee encourages faculty to continue to actively evaluate the program's recruitment plans to ensure that Illinois State University is meeting the needs of both the program and the State. The committee encourages the program to continue to develop and implement a plan for student recruitment, including in the plan strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline.

Develop a plan for student success. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around "student success" by defining the program's goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recommends that the program continue monitoring student retention, particularly students from traditionally underrepresented groups. The committee encourages the program to develop more opportunities for student scholarship and creative activities. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with Honors have sufficient opportunities to do so. The committee notes the program's concerns regarding extremely high advisor loads. We support the efforts to develop avenues designed to reduce these loads. We also recommend that the College Advisement Center review their metrics for advising effectiveness, looking beyond student outcomes exclusively. We suggest that looking to aspirational institutions may provide valuable insights for the development of action items for this plan.

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

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection related to 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.

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

REVIEW OF THE B.S. IN MARKETING

Classification of Instruction Programs (CIP) Code: 52.1401
Marketing/Marketing Management, General

OVERVIEW

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

The B.S. in Marketing program offers a flexible degree that qualifies graduates for a variety of leadership positions in the selling, distribution, promotion, analytics, and strategic management of goods and services for both for-profit and non-profit organizations. In addition to completing other requirements, students in the program complete required courses focused on buyer behavior, marketing research, and strategic marketing management. Students enrolling in the B.S. in Marketing program can complete a general marketing plan of study or select one of three sequences: Advanced Marketing Analytics, Integrated Marketing Communication, or Professional Sales.

Enrollment by Plan of Study, Fall Census Day, 2013-2020
B.S. in Marketing, Illinois State University
First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Advanced Marketing Analytics sequence	--	--	8	33	50	63	75	75
Integrated Marketing Communication sequence	110	128	142	170	195	189	165	165
General Marketing sequence	411	456	192	468	426	401	412	397
Professional Sales sequence	106	136	139	147	150	142	156	140
No subplan			299	13	3	6	2	1
Total	627	720	780	831	824	801	810	778

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 2018, fall 2018, and spring 2019. The Advanced Marketing Analytics sequence was established May, 2015.

Degrees Conferred by Plan of Study, 2013-2020
B.S. in Marketing, Illinois State University
First Majors Only

	2013	2014	2015	2016	2017	2018	2019	2020
Advanced Marketing Analytics sequence	--	--		1	14	16	27	
Integrated Marketing Communication sequence	66	62		51	71	87	97	
General Marketing sequence	97	95		92	92	67	74	
Professional Sales sequence	26	41		52	46	74	58	

No subplan							2	
Total	189	198		196	223	244	258	251

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 2018, fall 2018, and spring 2019. The Advanced Marketing Analytics sequence was established May, 2015.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Program goals

The faculty members teaching in the B.S. in Marketing program have determined six competency goals for their students:

- Business Knowledge Competence
- Marketing Knowledge Base Competence
- Critical Thinking Competence
- Communication Competence
- Interpersonal Competence
- Marketing Perspective Competence

Student learning outcomes

- Business Knowledge Competence
 - Each student understands general business content across the core curriculum required of all College of Business students.
- Marketing Knowledge Base Competence
 - Each student has ownership of the requisite knowledge bases and tool sets of the marketing discipline and can use their marketing knowledge bases and tool sets to effectively address marketing issues and problems.
- Critical Thinking Competence
 - Each student can think critically in order to recognize, clarify, and analyze marketing situations, and make sound decisions and recommendations based upon the available information.
- Communication Competence
 - Each student can effectively communicate using written and verbal formats.
- Interpersonal Competence
 - Each student can demonstrate collaboration, leadership, and team-based decision making and exhibit professional behavior.
- Marketing Perspective Competence
 - Each student can identify, interpret, and evaluate the impact that controllable and uncontrollable environmental factors have on marketing decisions.

Program curriculum (2019-2020)

Graduation requirements (General Marketing sequence):

120 credit hours including 70 credit hours for the degree program and 39 credit hours for General Education. The 70 credit hours for the degree program include 42 credit hours of business courses, 15 credit hours of marketing elective courses, and 13 credit hours of courses external to the College of Business.

Graduation requirements (Advanced Marketing Analytics sequence):

120 credit hours including 73 credit hours for the degree program and 39 credit hours for General Education. The 73 credit hours for the degree program include 45 credit hours of business courses, 3 credit hours of marketing elective courses, 12-13 credit hours of advanced marketing analytic elective courses, and 13 credit hours of courses external to the College of Business.

Graduation requirements (Integrated Marketing Communication sequence):

120 credit hours including 73 credit hours for the degree program and 39 credit hours for General Education. The 73 credit hours for the degree program include 45 credit hours of business courses, 3 credit hours of marketing elective courses, 12-13 credit hours of integrated marketing communication elective courses, and 13 credit hours of courses external to the College of Business.

Graduation requirements (Professional Sales sequence):

120 credit hours including 73 credit hours for the degree program and 39 credit hours for General Education. The 73 credit hours for the degree program include 45 credit hours of business courses, 3 credit hours of marketing elective courses, 12-13 credit hours of professional sales elective courses, and 13 credit hours of courses external to the College of Business.

Program delivery

The program is offered on the Normal campus.

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

Department faculty (Fall 2020)

18 tenure track faculty members (7 Professors, 4 Associate Professors, and 7 Assistant Professors)

10 non-tenure track faculty members (4 full-time, 6 part-time, totaling 6.8 FTE)

Undergraduate student to faculty ratio: 34 to 1

Undergraduate student to tenure-line faculty ratio: 46 to 1

Specialized accreditation

Accreditation of the B.S. in Marketing program is included with the Association to Advance Collegiate Schools of Business-International (AACSB) accreditation for the College of Business as a whole.

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

1. Student demand for the B.S. in Marketing program has increased substantially since the previous program review, in that student enrollment was relatively steady during the 2002–2011 period, varying from a low of 592 to a high of 676. But enrollment increased 24 percent from 2012 to 2018, with a peak enrollment of 831 in 2016. Thus, the Department has dramatically increased enrollment and until now has retained most of that growth. Students are increasingly career-oriented and see completion of the B.S. in Marketing program as an exciting and achievable way of beginning a successful career in business. The addition of the Advanced Marketing Analytics sequence has also attracted many prospective students and added to growth in enrollment.
2. There is increased demand for graduates possessing data analytic and data visualization skills. Marketers continue to use survey and focus group research to understand consumer behavioral intentions and motivation but also utilize access to big data to analyze actual consumer behavior, predict future behavior, and identify segments most likely to respond favorably to a promotion or new product/service. Increased use of predictive analytics, social media tracking, and data visualization by marketers requires that students train in those areas and are able to apply those tools in the functional areas of marketing. The program has a substantial number of students each year who complete both the Advanced Marketing Analytics sequence and the Integrated Marketing Communication sequence because analytics are key to identifying the target market for promotions and for evaluating the success of a promotion strategy.
3. Conversion to fully online teaching in 2020 because of the COVID-19 pandemic showed the need for program faculty to develop and continually refine engaging online courses that allow students to apply and integrate what they are learning via discussions, team assignments, group client projects, synchronous in-class activities, case studies, papers, computer simulations, and other means. As all faculty develop their skills with online course modalities, students become more comfortable with that learning environment; the university then increases infrastructure support and course design consultant resources for online delivery, and the program will likely see fully-online courses become a significant percentage of course offerings after the pandemic ends. Very likely,

whenever multiple sections of a course are offered, a department will schedule at least one of those sections as fully online in order to provide students schedule flexibility and to accommodate different learning styles.

Responses to previous program review recommendations

The 2012-2013 program review resulted in five recommendations.

1. *Continue work on the assessment plan, including development and implementation of rubrics for all competency goals and exploration of ways to encourage student participation in the marketing knowledge assessment component, and implement it to improve student learning.* A faculty member has worked with instructors to collect course-based data, discuss the results, develop remedial actions if needed, and follow-up on the results of those actions. Based on these data and discussions, more uniform rubrics have been developed and faculty have shared their ideas for encouraging student engagement and student production of high-quality work. Given the technological advancements and more quantitative orientations among the profession, these would be worthwhile to consider as part of future program assessment to keep pace with industry needs.

2. *Continue to review and update the curriculum and course content in response to changes in the discipline and profession and to trends in student performance on the ETS Major Field Test and the marketing knowledge assessment.* In response to changes in the marketing discipline and recommendations by the program advisory board and other stakeholders, new courses and a new sequence were added to the curriculum since the previous program review. There has been a sustained pattern of innovation in the curriculum and programs of the Department, and these additions include:

- a. Approving a marketing analytics professional practice internship for academic credit
- b. Developing a sophomore-level course for program students that introduces marketing concepts and emphasizes critical thinking, quantitative skills, and career opportunities (completing this introductory course during the sophomore year allows students more time to take required and elective courses after they achieve junior standing and qualifies them for marketing internships in the summer before their junior year)
- c. Developing a course that introduces data analysis tools and techniques utilized in predictive analytics, with the goal of deriving actionable intelligence from marketing data
- d. Developing a course that focuses on advanced data analysis tools and techniques utilized in marketing analytics, with the goal of forming strong customer relationships
- e. Establishing the Advanced Marketing Analytics sequence that provides opportunities to gain deeper proficiency and comfort with data analysis and exposes students to understanding the use of big data, statistical analyses, and marketing strategy in order to make better informed decisions for business
- f. Establishing the minor program in business analytics that is available to students who are not enrolled in the B.S. in Marketing program. The minor provides students with opportunities to gain deeper proficiency and comfort with data analysis and the context for what question(s) should be asked and how best to collect, analyze, and present findings from the analysis of data to answer the question(s)
- g. Developing a new course that focuses on use of digital marketing tools while also maintaining a strategic integrated marketing communication planning focus on the client's campaign goals and objectives; and
- h. Developing a new course that provides an introduction to the language of relational databases, Structured Query Language (SQL), and database management and data integration to enable exploration and analysis of customer and market data directly from the data sources. This was developed in direct response to requests from students and employers to fill a gap in students' skill sets by adding extensive instruction on data management and integration and enabling graduates to prepare data sets for analysis without having to work through other organizational intermediaries to complete the data preparation steps.

