# ACADEMIC PROGRAM REVIEW
# AT ILLINOIS STATE UNIVERSITY

*Information for Academic Programs*
*Submitting Program Review Self-Study Reports in Fall 2027*

## INTRODUCTION

The purpose of program review is to guide the continuous assessment of the quality and effectiveness of academic programs. The program review process is both a critical and constructive process designed to help an academic unit identify strengths and weaknesses of its academic programs so that the program faculty can develop strategies and actions that lead to program improvement. The self-reflective process includes deliberative analysis of quantitative and qualitative data from an inclusive set of stakeholders to make meaningful, evidence-based assessments. The process is intended to encourage development and maintenance of high-quality academic programs that are implemented well, administered efficiently, and align with the university mission.

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

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

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

Information regarding program review at Illinois State, including program review schedules and guidelines, is available on the Office of the Provost website. The website also identifies the program review status of each academic program and includes a link to its latest program review summary.
See https://provost.illinoisstate.edu/planning/program/.

## PROGRAM REVIEW PRINCIPLES

1. Program review occurs in an environment that encourages and values honest, critical, and productive analysis among all participants in the process at all levels.

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

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

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

5. Goals and quality measures appropriate for guiding improvements to an academic program are established by program faculty. Goals are aligned with priorities articulated in *Excellence By Design*, the university strategic plan.

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

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

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

## PROGRAM REVIEW TIMELINE

| | | |
|---|---|---|
| **Preparing and submitting the Program Review Self-Study Report** | | |
| September-December 2026 | The Chairperson/Director and program faculty meet with the AVP for Academic Planning to review the program review process and the self-study report outline. | Provost's Office<br>Chairperson/Director<br>Program faculty |
| | Program faculty members review data available for the self-study, compile additional information as needed, and begin compiling the self-study report. | Program faculty |
| September-December 2026 | The Office of Planning, Research, and Policy Analysis (PRPA) releases fall 2024 program level data for use in conducting the program review. The fall 2024 data is intended to supplement academic program profiles data previously available to the program. | Office of Planning, Research, and Policy Analysis (PRPA) |
| January-August 2027 | Faculty members analyze the program and compile the self-study report. | Program faculty |
| August 15, 2027-<br>September 15, 2027 | Distribute the self-study report to program faculty for review and feedback. | Program faculty |
| By September 15, 2027 | The Chairperson/Director submits the self-study report to the Associate Dean on behalf of program faculty. | Chairperson/Director |
| By October 1, 2027 | The Associate Dean submits the self-study report to the Academic Planning Committee via the Office of the Provost. | Associate Dean |
| **After submitting the Program Review Self-Study Report** | | |
| October 2027 –<br>March 2028 | The Academic Planning Committee reviews the program review self-study report, requests additional information from the Chairperson/Director as needed and drafts a summary report with recommendations. | Academic Planning Committee |
| April 2028 | The summary report draft is distributed to the chairperson/director for distribution to program faculty. | Provost's Office |
| | Members of the Academic Planning Committee meet with the Dean, Associate Dean, Chairperson/Director, and program faculty to review the summary report draft. | Academic Planning Committee<br>Dean<br>Associate Dean<br>Chairperson/Director<br>Program faculty |
| | The summary report is finalized based on the conversation with the Dean, Associate Dean, Chairperson/Director, and faculty. The finalized summary report is presented to the Provost. | Provost's Office |
| May 2028 | The summary report is included in the draft Academic Plan, which is reviewed with the Academic Senate. | Provost's Office<br>Academic Senate |
| July 2028 | The Academic Plan, including all program review summary reports for the program review cycle, is presented to the Board of Trustees by the Provost. | Provost<br>Board of Trustees |
| By September 30, 2028 | All program review summary reports for the program review cycle are submitted to IBHE. | Provost's Office |

## INFORMATION SOURCES

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

Questions regarding data, including requests for data not otherwise available through the sources described below, may be addressed to J. Cooper Cutting, Assistant Vice President for Academic Planning (jccutti@IllinoisState.edu, 438-2922). Responses may be shared with faculty of other programs conducting self-studies, to assist them as well.

### Academic program profiles

The single most complete source of data on the program level is the academic program profile. A profile for each degree program is compiled annually by the Office of Planning, Research, and Policy Analysis (PRPA) and is disseminated by that office to deans and department chairpersons/school directors. Among the metrics included in each profile are enrollment (new and total), student demographics, faculty counts and demographics, retention and graduation rates, time-to-degree, and degrees conferred. Academic program profiles updated to fall 2025 are being provided in new Power BI dashboards, that can be access with this link. (Note that access to dashboards may require training.). Some dashboards may still be in development. Prior-year profiles are provided to program faculty at program review orientation.

### Other university, college, academic unit, and program data

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

### Student learning outcomes assessment and student engagement data

A key data source is program-level student learning outcomes assessment. Assessment findings may help identify the need for changes to the program curriculum, courses or course content, or pedagogy. Assessment data are available only on the program or academic-unit level; assessment data are not centrally archived by the University. An inventory of program assessment plans and annual assessment updates is available at: https://assessment.illinoisstate.edu/program/resources/.

This unit also facilitates the administration of inter-institution student engagement surveys, including the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE). Institutional results are available at: https://assessment.illinoisstate.edu/student-success/institutional-surveys/. Additionally, UAS has developed a new exploratory NSSE report available at: https://assessment.illinoisstate.edu/student-success/assessment-dashboards/. Results from specific programs' students can be provided upon request (contact Ryan Smith at University Assessment Services).

### Alumni Data

**Graduate Outcomes (formerly Project Nest)** captures, analyzes, and reports career and graduate school destination data of Illinois State University graduates.

**Steppingblocks Graduate Insights** focuses on data analytics to provide institutions with a clear picture of alumni career outcomes. It tracks trends such as salary progression, employment industries, geographic locations, and advanced education pursuits. It is commonly used by universities to assess program effectiveness as well as support data-driven improvements. For students, it highlights real-world applications of their degrees and offers some additional transparency about potential career trajectories. It is a powerful tool for both institutions and students to understand and leverage the connections between their education and career success. Here are two short videos that provide an overview of the potential of this platform.

- Graduate Insights Platform Walk-through (~9 mins)
- Steppingblocks 2025 User Conference: Steppingblocks for Accreditation and Program Review (~20 min video)

The **Graduate Insights** module is **only available to current ISU faculty and staff and requires** an access request.

**Post-Secondary Employment Outcomes (PSEO)** are experimental tabulations developed by researchers at the U.S. Census Bureau. PSEO data provide earnings and employment outcomes for college and university graduates by degree level, degree major, post-secondary institution, and state of institution. These statistics are generated by matching university transcript data with a national database of jobs, using state-of-the-art confidentiality protection mechanisms to protect the underlying data. The PSEO data dashboards are available here: https://lehd.ces.census.gov/data/pseo_experimental.html and https://lehd.ces.census.gov/applications/pseo/?type=earnings&compare=postgrad&specificity=2&state=08&institution=08&degreelevel=05&gradcohort=0000-3&filter=50&program=52,45.

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

University Advancement has created a dashboard for campus to submit group lists for the purpose of updating constituents' records. Campus areas can choose to submit a single group list or multiple group lists at one time. Examples of lists include advisory boards, RSO membership, themed week speakers, student staff directories, etc. For more information regarding the Database of Alumni Engagement see this website