3. *Explore establishment of a new sequence in market analytics.* The Advanced Marketing Analytics sequence was developed over a two-year period with input from advisory board members, other employers, students, and research on analytics course content offered at other institutions. A team of faculty and the Department chairperson at the time developed the syllabi for courses that would be offered by the Department and identified courses in other departments that would be included among the required and elective courses of the sequence. The sequence received final university-level approval in October 2014, and the first course was offered in fall 2015. Enrollment in the sequence has grown from 11 students in the first class during fall 2015 to 112 students enrolled in the sequence during spring 2020 s. Three new faculty members have been hired since 2016, and all teach courses in the sequence.

4. *Enhance interaction with the marketing advisory board and seek input from the board in creating additional opportunities for interaction among students, alumni, practitioners, and prospective employers.*

- a. The Department advisory board has provided substantial input for development of the Advanced Marketing Analytics sequence, Redbird Career Portfolio and mentorship program offered by the College of Business, and new department initiatives to develop students' skills in sales/analytic team selling and selling in a social situation.
- b. Department advisory board members have participated as guest speakers in courses and have provided client project opportunities for courses as well as research opportunities for faculty. Board members also have provided access to de-identified consumer datasets for analysis in introductory and advanced analytics classes.
- c. Board members raised funds for a scholarship awarded each year since 2019 to an outstanding graduating senior.
- d. Board members have personally funded or encouraged other alumni to contribute to two major scholarships awarded annually to outstanding seniors.
- e. Individual board members have assisted in finding internships and job placement after graduation for students.
- f. The advisory board meets once every fall and spring semester to hear from students about their experiences in the program, from the chairperson and faculty about new initiatives in the curriculum and co-curricular programs, and from college leadership. The board members' feedback and support of the Department's initiatives adds external credibility to the program.

5. *Building on elements of the recent accreditation report, the student learning outcomes assessment plan, and the program review self-study and follow-up report, compile a strategic plan to guide implementation of the program over the next program review cycle.*

- a. The faculty met in spring of 2019 to begin work on a strategic plan and extensive revision of the Department's tenure and promotion policy guidelines. Upon extensive discussion, major revisions to the policy document were completed and approved in October 2019. Continuation of faculty discussion in spring 2020 to develop a department strategic plan was delayed due to the need to focus on switching courses to fully online early in the COVID-19 pandemic.
- b. The Department continues to adhere to the vision, mission, values, goals, strategies and tactics of the College of Business strategic plan that was revised and approved in 2017.

Major findings

Since the previous program review, the Department has increased substantially in student enrollment and added seven new courses as well as a new sequence, minor program, and graduate certificate program. The number of faculty has remained relatively stable as the Department has experienced a number of retirements and relocations but have recruited eight new faculty members over the past four years. Among the many achievements noted through this review, the program highlights that over 80 percent of first-time-in-college (FTIC) students are graduating in four years or less, which exceeds the rates for both the College of Business and the University overall. In order to stay attuned to changes in the discipline, program faculty continually seek feedback from members of the program's advisory board and other employers to identify program content that need to be added, changed, or eliminated. Employer feedback was important as the program faculty recently developed a new data management course, and advisory board members have endorsed the latest planned initiatives to develop a master's degree program in marketing analytics and an accelerated program.

In response to needs identified by the program's advisory board, program faculty recently began developing professional development initiatives focused on sales and analytics team selling and selling in a social situation. The program faculty have recently changed the name of the General Marketing sequence to Strategic Marketing, and faculty members will provide additional guidance and support to students who do not want to specialize in one sequence but instead want take courses in all of the sequences.

Initiatives and plans

1. Complete the Department's strategic plan

2. Contribute to the process required for the successful reaccreditation of the College of Business by the AACSB
3. Recruit and retain new tenure track faculty:
 - (a) To enable expansion of courses and co-curricular supports, and
 - (b) To replace tenure track and non-tenure track faculty who may depart due to retirement.
 Additional tenure track faculty would allow the Department to offer more graduate-level courses and allow for scheduling of multiple tenured/tenure track faculty to rotate their teaching of the program's core courses and sequence-required courses. Additional faculty also would allow the Department to expand and offer new courses in response to changes in the discipline and changes in student and employer needs.
4. Implement an M.S. in Marketing Analytics program
5. Implement an accelerated B.S. in Marketing/M.S. in Marketing Analytics program
6. Expand corporate partnerships and continue to diversify sales career opportunities potentially available through those partnerships
7. Benchmark courses and content in each sequence against peer and aspirant institutions to assure that the program continues to offer high quality marketing education in fulfillment of the program's mission
8. Continue to engage the advisory board in the planning and curricular review processes to assure that the program faculty are aware of changes for which the Department should account in program courses and co-curricular support;
9. Offer students more career services-type support, recruit more marketing companies for career fairs, and implement a technology platform to facilitate tracking, recruiting, and hiring of students (e.g., Handshake);
10. Develop a comprehensive database of industry speakers who are willing to come into the classroom, either in person or virtually, both to connect with students and as a way to maintain classroom relevance in a rapidly changing business environment; and
11. Enhance program promotion materials to better support recruitment of new students.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

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

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders. The curriculum in the B.S. in Marketing offers a flexible degree that qualifies graduates for a variety of leadership positions in the selling, distribution, promotion, analytics, and strategic management of goods and services for both profit and non-profit organizations. Marketing students have the option of concentrating in one of three sequences: Advanced Marketing Analytics, Integrated Marketing Communication, and Professional Sales. The curriculum is delivered by faculty members who collaborate to provide foundational courses, and specialized courses. The committee commends the program for the recognition of their student professional sales team as the Overall Champion at the 2019 National Collegiate Sales Competition.

The committee commends faculty efforts for the program's enrollment growth during the period under review through the use of several unique recruitment strategies that the program has begun using (e.g., scholarships, increased communication with community colleges, open houses, Redbird Days, Presidential Scholar luncheons, admissions ambassadors). These efforts have resulted in an increase from 668 students in fall 2012 to 839 in fall 2019, making the Department of Marketing the second largest department in the College of Business. We further commend the program faculty for the increase in students from traditionally underrepresented groups, rising from 14.9 percent in 2014 to 20.0 percent in 2019. We note the success of the new Advanced Marketing Analytics sequence, growing from an initial class of 8 students in Fall 2015 to 75 students in Fall 2019.

The committee recognizes the program faculty's commitment to activities that support student success. We commend the program faculty's deliberate efforts to promote a climate of inclusiveness. These efforts include participation in the leadership of the College of Business' Diversity and Inclusion Initiative, organizing a reception for traditionally underrepresented students and faculty/staff as a forum for discussion, and the mentoring and supervision of students on their research and creative activities. The committee commends the program for the creative and varied curricular options it provides its students to meet their education and career goals. These

include expanded opportunities for professional sales students by hosting a national sales competition, sponsoring student participation in other regional and national sales competitions, and by forming new registered student organizations (RSOs), such as the Sales Excellence Academy and the new Business ACUMEN organization. We note that many of these co-curricular groups are involved in community engagement activities. The committee commends the program for increasing student participation in the University Honors program. We also commend the program advisors for their efforts to support students transferring both into and out of the program. The committee notes the fall-to-fall retention rates are generally at or above the university-wide rates overall. The committee recognizes the faculty efforts that have reduced average time-to-degree with over 80 percent of students completing the degree in four years or less. We also note that the employment and salary data indicate strong outcomes for program graduates.

The committee commends the faculty's extensive work to revise the curriculum during the period of review. The program faculty developed a number of new courses, including the introductory course (MKT 190) that provides students early exposure to the discipline and which allows them more time to complete the required and elective courses in the sequences. We further commend program faculty for the development of the new sequence in Advanced Marketing Analytics to address the demand for marketing professionals with higher levels of analytics skills, which is one of the few undergraduate sequences in the country. The committee recognizes the program for maintaining and expanding industry partnerships for the benefit of the program, its students, and its faculty. We further commend the Department of Marketing and the College of Business for their continued accreditation by the Association to Advance Collegiate Schools of Business-International (AACSB) International and wish them well for their reaccreditation efforts in Fall 2021.

The committee notes the faculty members' scholarly contributions to the B.S. in Marketing program. Faculty members are active researchers who publish in national and international peer-reviewed journals.

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

Follow-up Report.

Aspirational Programs. The committee has included analyses of comparator and aspirational programs in the self-study report guidelines to provide faculty with opportunities to consider the niche their program has among its peers and to gather information for program planning. The committee would like the program to revisit the aspirational section of the self-study. Although the faculty did discuss aspirational initiatives, the programs selected were graduate programs, rather than undergraduate programs. The committee asks the faculty to address this through an analysis of aspirational undergraduate programs that could help develop strategies for addressing the initiatives faculty has identified. Accordingly, the committee asks faculty to revisit their discussions of aspirational institutions and to summarize the findings of those discussions in a report submitted to the Office of the Provost by May 15, 2022.

Recommendations.

The Academic Planning Committee thanks faculty and staff of the B.S. in Marketing program for the opportunity to provide input regarding the program at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with program faculty and staff. In the next program review self-study report, tentatively due October 1, 2028, the committee asks the program to describe actions taken and results achieved for each recommendation.

Continue to monitor enrollment trends and program growth. The committee encourages faculty to continue to actively monitor the growing enrollment and how it is impacting the program, especially with respect to student-faculty ratios and potential impact on quality of instruction. We encourage the program faculty to look to their comparator institutions for indicators of enrollment growth impacts on program quality. The committee encourages

the program to continue to monitor their strategies for increasing enrollment by students from gender, racial, and ethnic groups traditionally underrepresented in the program and discipline.

Continue to focus on diversity, inclusion, and equity. The committee encourages the program to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students, faculty, and staff from diverse backgrounds, as indicated in the self-study report. We encourage the program faculty examine ways to infuse diversity, equity, and inclusion into the curriculum

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around “student success” by defining the program’s goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee notes the program’s concerns regarding extremely high advisor loads. We support the efforts to develop avenues designed to reduce these loads. We also recommend that the College Advisement Center review their metrics for advising effectiveness, looking beyond student outcomes exclusively. We suggest that looking to aspirational institutions may provide valuable insights for the development of action items for this plan.

Develop a plan for faculty success and retention. The committee noted that the self-study report indicated that a high proportion of female faculty had left the program. We recommend that the program conduct an analysis of faculty retention and develop a plan for faculty success.

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

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library’s journals and monograph collection related to marketing 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.

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

REVIEW OF THE CENTER FOR MATHEMATICS, SCIENCE, AND TECHNOLOGY

Classification of Instruction Programs (CIP) Code: 90.1313
Research and Service Center: Teacher Education and Professional Development

OVERVIEW

The Center for Mathematics, Science, and Technology (CeMaST) was established in 1991 to assist in integrating efforts of diverse departments, drawn from different colleges in the University, in meeting the needs of Illinois schools in addressing issues related to mathematics, science, and technology education. The Illinois Board of Higher Education (IBHE) authorized CeMaST as a temporary research and service center in 1992 and then as a permanent center in 1997. This is the fifth review of the Center since its inception. In its 29 years of service to Illinois State University, CeMaST has led major curriculum and professional development projects in the STEM (science, technology, engineering, and mathematics) fields at the University. CeMaST has also made significant contributions to STEM education on the state and national levels, building a national reputation for developing and supporting successful projects and activities around STEM education.

CeMaST supports research and service in STEM education in three ways. Some CeMaST initiatives are almost exclusively driven by center faculty and staff, some are implemented through partnerships between CeMaST personnel and other faculty and staff at the University, and some are broad partnerships in which CeMaST assumes a peripheral role. Much of the research sponsored or assisted by CeMaST through these three approaches is conducted by faculty members at the University who are known as CeMaST fellows. Fellows are based in academic units at the University and conduct research in STEM education through projects sponsored or facilitated by CeMaST. The Center has had five directors since it was established, the latest of which began in July 2019.

The current iteration of the CeMaST mission is “to empower, conduct, and support STEM education and scholarship across the K–16 continuum.” Three goals emanate from the mission: Empower Illinois State-led STEM leaders in the solving of societal problems; support the integration of evidence-based instruction into STEM classrooms; and reach out to and serve communities who are currently marginalized by mainstream STEM.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Introduction and overview

Self-study has been an ongoing process for CeMaST since the previous center review in 2015-2016. This self-study report was created through a synthesis of all annual reports for 2016-2019 that was integrated with future directions of the Center. These tasks and the writing of the report were completed by the CeMaST director, with input and revisions from the Center leadership team. During the summer of 2019, the new director discussed a shift in center goals and objectives with the leadership team, and revised goals and objectives were formalized and shared with the leadership team in August 2019. Throughout the 2019-2020 academic year, the leadership team had ongoing discussions on current CeMaST activities and how they align with the revised goals and objectives. There was also discussion about whether the revised goals and objectives needed to be further revised to accommodate CeMaST activities that should continue, but the Center determined that there was no need to further revise them. The leadership team also established the new program evaluation plan. All members of the leadership team were provided electronic access to the self-study report to review and suggest revisions.

CeMaST reports to the Associate Vice President for Research and Graduate Studies in the Office of the Provost. Center initiatives are coordinated by a leadership team comprised of the director, four associate directors, and an assistant director. Associate directors represent the College of Applied Science and Technology, the College of Arts and Sciences, and the College of Education and serve as content-area experts to allow for the STEM education enabled by CeMaST. A key role of the associate directors is to extend the reach of the Center into their respective colleges. During fall 2019, a CeMaST advisory board was assembled that is composed of stakeholders from Illinois State University and the Bloomington–Normal communities.

Accomplishments since the prior program review

During the last four years, CeMaST has continued its efforts to encourage STEM education throughout the state and nation. CeMaST has sought external funds for these efforts and has been successful in doing so. Current CeMaST-enabled externally funded projects provide over \$18.4 million in funds to Illinois State University and beyond. Ten grants for STEM education projects were submitted by CeMaST faculty and staff during the review period, valued at approximately \$10 million (project topics included helping to enable broader impacts of artificial intelligence research and collaborating to support evidence-based instruction into STEM classrooms).

Major initiatives of the Center in the last four years include reaching STEM communities through innovative programming, partnerships, and outreach; fostering cross-disciplinary collaborative STEM activities; empowering Illinois State University-led STEM leaders in the solving of societal problems; supporting the integration of evidence-based instruction into STEM classrooms; and reaching out to and serving communities who are currently marginalized by mainstream STEM. The Center's activities designed at **reaching STEM communities through innovative programming, partnerships, and outreach** initiative have included: Hosting of the 9th annual High School Research Symposium and the annual Illinois Summer Research Academy (ISRA) for high school students (the 2020 ISRA was conducted virtually, which may lead to virtual options in the future); supporting the semi-annual Celebrating High School Innovators event (which showcases the innovations and entrepreneurship of Illinois high school students); consulting with the Children's Discovery Museum (in Normal, IL) and the YWCA of McLean County (in Bloomington, IL) to develop new STEM camp programming; and developing new regional, national, and international programs of professional development in STEM, leading to the creation of STEM teacher workshops in Calgary, Canada, and Barbados. The Center has accomplished the following activities related to **fostering cross-disciplinary collaborative STEM activities**: Supported two associate directors in leading an effort to establish a campus/community makerspace; supported the Celebrating High School Innovators and Innovation Consulting Community programs; supported new efforts aimed at increasing the diversity of STEM communities; organized at least 80 hours of professional development for 800 Illinois teachers of math and science; offered the Smart Grid for Schools program, which reached nearly 15,000 students and teachers in schools in 91 locations across Illinois in 2018 alone; and Publishing the *Journal of STEM Teacher Education* (now in its 6th year). To support the initiative for **empowering Illinois State University-led STEM leaders in the solving of societal problems**, the Center established a learning community in fall 2019 for early career faculty that focuses on developing strong proposals for National Science Foundation (NSF) grants. As part of the initiative to **support the integration of evidence-based instruction into STEM classrooms**, the Center has collaborated to integrate evidence-based teaching into classrooms across Illinois State University's STEM-based units. CeMaST has been involved in numerous efforts to **reach out to and serving communities who are currently marginalized by mainstream STEM** that include: The creation of the STEAMtalk podcast, which highlights a diversity of Illinois State University researchers' scholarly activity while making it accessible to lay audiences; developing a proposal for the Howard Hughes Medical Institute (HHMI) Driving Change opportunity; beginning a faculty journal club in the School of Biological Sciences in which participants read and discuss literature on diversifying the biological sciences disciplines; and managing the NexSTEM scholarship, which has thus far supported 39 low-income students from central Illinois by providing \$10,000 scholarships each year of undergraduate study, along with a research internship and mentor.

Assessment

The Center has an extensive plan for assessing progress toward meeting its goals. For each goal the Center has identified outcome measures, data to be collected and analyzed, benchmarks for tracking and comparing data, and a timeline for data collection. Data are reviewed annually by the leadership team and based on the annual review, existing center initiatives may be modified and priorities for new initiatives may be established. An advisory board was established in fall 2019 to aid in the development of a revised evaluation plan and met for the first time in February 2020. Advisory board meetings are held twice per year and attended by all CeMaST staff and the leadership team so they can provide a report of CeMaST activities. Advisory board members provide constructive feedback on activities and data collection methods to help improve the Center's efforts. Advisory board members are also asked to complete an evaluative survey to indicate the extent to which CeMaST activities are achieving intended goals and providing convincing evidence that those goals are being met. This process occurs every year to ensure an ongoing evaluation of CeMaST activities.

Resources

The Office of the Provost annually allocates approximately \$233,330 to CeMaST in general revenue funding and in-kind services for personnel, office space, and operating expenses. Most of this contribution is used by CeMaST to cover salaries and benefits for the full-time director, an administrative aid, and a technical editor. Two full-time STEM specialists are funded by external grants procured by CeMaST, except for 5-10 percent of their salaries which is covered by general revenue funds to compensate for time spent doing activities not related to the externally-funded projects. General revenue funding is also used to support a graduate assistant and one student worker. Remaining general revenue funds are divided among the Center's other expenses. CeMaST maintains six agency accounts that are used to administer Illinois Summer Research Academy, Illinois High School Research Symposium, Family Science Day, and to pay staff salaries.

In addition to general revenue funds, external grant funding supports a marketing/conference coordinator, a postdoctoral researcher, and student workers. External grant funding is also used to hire extra help when the need is high, such as in the summer when students are not on campus but teaching materials (e.g., Smart Grid kits) need to be repaired to be sent to schools for the subsequent fall semester. At the time of this review, CeMaST organizes, manages, or serves as fiscal agent for externally funded projects that provide over \$18.4 million in funds to Illinois State University and beyond.

Response to previous program review recommendations

Four recommendations from the Academic Planning Committee resulted from the 2014-2015 center review.

1. *The committee concurs with the center goal of increasing adoption of the Creative Core Curriculum by school districts nationwide and of training teachers and administrators in those districts how to implement the curriculum. Achieving this goal will help improve teaching in STEM disciplines, which, in turn, will help better prepare students for STEM studies at the postsecondary level and ultimately for careers in STEM fields. Increasing adoption of the curriculum will also help the center diversify its revenue streams, which, in turn, will help the center continue its work.* As described above, the Center's leadership team has adopted new strategic directions and goals. The Center and Illinois State University have partnered with *TPS Publishing* to produce, promote, and distribute the *Creative Core Curriculum* program that is available for both mathematics and science. Similar projects include the development and production of STEM curricula for middle and high schools.
2. *The center has a long history of involvement in projects intended to assist youth from underrepresented groups in attaining excellence in STEM fields. One example is the Urban STEM-Ed initiative. The committee encourages the center to expand such efforts by involving students from underrepresented groups in center initiatives and to develop new initiatives that focus on serving that population.* As described above, the Center's leadership team has adopted new strategic directions and goals. This includes the goal to **Reach out to and serve communities who are currently marginalized by mainstream STEM**. Strategies to address this goal have included:
 - Enhance diversity of faculty, staff, and student populations across the inclusion spectrum.
 - The Center's evaluation plan was revised to better facilitate feedback that allows for continual improvement of the Center's efforts to enhance the diversity of the University. Additionally, several forthcoming grant proposals will seek to better support STEM students who belong to groups that are underrepresented in these disciplines. Generally, these proposals seek to establish programming and research projects that identify best practices in supporting the persistence of students toward graduation with a STEM-based degree as well as pursuance of a STEM-based graduate degree. Finally, the current director is a member of a University-wide initiative that is establishing ways in which faculty and staff can engage in professional development that supports diversity and inclusion on campus.
 - Invigorate the campus community by providing a welcoming and inclusive environment.
 - A CeMaST graduate assistant is being hired in an effort to highlight the diversity among STEM faculty at Illinois State University as well as to make STEM research accessible to younger audiences who may feel left out of typical STEM outreach efforts. The graduate assistant will create a podcast to

increase campus and community awareness of the achievements of Illinois State University faculty, particularly those who belong to underrepresented groups, as well as to reach millennials and Generation Z students who are not pursuing STEM careers. The graduateassistant will also maintain CeMaST's social media presence.

- Advance learning experiences that help faculty, staff, and students succeed in a global society.
 - Currently, CeMaST initiatives do not include activities that would increase participation in study abroad experiences, although this may be pursued in the future. The former director, however, has provided integrated STEM consultation in the Bahamas as a Fulbright Fellow. As part of that work, the director contributed to the development of innovative middle school STEM content with colleagues in the Bahamas and supported the development of primary and secondary content knowledge and pedagogical content knowledge needed to implement an integrated STEM curriculum.
- 3. *The committee concurs with the recommendation made by the center to explore extending work of the center from its emphasis on K-12 STEM education to supporting undergraduate STEM education at Illinois State University and at other institutions of higher learning. One aspect of this effort might involve exploring ways to improve student learning outcomes in STEM disciplines. The center might also explore ways to involve more undergraduate students in research sponsored by the center.* As described above, the Center's leadership team has adopted new strategic directions and goals. This includes the goal to **Support the integration of evidence-based instruction into STEM classrooms**. CeMaST's objective is to support the transition toward evidence-based teaching practices in STEM classrooms at all levels, but particularly at Illinois State University, and especially those practices that help to alleviate underrepresentation. Accomplishing this goal can involve several activities:
 - Supporting and providing professional development to STEM faculty, particularly junior faculty who are beginning to develop their instructional practices and beliefs, that enables skill development in evidence-based instructional methods
 - Supporting grant-writing efforts and seeking grant funding that would enable the implementation of evidence-based instructional methods in STEM classrooms
 - Supporting grant-writing efforts and seeking grant funding that would enable persistence in Illinois State University's STEM-based programs among students who belong to underrepresented groups
 - Facilitating data collection that enables data-driven evaluation of STEM programs, such as those offered at Illinois State University
 - Mentoring STEM faculty who want to improve their instructional efficacy.
- 4. *While the committee appreciates concerns articulated in the self-study report regarding costs involved in supporting a center advisory board or council, the committee encourages center leadership to reconsider its decision not to establish such an entity. Advisory boards are used by programs and centers across the University to help establish priorities and to guide successful implementation of programs and initiatives. Advisory board members can help disseminate information about the center and its work throughout the state and beyond. Advisory board members can also help centers identify and pursue external funding opportunities. To minimize financial outlays associated with operating an advisory board, the center might consider limiting the number of board meetings each year and holding some meetings virtually using teleconferencing or videoconferencing technologies.* As described above, an advisory board was established in fall 2019. Advisory board meetings are held twice per year and attended by all CeMaST staff and the leadership team.

Major findings of this self-study

During the last four years, CeMaST has continued to play a significant leadership role in STEM education in the state and nation. Previous CeMaST goals to stimulate and support activities and research on teaching and learning; to provide leadership to and foster cross-disciplinary collaborative STEM activities and research on teaching and learning; and to direct efforts to increase the diversity of STEM communities through innovative programming, partnerships, and outreach were accomplished under the previous director. With the change in director and revised goals, a new evaluation plan was established to better address the modified goals. Hence, an advisory board was appointed to better enable the evaluation of CeMaST's achievement of the revised goals.

Initiatives for the next program review cycle

Based on the findings of this self-study, CeMaST has identified eight priority initiatives for the next review cycle:

- Maintain a highly functional website that enables faculty to locate CeMaST services in a straightforward manner (i.e., fewer than three clicks from the homepage)
- Sustain an early career learning community that yields at least one CeMaST-enabled grant proposal per year
- Continue to seek external funding to support the implementation of evidence-based instruction in STEM classrooms, particularly at Illinois State University
- Serve as a resource to STEM-based units on campus as they create their program evaluation plans
- Continue to seek external grant funding that supports students who belong to groups that are underrepresented in STEM fields, both at Illinois State University and beyond
- Sustain a graduate assistant position at CeMaST that focuses on promoting science literacy among the general public through various means (e.g., podcast, social media) by highlighting STEM discoveries of scientists, engineers, and mathematicians who belong to groups underrepresented in STEM disciplines
- Continue to seek new partnerships with local organizations who work with under-served communities; and
- Relocate to a more functional space that includes space for both a makerspace and CeMaST facilities. This space would include a lobby, a conference room, more office space to allow the Center to grow in its activities, a breakroom with a kitchenette, storage space for materials, and flexible teaching space for about 30 people.

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 Mathematics, Science, and Technology (CeMaST) to be in Good Standing.

The Academic Planning Committee thanks CeMaST for a concise and forward-looking self-study report. We recognize that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The report shows involvement by multiple stakeholders (including the Center's leadership team, staff, and a newly assembled advisory board) in the review process and also evidences integration of program evaluation, including the Center review process, in the ongoing work of the Center.

The committee commends the Center for its leadership in promoting quality instruction in STEM disciplines (science, technology, engineering, and mathematics) at the elementary and secondary education levels and supports efforts to extend the Center's mission to include post-secondary levels as well. We note that during the period of review, the Center has undergone leadership transition and with it, a revision of the Center's goals. These new goals include: (1) Empower ISU-led STEM leaders in the solving of societal problems; (2) Support the integration of evidence-based instruction into STEM classrooms; and (3) Reach out to and serve communities who are currently marginalized by mainstream STEM.

The committee commends the Center for its numerous outreach efforts to the local community and beyond. The Center annually sponsors the High School Research Symposium, hosts the Illinois Summer Research Academy on campus, supports Celebrating High School Innovators, and provides consultation with the Children's Discovery Museum. The Center also works to extend quality STEM education to students through the development of new regional, national, and international professional development in STEM workshop programs. The committee recognizes the Center for its involvement of faculty from numerous units across the University in STEM research and in dissemination of research findings through publications and presentations. Some of these efforts include support for the establishment of a campus/community makerspace, support for the Innovation Consulting Community on campus, and publishing the *Journal of STEM Teacher Education*. The committee commends the innovative support of the STEAMtalk podcast which highlights a diversity of Illinois State University researchers' scholarly activity in an accessible format for lay audiences. We also commend the Center's efforts to develop interdisciplinary programs that promote science literacy and help to address the growing public distrust of science. These efforts help inform STEM education practices across the state and nation.

The committee commends the Center for continued diversification of its revenue sources through procurement of federal and state grants and through income generated from center publications and professional development offerings. The self-study reports that externally funded projects provide over \$18.4M in funds to the Illinois State community and beyond. Additionally, the Center staff are actively engaged in the development and submission of several more grant proposals. The Center is establishing a learning community for early career faculty that focuses on developing competitive grant proposals.

Recommendations. The Academic Planning Committee thanks the CeMaST staff for the opportunity to provide input regarding the Center's objectives and outcomes, contributions to student learning, and fiscal sustainability at Illinois State University through consideration of the submitted self-study report. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with CeMaST staff. In the next Center review self-study report, tentatively due October 1, 2024, the committee asks the Center staff to describe actions taken and results achieved for each recommendation.

Continue to contribute to the academic mission of the University. The committee encourages CeMaST staff to continue to pursue new, innovative programming to foster connections with Illinois State University through effective use of faculty and staff experience and the involvement of students. We encourage center staff to consider increasing the number of associate directors so that all STEM-related fields have the opportunity to be represented, share the benefits of, and interact within the Center. The committee recommends that CeMaST staff continue to explore new opportunities to identify and partner with other campus units on civic engagement, sustainability programming, and outreach activities. Finally, the committee recommends center staff expand their mission statement to clarify the purpose and activities of the Center, especially with respect to how it contrasts with or compliments other existing units on campus such as University Assessment Services; the Center for Teaching, Learning, and Technology; and Research and Sponsored Programs.

Examine the impact of the Center goal revisions. The committee acknowledges and thanks the Center for its responsiveness to recommendations resulting from the last center review in 2015-2016 that is reflected in the new center goals. However, the committee expressed concerns that the Center's new goals no longer include the old goals that guided many of the strengths of the Center's activities. There was also some concern regarding whether the STEM teaching model is inclusive of all teaching practices and disciplines. We encourage the staff to examine the impact of goal revision on the Center's ability to continue the excellent activities that have been done in the past.

Explore collaborations with other regional centers that have similar missions. The self-study report provides an excellent set of local and national centers that have similar missions as CeMaST. The committee recommends that the staff seek to develop complementary collaborations with these other STEM centers, especially our regional partners.

Continue to focus on diversity, inclusion, and equity. As indicated in the self-study report, the committee encourages CeMaST to pursue its goals related to further developing a diverse, inclusive, and equitable environment that effectively supports students and staff from diverse backgrounds (e.g., continuing to seek new partnerships with local organizations who serve under-served communities, continue to seek external grant funding that supports students who belong to groups that are underrepresented in STEM fields, both at Illinois State and beyond, and highlighting STEM discoveries of scholars who belong to groups underrepresented in STEM disciplines).

Continue to achieve center financial self-sustainability. The committee supports renewed efforts by CeMaST to obtain external funding for center initiatives. External grant funds will likely contribute to the development research initiatives that add to the understanding of incorporating evidence-based instruction in STEM disciplines and/or have the potential to impact institutional or public policy. We support the stated goal to sustain an early career learning community that yields at least one CeMaST-enabled grant proposal per year. The committee recommends that the Center continue to explore collaborations with other initiatives across all of the colleges that might involve CeMaST serving as a supporting partner on grant-funded projects.

Continue to explore options for new locations and support for the Center. The committee supports the Center's desire to relocate to a more functional space that includes space for both a makerspace and CeMaST facilities.

Continue implementing assessment activities and develop a formal comprehensive assessment plan. The self-study report describes some general procedures for an evaluation plan and a list of assessment targets and goals. The committee felt that many of the goals as stated were not easily measurable and recommends that the Center staff revisit the goals to allow for a better assessment of Center's impact. We recognize that with new leadership, new goals, and a new advisory board, assessment findings can provide important information about the Center's operations and initiatives to help identify any modifications to the plan that center faculty and staff may deem necessary. The committee encourages the Center to consider expanding the scope of assessment stakeholders beyond only the advisory board members to determine the progress made toward its goals during the next review cycle.

REVIEW OF THE CENTER FOR THE STUDY OF EDUCATION POLICY

Classification of Instruction Programs (CIP) Code: 90.1304
Research and Service Center: Educational Administration and Supervision

OVERVIEW

The Center for the Study of Education Policy (CSEP) was established in 1995 through the merger of two research and service centers at the University: the Center for School Finance (established in 1970) and the Higher Education Finance Center (established in 1980). Since 1995, CSEP's focus has broadened beyond finance to other areas of education policy across the P-20 education spectrum. In the arena of higher education finance, the Center continues to collect, analyze, and publish annual statistics on state higher education funding through its nationally recognized *Grapevine* report (initially developed by a faculty member beginning in 1960).

Center initiatives over the past four years have included educational policy research; externally-funded grant projects and contracts; workshops and seminars; evaluation studies; policy advisement to national, state, and local agencies and to professional organizations; and membership on national, state, and local education policy committees, boards, and task forces. Center staff members also publish scholarly articles and books and present at professional conferences nationwide. In addition, some staff members teach courses for the Department of Educational Administration and Foundations on campus and serve on dissertation committees for the Department's doctoral students.

The mission of the Center is to positively influence education policy and practice through applied research, evaluation, public service, and consulting to enable education systems to more effectively serve students in the 21st century. The Center engages in activities that inform and support education policy development at the local, state, and national levels. Work of the Center is funded through state and federal grants, state and private contracts, and private foundation grants.

Current goals of the Center are to:

- Promote seamless P-20 educational pathways with smooth transitions for students, with special emphasis on early learning, the high school to postsecondary education interface, and the education-to-employment transition.
- Highlight the key roles of school and district leaders in improving student outcomes and promote ways to support their high-quality preparation and professional growth.
- Conduct policy research and facilitate policy development with the participation of multiple stakeholders.
- Embed high-quality evaluation processes within cycles of continuous improvement.
- Use collective impact principles to implement collaborative education projects.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

Introduction and overview

The staff for the Center spent a portion of 2020 reviewing its operations, activities, challenges, and accomplishments over the past four years and developed plans for future work. Due to the COVID-19 precautions enacted on the University during spring 2020, the staff was unable to hold a planned in-person retreat and so relied on a combination of emails, telephone conversations, and video-conferencing meetings to stay abreast of scheduled activities, progress reporting, deadlines and data collection. As in previous review cycles, the analysis included review of Center projects, processes, grants, contracts, consulting, research, publications, and presentations. CSEP continues to involve many partners and stakeholders in its funded projects and regularly collects input through both formal evaluations and informal feedback. This information guides continuous improvements to project work, identifies specific accomplishments, and aids in planning future endeavors.

The Center resides in the College of Education and is affiliated with the Department of Educational Administration and Foundations. The Department provides fiscal oversight for the Center, including fiscal agency, personnel

management, and financial services. CSEP staff members provide monthly progress reports during faculty meetings.

Accomplishments since the prior program review

- Since its 2015-2016 center review, CSEP has been active in research, program evaluation, and policy development in three primary education sectors: Early childhood education, K-12 education, and teaching and leadership. Education issues addressed by the Center through its work during this review cycle have included alignment of the education system from birth to grade three, the transition of students from high school to college, elementary and secondary school leadership, development of child-parent centers, and teacher evaluation.

The Center's work is funded through state and federal grants, state and private contracts, and a range of private foundation grants. The following list represents signature accomplishments from the 2019 and 2020 calendar years that is a representative sample of the kinds of achievements and recognition the Center, its staff, and its partners regularly receive at the local, state, and national levels.

- Completed work on three state-funded projects: B-3 [through the Illinois State Board of Education (ISBE)], ITQ Evaluation [through the Illinois Board of Higher Education (IBHE)], and Grow Your Own (GYO) Program Evaluation (through the IBHE)
- Completed work on federally-funded IL-PART project [through the United States Department of Education (USDE)]
- Completed work on a federally-funded \$12 million three-year Supporting Effective Educator Development (SEED)/Together Everyone Achieves More Through Integrated Leadership (TEAM Lead) grant
- Received a USDE \$4.3 million two-year renewal grant for its SEED/TEAM Lead project (in the competitive process, the CSEP proposal received 100% of possible scoring points from all reviewers)
- CSEP's Leadership for Equity Micro-credentials (funded through a Stone Foundation grant) were featured in the Illinois School Board Journal's September/October 2020 edition.

The National Board Resource Center (NBRC) at Illinois State University was established in 1999 as one of five national centers by the National Board for Professional Teaching Standards and the only such center in the Midwest. NBRC at Illinois State University became part of the Center for the Study of Education Policy at the time of the 2011-2012 center review. NBRC has helped hundreds of elementary and secondary school teachers in Illinois develop their teaching expertise and attain National Board Certified Teacher status, which recognizes advanced knowledge, skills, and practices in the field. Educators across the country access the NBRC website for high quality training materials and for information to develop their own training programs. NBRC also publishes information regarding the impact of national board teacher certification on student learning at the elementary and secondary education levels. The following list represents signature accomplishments from the 2019 and 2020 calendar years:

- CSEP, with its partners from its federal grant projects [including Illinois Regional Office of Education (ROE) #1, ROE #17, ROE #19, and ROE #28], released a COVID-19 Toolkit, a four-phase series of planning tools and resources designed to support schools navigating their work during the COVID-19 pandemic
- CSEP released a list of anti-racism resources for use by school districts in June 2020. The resources were selected to help inform educators' practices and could be used as a starting point in professional and personal conversations and learning regarding anti-racism. The list is not comprehensive and is intended to only be used as a guide for suggested readings and resources.

The *Grapevine* higher education funding database maintained by CSEP has become a core component of the State Higher Education Finance (SHEF) report compiled annually by the State Higher Education Executive Officers. The SHEF report is intended to broaden understanding among educators, policy makers, and the general public regarding state and national postsecondary funding and enrollment trends and to make possible analyses of those trends. The SHEF report is highly cited in higher education publications and in mainstream news sources. In June 2020, a new *Grapevine* editor was selected and is only the 4th editor in its 60-year history at Illinois State University.

Center staff members contribute their expertise to the education sector of Illinois through service on numerous boards and councils (including the Illinois P-20 Council, the Illinois Education Research Council, and the Early Learning Council) and numerous presentations at regional, national, and international settings. The following list represents signature presentations and publications from the 2019 and 2020 calendar years:

- Staff connected with researchers from Prague, Czech Republic to share strategies and practices for preparing and evaluating leadership preparation programs
- Roundtable discussion at the national virtual convening “Parts of a Whole: Critical Aspects of Support for Pre-K to Third Grade Learning” hosted by the National Governors Association (NGA), Council of Chief State School Officers (CCSSO), Education Commission of the States (ECS), and National P3 Center
- Presented “What’s Special about Using the Framework for Teaching in Early Childhood Special Education?” at the Illinois ASCD PreK & K Conference
- Presented to the Early Learning Council on the B-3 Continuity Project and the positive impact across participating communities
- Presented “Job-Embedded Coaching: Supporting Principals’ Instructional Leadership” at the USDE National Leadership Summit in conjunction with the USDE recognition ceremony for Blue Ribbon Schools
- Interviewed and featured on “Why Bloomington-Normal Still Has Two School Districts” by WGLT [Illinois State University’s radio station affiliated with National Public Radio (NPR)]
- Routledge published CSEP’s book entitled *Reforming Principal Preparation at the State Level: Perspectives on Policy Reform from Illinois*, of which two staff members served as editors and other staff members and statewide partners contributed chapters
- Presented at the Inside Higher Education convening on “The Future of Higher Education.”

Assessment

For its federally funded projects, the Center has partnered with American Institutes for Research to establish research and evaluation protocols that meet federal standards. Annual reports are compiled and submitted to the USDE documenting progress and impact. Interim data are reviewed and analyzed by CSEP staff in conjunction with AIR staff to identify areas for project adjustments and improvements. Similar evaluation plans are in place for foundation-funded projects according to their standards for compliance, progress, and impact measures. CSEP staff regularly reviews and analyzes these data for both required reporting purposes and continuous improvement.

Assessment targets include:

- Maintaining or increasing the ratio of external to internal funding, seeking means to diversify funding sources while maintaining complementary goals
- Continuously monitoring projects for fidelity, deliverables, and areas for improvement
- Producing applied research and useful products that are made available to all partners and to other stakeholders as appropriate
- Applying relevant project findings to current policy issues; and
- Contributing research and advisement to a variety of external organizations (including local, state, and federal agencies) with similar goals for educational improvements.

Resources

The Center, in collaboration with the Department of Educational Administration and Foundations to which it reports, is annually among the top units at Illinois State University in terms of external funds received. External grant funds of the Center in Fiscal 2020 totaled approximately \$6.7 million. The Center also receives some general revenue support from the Department and the College of Education, including the part-time Center director’s salary.

Response to previous program review recommendations

The 2015-2016 review of CSEP resulted in six recommendations by the Academic Planning Committee.

1. *The self-study report mentions student involvement in the center through participation in center-sponsored research, development of social media channels for the center, and monitoring center communications. The report also notes that faculty members affiliated with the center serve on dissertation committees in the college. The committee commends these efforts. The committee urges the center to imbed means of involving Illinois State University students in the work of each center initiative whenever possible, to communicate opportunities for students to contribute to center initiatives, and to document and publicize those student contributions.*
 - CSEP established a graduate assistant position to fulfill these functions.
 - CSEP has made data available for doctoral student research.

2. *The committee concurs with the strategy of broadening and strengthening relationships with external stakeholders including policy makers. Broader and stronger relationships can help the center maintain programs and services that are relevant and responsive to needs of the educational sector of the state. Those relationships might also help center staff remain current regarding external funding opportunities. That said, given ongoing interactions between state policy makers and numerous other Illinois State University officials, the committee urges continued vigilance on the part of center staff when communicating with policy makers to prevent confusion between center positions and official university positions. Depending on its composition, an internally-focused advisory board could provide a venue for information sharing regarding those positions.*
 - All external communications regarding policy positions are vetted through Illinois State University's legislative liaison.
 - An internal advisory board has been considered but has not been established due to the regular university policy vetting process that exists.

3. *The committee commends efforts of the center to facilitate participation by local and regional entities in statewide educational initiatives. One example is the aforementioned McLean County 60 x 25 project. The committee supports efforts of the center to expand such involvement, whether through participation in statewide initiatives or through locally developed and implemented projects.*
 - CSEP director now serves as a board member of the McLean County COMPACT (a subsidiary of the county's Chamber of Commerce), providing a conduit for expanded county participation in statewide initiatives through the 60 by 25 Network and other related projects.
 - CSEP director and an affiliated faculty member serve on the advisory board for the University's Center for Civic Engagement.

4. *In 2012 the committee recommended that the center continue to seek external grants to bring funding sources and stability to the work of the center. Center staff has done so. The committee recommends continued vigilance regarding external funding opportunities and threats, especially to state-sponsored grants. The committee supports the center target of maintaining the ratio of external funding to internal funding above 80 percent during the next center review cycle.*
 - CSEP has closed several state-sponsored projects due to expiring state funding and limited faculty availability.
 - CSEP continues to pursue external funding opportunities that align with staff expertise and offer relative stability over time (e.g., federal and foundation funds).

5. *While recognizing the many reports and presentations by center staff since the last program review, the committee supports the center goal of supplementing them with original research communicated through peer-reviewed journals or other academic venues. The committee also recognizes the challenges in achieving this goal, given the many initiatives administered by center staff and the need for ongoing attention to securing external funds. One approach to this challenge already deployed by the center is collaboration among center staff in communicating results and implications of center initiatives through publications and presentations. This approach could be extended to research collaborations among center staff. Staff might also consider collaborating with faculty and students who are not affiliated with the center. For guidance with collaborative research efforts, staff might investigate research models adopted by other centers at the University, such as supporting research associates or fellows.*

- In 2019, CSEP staff published a book compiling research and articles about its principal preparation/support work, with collaboration from staff and multiple external stakeholders.
6. *The committee urges the center to continue implementing the assessment plans it has developed for its individual initiatives and to develop similar plans for new initiatives as they are established. The committee also urges the center to use findings from assessment of individual initiatives to assess progress of the center toward meeting its broader center goals. Finally, the committee urges the center to make changes to its individual initiatives and to center operations based on the assessment findings and to document its assessment efforts and outcomes.*
- Embedded evaluation/assessment plans remain a standard component of all CSEP projects. A strong partnership has been established with the American Institutes for Research, which now provides evaluation services for CSEP federal grants. Evaluation findings have resulted in continuous improvements to project operations.
 - A grant coordinator position in the Center has been established, resulting in excellent fund management processes and logistical efficiencies. The position was approved for an upgrade to “Co-PI” status based on the work being performed.

Major findings of this self-study

The Center continues to further its mission of positively influencing education policy and practice through applied research, evaluation, public service, and consulting. Positive findings for this program review cycle include:

- Continuing success in obtaining funding for key projects related to CSEP goals
- Continuing local, state, and national recognition for fostering education policy and program improvements
- Growth in statewide partnerships to conduct and sustain projects, particularly in the area of P-12 education leadership
- Strong alignment with university strategic plans and state/national education policy initiatives
- Improvements in project coordination, particularly in terms of fiscal and logistical project management and efficiencies, due to the addition of a grant coordinator/Co-PI position; and
- Paring down dependency on state-funded projects that have had unpredictable funding and policy over the past few years.

Initiatives for the next program review cycle

Based on findings of this self-study, center staff has prioritized the following initiatives for the next review cycle:

- Broadening relationships with potential funders (especially foundations) and project partners to ensure continuity of current projects and support for new projects
- Establishing a support system for the continuation of the annual *Grapevine* report on public higher education funding. A 10-year partnership with SHEEO that provided some staffing/analytics assistance is ending due to changes in SHEEO priorities, necessitating assistance from the Department, College, and University to plan for continuation of this nationally recognized report
- Continuing to build and broaden partnerships with grant partners, policy networks, and education organizations
- Seeking additional ways to engage faculty in CSEP work, as well as students interested in education policy, program evaluation, and data analysis
- Maintaining and expanding the University’s contributions to regional educational attainment and economic development.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-study report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the Center for a self-study report that included input from center staff.

The Academic Planning Committee commends the Center for its ongoing contributions to educational policy and practice, particularly in Illinois, through applied research, program evaluations, and research and policy consultations. Collectively, the many efforts of the Center further student learning in elementary and secondary schools throughout Illinois and beyond. The committee recognizes the Center for its long-standing collaborations with the Illinois State Board of Education (ISBE) and the Illinois Board of Higher Education (IBHE) to improve the quality of elementary and secondary school leadership and to recruit highly-qualified professionals for principal positions. The committee also commends the Center for its work to improve the quality of teaching in elementary and secondary schools through its support for teachers and teacher teams pursuing the National Board Certified Teacher (NBCT) designation. In addition to contributions to educational policy and practice on the state level, the committee recognizes impacts of the Center locally and nationally.

The committee commends the Center staff's continued success in obtaining funds from state and federal agencies and from private foundations. Most center funds come from these external sources, with grant receipts exceeding \$6.7M in FY 2020 alone. We commend the Center staff for their accomplishments listed in the self-study report that include the publication of an edited book entitled *Reforming Principal Preparation at the State Level: Perspectives on Policy Reform from Illinois* and a number of presentations at local, national, and international events. We also commend the staff on their development and distribution of timely resources, including the COVID-19 Toolkit to support schools navigating their work during the pandemic and a list of anti-racism resources to inform educator practices within local school districts. The committee recognizes the Center's efforts to expand participation in local and regional education initiatives through center staff membership on the McLean County COMPACT and service on the advisory board of the Center for Civic Engagement on campus.

While recognizing the Center staff for their excellent contributions to education in Illinois, the committee is concerned about several aspects regarding the current state of the Center as reflected in the self-study report. Therefore, the Academic Planning Committee flags the Center for the Study of Education Policy for further review. The committee requests that the Center staff take the following actions and submit the following reports based on those actions.

Report 1: Due August 15, 2021

Submit to the Academic Planning Committee via the Office of the Provost

Clarify the Center's direct and indirect contributions to the academic mission of the University. Based on its review of the self-study report, the committee perceives that the primary focus of the Center is outward through its extensive work with educational entities and policy makers across the State. However, the committee believes it is important for the Center, as a unit of Illinois State University, to continue looking inward as well. Because center initiatives may directly or indirectly impact the University in the long term, it is especially important that faculty, administrators, and staff in units and programs at the University, particularly those in the College of Education, have opportunities to learn about the initiatives and provide peer-review input and feedback regarding them. Engaging internal stakeholders and considering their perspectives and insights can also positively impact center initiatives and support for them in the broader educational community.

Staff might also consider collaborating with faculty and students who are not affiliated with the Center. The committee recommends that the Center explore ways to broaden faculty and staff involvement to include not only other units within the College of Education, but also units across other colleges as well. Staff might investigate research models adopted by other centers at the University, such as supporting research associates or fellows. Furthermore, the committee urges the Center to imbed means of involving Illinois State University students in the work of each center initiative whenever possible, to communicate opportunities for students to contribute to center initiatives, and to document and publicize those student contributions.

Provide a comprehensive narrative overview of the Center budget. The self-study report provided information regarding the grant receipts for FY 2020 as well as grant award comparisons with other units across the University. The committee asks that this section of the self-study is rewritten to reflect the entire 4-year period of review. The committee asks that the analysis include greater clarity with regards to the relationship between the total revenue, expenses, and reserves. Furthermore, the committee asks that the Center staff provide more clarity with respect to the relationship between the Center's grant activities and the grant activities of the Department of Educational

Administration and Foundations. The committee was unable to disentangle this relationship from the analysis that was presented.

Establish an advisory board for the Center. The committee strongly believes that the Center should establish a center advisory board. This same recommendation was made by the Academic Planning Committee in 2012 and again in 2016. As a follow-up to the 2016 review, the Center reported the formation of a university advisory committee but in the 2020-21 self-study report, the Center noted that it considered but decided against establishing such a board because “a regular university policy vetting process is already in place.” However, the committee asks the Center to again investigate doing so. Although most advisory boards associated with research and service centers or academic programs at Illinois State are primarily intended to engage external stakeholders, the committee asks the Center to investigate establishing a board primarily intended to engage stakeholders internal to the University. Given ongoing interactions between state policy makers and numerous other Illinois State University officials, the committee urges continued vigilance on the part of center staff when communicating with policy makers to prevent confusion between center positions and official university positions. Depending on its composition, an internally-focused advisory board could provide a venue for information sharing regarding those positions. The Center might investigate other venues for doing so as well.

Develop a comprehensive assessment plan for Center. The self-study report states that federally- and foundation-funded projects are completed according to their standards for compliance, progress, and impact measures. Furthermore, the report presents a center strategic plan and includes five assessment targets but does not provide information regarding the Center’s work toward or achievement of those assessment targets. The committee asks the Center to continue their work to develop a comprehensive assessment plan for the Center as a whole to maintain the quality of Center initiatives through ongoing attention to continuous improvement. This plan should indicate how the Center uses findings from the assessment of individual initiatives to assess progress of the Center toward meeting its broader center goals and contributing to the University mission. Finally, the committee urges the Center to make changes to its individual initiatives and to center operations based on the assessment findings and to document its assessment efforts and outcomes.

Report 2: Due August 15, 2022

Submit to the Academic Planning Committee via the Office of the Provost

The Academic Planning Committee asks the Center to submit an update regarding actions that the staff have taken to implement the plans and actions developed and described in the first report.

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 2021, Reviewed 2021-2022 Summaries Published in *Academic Plan 2022-2027*

Eight-year review (programs)
College of Applied Science and Technology
Computer Science, B.S. [11.0701]
Information Systems, B.S. [11.0103]
Network and Telecommunications Management, B.S. [11.0901]
Information Systems, M.S. [11.0103]
Family and Consumer Sciences, B.A., B.S. [19.0101]
Fashion Design and Merchandising, B.A., B.S. [19.0901]
Food, Nutrition, and Dietetics, B.A., B.S. [51.3101]
Human Development and Family Science, B.A., B.S. [19.0701]
Interior Design, B.A., B.S. [50.0408]
Family and Consumer Sciences, M.A., M.S. [19.0101]
College of Arts and Sciences
Biochemistry, B.S. [26.0202]
Molecular and Cellular Biology, B.S. [26.0406]
French and Francophone Studies, B.A. [16.0901]
German, B.A. [16.0501]
Spanish, B.A. [16.0905]
Languages, Literatures, and Cultures, M.A. [16.0101]
College of Business
Business Administration, Master of (MBA) [52.0201]
Mennonite College of Nursing
Nursing Practice, Doctor of (D.N.P.) [51.3818]
Four-year review (centers)
Center for Teaching, Learning, and Technology

Three-year review (progress)
European Studies, B.A. [05.0106]

Self-studies due October 2022, Reviewed 2022-2023 Summaries Published in *Academic Plan 2023-2028*

Eight-year review (programs)
College of Applied Science and Technology
Criminal Justice Sciences, B.A., B.S. [43.0104]
Criminal Justice Sciences, M.A., M.S. [43.0104]
College of Arts and Sciences
Economics, B.A., B.S. [45.0601]
Applied Economics, M.A., M.S. [45.0603]
Geography, B.A., B.S. [45.0701]
History, B.A., B.S. [54.0101]
History, M.A., M.S. [54.0101]
Legal Studies, B.A., B.S. [22.0302]
Political Science, B.A., B.S. [45.1001]
Political Science, M.A., M.S. [45.1001]
Social Work, Bachelor of (B.S.W.) [44.0701]
Social Work, Master of (M.S.W.) [44.0701]
Anthropology, B.A., B.S. [45.0201]
Sociology, B.A., B.S. [45.1101]
Anthropology, M.A., M.S. [45.0201]
Sociology, M.A., M.S. [45.1101]
Four-year review (centers)
Center for Child Welfare and Adoption Studies
Center for Insurance and Risk Management (Katie School)
Adlai Stevenson II Center for Community and Economic Development

Three-year review (progress)
Environmental Systems Science and Sustainability, B.S. [03.0104]
Business Education, Master of Science (M.S.B.E.) [13.1303]

Self-studies due October 2023, Reviewed 2023-2024
Summaries Published in *Academic Plan 2024-2029*

Eight-year review (programs)
College of Applied Science and Technology
Recreation and Park Administration, B.S. [31.0301]
College of Arts and Sciences
Biological Sciences Teacher Education, B.S. [13.1322]
Communication Studies, B.A., B.S. [09.0101]
Journalism, B.A., B.S. [09.0401]
Mass Media, B.A., B.S. [09.0102]
Public Relations, B.A., B.S. [09.0902]
Communication, M.A., M.S. [09.0101]
College of Education
College Student Personnel Administration, M.S. [13.1102]
Wonsook Kim College of Fine Arts
Art, B.A., B.S. [50.0701]
Art, B.F.A. [50.0702]
Art, M.A., M.S. [50.0701]
Art, M.F.A. [50.0702]
Creative Technologies, B.A., B.S. [50.9999]
Creative Technologies, M.S. [50.9999]
Music (Liberal Arts), B.A., B.S. [50.0901]
Music (Performance), Bachelor of (B.M.) [50.0903]
Music, Master of (M.M.) [50.0901]
Theatre, B.A., B.S. [50.0501]
Theatre Studies, M.A., M.S. [50.0501]
Theatre, M.F.A. [50.0501]
Four-year review (centers)
Mary and Jean Borg Center for Reading and Literacy
Radio Station WGLT
Three-year review (progress)
Computer Science, M.S. [11.0701]

Self-studies due October 2024, Reviewed 2024-2025
Summaries Published in *Academic Plan 2025-2030*

Eight-year review (programs)
College of Arts and Sciences
Chemistry, B.S. [40.0501]
Chemistry, M.S. [40.0501]
Geology, B.S. [40.0601]
Hydrogeology, M.S. [40.0699]
Physics, B.S. [40.0801]
Four-year review (centers)
Center for Mathematics, Science, and Technology
Center for the Study of Education Policy
Three-year review (progress)
Athletic Training, M.A.T [51.0913]
Computer Systems Technology, B.S. [11.1099]
Low Vision and Blindness, M.S. Ed. [13.1009]
Nutrition, M.S. [51.3101]

**Self-studies due October 2025, Reviewed 2025-2026
Summaries Published in *Academic Plan 2026-2031***

Eight-year review (programs)
College of Applied Science and Technology
Environmental Health and Sustainability, B.S. [51.2202]
Health Informatics and Management, B.S. [51.0706]
Cybersecurity, B.S. [11.1003]
College of Arts and Sciences
Biological Sciences, B.S. [26.0101]
Biological Sciences, M.S. [26.0101]
Biological Sciences, Ph.D. [26.0101]
Communication Sciences and Disorders, B.S. [51.0204]
Speech-Language Pathology, M.A., M.S. [51.0204]
Audiology, Doctor of (Au.D.) [51.0204]
Mennonite College of Nursing
Nursing, Bachelor of Science (B.S.N.) [51.3801]
Nursing, Master of Science (M.S.N.) [51.3801]
Nursing Practice, Doctor of (D.N.P.) [51.3818]
Nursing, Ph.D. [51.3808]
Four-year review (centers)
Center for Teaching, Learning, and Technology

**Self-studies due October 2026, Reviewed 2026-2027
Summaries Published in *Academic Plan 2027-2032***

Eight-year review (programs)
College of Arts and Sciences
English, B.A., B.S. [23.0101]
English, M.A., M.S. [23.0101]
English Studies, Ph.D. [23.0101]
Mathematics, B.A., B.S. [27.0101]
Mathematics, M.S. [27.0101]
Mathematics Education, Ph.D. [13.1311]
European Studies, B.A. [05.0106]
College of Applied Science and Technology
Exercise Science, B.S. [31.0505]
Physical Education, B.S., B.S.Ed. [13.1314]
Kinesiology and Recreation, M.S. [31.0501]
Health Promotion and Education, B.S., B.S.Ed. [13.1307]
Medical Laboratory Science, B.S. [51.1005]
Occupational Safety and Health [51.2206]
Sustainable and Renewable Energy, B.S. [15.0503]
University-wide Programs
Interdisciplinary Studies, B.A., B.S. [24.0101]
University Studies, B.A., B.S. [24.0102]
Four-year review (centers)
Adlai Stevenson II Center for Community and Economic Development
Center for Child Welfare and Adoption Studies
Center of Insurance and Risk Management (Katie School)

**Self-studies due October 2027, Reviewed 2027-2028
Summaries Published in *Academic Plan 2028-2033***

Eight-year review (programs)
College of Arts and Sciences
Chemistry Education, M.C.E., M.S.C.E. [13.1323]
Environmental Systems Science and Sustainability, B.S. [03.0104]
College of Business
Business Education, B.A., B.S., B.S.Ed. [13.1303]
Business Education, Master of Science (M.S.B.E.) [13.1303]
College of Education
Educational Administration, M.S., M.S.Ed. [13.0401]
Educational Administration, Ed.D., Ph.D. [13.0401]
Special Education, B.S.Ed. [13.1001]
Special Education, M.S., M.S.Ed. [13.1001]
Special Education, Ed.D. [13.1001]
Early Childhood Education, B.S., B.S.Ed. [13.1209]
Elementary Education, B.S., B.S.Ed. [13.1202]
Middle Level Teacher Education, B.S., B.S.Ed. [13.1203]
Reading, M.S.Ed. [13.1315]
Teaching and Learning, M.S. [13.0301]
Teaching and Learning, Ed.D. [13.0301]
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)
Mary and Jean Borg Center for Reading and Literacy
Radio Station WGLT

**Self-studies due October 2028, Reviewed 2028-2029
Summaries Published in *Academic Plan 2029-2034***

Eight-year review (programs)
College of Applied Science and Technology
Agriculture, B.S. [01.0000]
Agriculture, M.S. [01.0000]
Construction Management, B.S. [52.2001]
Engineering Technology, B.S. [15.0000]
Graphic Communications Technology, B.S. [10.0301]
Industrial Technology, B.S. [15.0612]
Technology and Engineering Education, B.S. [13.1309]
Technology, M.S. [15.0612]
College of Arts and Sciences
Philosophy, B.A. [38.0101]
Psychology, B.A., B.S. [42.0101]
Psychology, M.A., M.S. [42.0101]
Clinical-Counseling Psychology, M.A., M.S. [42.2803]
School Psychology, Specialist in (S.S.P.) [42.2805]
School Psychology, Ph.D. [42.2805]
College of Business
Accountancy, B.S. [52.0301]
Business Information Systems, B.S. [52.1201]
Accountancy, Integrated B.S./M.P.A. [52.0301A]
Accountancy, M.S. [52.0301]
Finance, B.S. [52.0801]
Risk Management and Insurance, B.S. [52.1701]
Business Administration, B.S. [52.0201]
International Business, B.A., B.S. [52.1101]
Management, B.S. [52.1301]
Marketing, B.S. [52.1401]
Business Administration, Master of (MBA) [52.0201]
Four-year review (centers)
Center for Mathematics, Science, and Technology
Center for the Study of Education Policy
Three-year review (progress)
Cybersecurity, B.S. [11.1003]
Center for Collaborative Studies in Mathematical Biology

PROGRAM REVIEW SCHEDULE BY PROGRAM AND CENTER

Program review self-study reports are due to the Academic Planning Committee via the Office of the Provost on October 1 of the year indicated unless otherwise noted.

PROGRAMS

Accountancy, B.S.: 2028
Accountancy, M.S.: 2028
Accountancy, Integrated B.S./M.P.A.: 2028
Agriculture, B.S.: 2028
Agriculture, M.S.: 2028
Anthropology, B.A., B.S.: 2022
Anthropology, M.A., M.S.: 2022
Applied Economics, M.S., M.S.: 2022 Art, B.A., B.S.: 2023
Art, M.A., M.S.: 2023
Art, B.F.A.: 2023
Art, M.F.A.: 2023
Audiology, Doctor of (Aud.D.): 2025
Biochemistry, B.S.: 2021
Biological Sciences, B.S.: 2025
Biological Sciences, M.S.: 2025
Biological Sciences, Ph.D.: 2025
Biological Sciences Teacher Education, B.S.: 2023
Business Administration, B.S.: 2028
Business Administration, MBA: 2028
Business Information Systems, B.S.: 2028
Business Education, B.A., B.S., B.S.Ed.: 2027
Business Education, M.S.B.E.: 2022 (new program progress report)
Chemistry, B.S.: 2024
Chemistry, M.S.: 2024
Chemistry Education, M.C.E., M.S.C.E.: 2027
Clinical-Counseling Psychology, M.A., M.S.: 2028
College Student Personnel Administration, M.S.: 2023
Communication, M.A., M.S.: 2023
Communication Sciences and Disorders, B.S.: 2025
Communication Studies, B.A., B.S.: 2023
Computer Science, B.S.: 2021
Computer Science, M.S.: 2023 (new program progress report)
Computer Systems Technology, B.S.: 2024 (new program progress report)
Construction Management, B.S.: 2028
Creative Technologies, B.A., B.S.: 2023
Creative Technologies, M.S.: 2023
Criminal Justice Sciences, B.A., B.S.: 2022
Criminal Justice Sciences, M.A., M.S.: 2022
Cybersecurity, B.S.: 2020 (new program progress report), 2025
Early Childhood Education, B.S., B.S.Ed.: 2027
Economics, B.A., B.S.: 2022
Educational Administration, M.S., M.S.Ed.: 2027
Educational Administration, Ed.D., Ph.D.: 2027
Elementary Education, B.S., B.S.Ed.: 2027
Engineering Technology, B.S.: 2028
English, B.A.: 2026
English, M.A., M.S.: 2026
English Studies, Ph.D.: 2026
Environmental Health and Sustainability, B.S.: 2025

Environmental Systems Science and Sustainability, B.S.: 2022 (new program progress report)
European Studies, B.A.: 2021 (new program progress report), 2026
Exercise Science, B.S.: 2026
Family and Consumer Sciences, B.A., B.S.: 2021
Family and Consumer Sciences, M.A., M.S.: 2021
Fashion Design and Merchandising, B.A., B.S.: 2027, 2021 (new program progress report)
Finance, B.S.: 2028
Food, Nutrition, and Dietetics, B.A., B.S.: 2027, 2021 (new program progress report)
French and Francophone Studies, B.A.: 2021
Geography, B.A., B.S.: 2022
Geology, B.S.: 2024
German, B.A., B.S.: 2021
Graphic Communications, B.S.: 2028
Health Promotion and Education, B.S., B.S.Ed.: 2026
Health Informatics and Management, B.S.: 2025
History, B.A., B.S.: 2022
History, M.A., M.S.: 2022
Human Development and Family Science, B.A., B.S.: 2027, 2021 (new program progress report)
Hydrogeology, M.S.: 2024
Industrial Technology, B.S.: 2028
Information Systems, B.S.: 2021
Information Systems, M.S.: 2021
Interdisciplinary Studies, B.A., B.S.: 2026
Interior Design, B.A., B.S.: 2027, 2021 (new program progress report)
International Business, B.A., B.S.: 2028
Journalism, B.A., B.S.: 2023
Kinesiology and Recreation, M.S.: 2026
Languages, Literatures, and Cultures, M.A.: 2021
Legal Studies, B.A., B.S.: 2022
Low Vision and Blindness, M.S.Ed.: 2024 (new program progress report)
Management, B.S.: 2028
Marketing, B.S.: 2028
Mass Media, B.A., B.S.: 2023
Mathematics, B.A., B.S.: 2026
Mathematics, M.S.: 2026
Mathematics Education, Ph.D.: 2026
Medical Laboratory Science, B.S.: 2026
Middle Level Teacher Education, B.S., B.S.Ed.: 2027
Molecular and Cellular Biology, B.S.: 2021
Music, M.M.: 2023
Music (Liberal Arts), B.A., B.S.: 2023
Music Education, B.M.E.: 2027
Music Education, M.M.Ed.: 2027
Music Performance, B.M.: 2023
Network and Telecommunications Management, B.S.: 2021
Nursing, B.S.N.: 2025
Nursing, M.S.N.: 2025
Nursing, Ph.D.: 2025
Nursing Practice, Doctor of (D.N.P.): 2021, 2025
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
Political Science, B.A., B.S.: 2022
Political Science, M.A., M.S.: 2022

Psychology, B.A., B.S.: 2028
Psychology, M.A., M.S.: 2028
Public Relations, B.A., B.S.: 2023
Reading, M.S.Ed.: 2027
Recreation and Park Administration, B.S.: 2023
Sustainable and Renewable Energy, B.S.: 2026
Risk Management and Insurance, B.S.: 2028
School Psychology, S.S.P.: 2028
School Psychology, Ph.D.: 2028
Social Work, B.S.W.: 2022
Social Work, M.S.W.: 2022
Sociology, B.A., B.S.: 2022
Sociology, M.A., M.S.: 2022
Spanish, B.A.: 2021
Special Education, B.S.Ed.: 2027
Special Education, M.S., M.S.Ed.: 2027
Special Education, Ed.D.: 2019
Speech-Language Pathology, M.A., M.S.: 2025
Teacher Leader, Post-Baccalaureate Certificate: 2027 (new program progress report)
Teaching and Learning, M.S.: 2027
Teaching and Learning, Ed.D.: 2027
Technology, M.S.: 2020*
Technology and Engineering Education, B.S.: 2028
Theatre, B.A., B.S.: 2023
Theatre Studies, M.A., M.S.: 2023
Theatre, M.F.A.: 2023
University Studies, B.A., B.S.: 2026

CENTERS

Adlai Stevenson II Center for Community and Economic Development: 2022, 2026
Center for Child Welfare and Adoption Studies: 2022, 2026
Center for Collaborative Studies in Mathematical Biology: TBD (temporary center report)
Center for Insurance and Risk Management (Katie School): 2022, 2026
Center for Mathematics, Science, and Technology: 2020, 2024
Center for Teaching, Learning, and Technology: 2021, 2025
Center for the Study of Education Policy: 2020, 2024
Mary and Jean Borg Center for Reading and Literacy: 2027, 2023
National Center for Urban Education: TBD (temporary center report)
Radio Station WGLT: 2027, 2023

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.
Enterprise Computing Systems Graduate Certificate	Information Systems, M.S.
Family Nurse Practitioner Certificate, Post-Master's	Nursing, Master of Science (M.S.N.)
Forensic Accountant Graduate Certificate	Accountancy, M.S.
General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate	Educational Administration, Ed.D., Ph.D.
Hydrogeology Geographic Information Systems (GIS) Graduate Certificate	Hydrogeology, M.S.
Information Assurance and Security Graduate Certificate	Information Systems, M.S.
Instructional Technology in World Languages Graduate Certificate	Languages, Literatures, and Cultures, M.A.
Internet Application Development Graduate Certificate	Information Systems, M.S.
IS Audit and Control Specialist Graduate Certificate	Accountancy, M.S.
Library Information Specialist Certificate, Post-Baccalaureate	Teaching and Learning, M.S.

Certificate Program	Submit program review documentation with the program review self-study report submitted for this degree program
Multiple Disabilities Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Network and Telecommunications Management Graduate Certificate	Information Systems, M.S.
Organizational Leadership Graduate Certificate	Business Administration, Master of (MBA)
Project Management Graduate Certificate	Technology, M.S.
Psychiatric Mental Nurse Practitioner Graduate Certificate	Nursing, M.S.N.
Quality Management and Analytics Graduate Certificate	Technology, M.S.
School Nurse Graduate Certificate	Nursing, M.S.N.
Social Aspects of Aging Graduate Certificate	Sociology, M.A., M.S.
School Social Work Graduate Certificate	Social Work, M.S.W.
STEM Education and Leadership Graduate Certificate	Technology, M.S.
Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate	Educational Administration, Ed.D., Ph.D.
Systems Analyst Graduate Certificate	Information Systems, M.S.
Teacher Leader Certificate, Post-Baccalaureate	Educational Administration, M.S., M.S.Ed.
Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate	English, M.A., M.S.
Teaching of Writing in High School/Middle School, Post-Baccalaureate Graduate Certificate in	English, M.A., M.S.
Technology Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Training and Development Graduate Certificate	Technology, M.S.
Transition Specialist Graduate Certificate	Special Education, M.S., M.S.Ed.
Women's, Gender, and Sexuality Studies Graduate Certificate	Sociology, M.A., M.S.

Degree Program – Certificate Program Associations

Degree Program	Include with the program review self-study report documentation regarding these certificate programs
Accountancy, M.S.	Data Scientist: Business Information Systems in Accounting Graduate Certificate Forensic Accountant Graduate Certificate IS Audit and Control Specialist Graduate Certificate
Anthropology, M.A., M.S.	Anthropology Geographic Information Systems (GIS) Graduate Certificate
Biological Sciences, M.S.	Biology Geographic Information Systems (GIS) Graduate Certificate
Business Administration, Master of (MBA)	Business Analytics Graduate Certificate Organizational Leadership Graduate Certificate
Educational Administration, M.S., M.S.Ed.	Teacher Leader Certificate, Post-Baccalaureate
Educational Administration, Ed.D., Ph.D.	Chief School Business Official, Post-Master's Graduate Certificate General Administrative Certification in Educational Administration, Post-Master's Graduate Certificate Superintendent Endorsement in Educational Administration, Post-Master's Graduate Certificate

Degree Program	Include with the program review self-study report documentation regarding these certificate programs
English, M.A., M.S.	Teaching of Writing in High School/Middle School, Post-Baccalaureate Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate
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 Enterprise Computing Systems Graduate Certificate Information Assurance and Security Graduate Certificate Internet Application Development Graduate Certificate Network and Telecommunications Management Graduate Certificate Systems Analyst Graduate Certificate
Languages, Literatures, and Cultures, M.A.	Instructional Technology in World Languages Graduate Certificate
Nursing, Master of Science (M.S.N.)	Family Nurse Practitioner Certificate, Post-Master's Psychiatric Mental Health Nurse Practitioner Certificate, Post Master's
Nutrition, M.S.	Distance Dietetic Internship Graduate Certificate
Social Work, M.S.W.	School Social Work Graduate Certificate
Sociology, M.A., M.S.	Social Aspects of Aging Graduate Certificate Women's, Gender, and Sexuality Studies Graduate Certificate
Special Education, M.S., M.S.Ed.	Behavior Intervention Specialist Graduate Certificate Curriculum Adaptation Specialist Graduate Certificate Deaf and Hard of Hearing Listening and Spoken Language Professional Graduate Specialization Certificate Early Intervention Vision Specialist Graduate Certificate Multiple Disabilities Specialist Graduate Certificate Technology Specialist Graduate Certificate Transition Specialist Graduate Certificate
Special Education, Ed.D.	Director of Special Education, Post-Master's Graduate Certificate for
Teaching and Learning, M.S.	Library Information Specialist Certificate, Post-Baccalaureate
Technology, M.S.	Project Management Graduate Certificate Quality Management and Analytics Graduate Certificate STEM Education and Leadership Graduate Certificate Training and Development Graduate Certificate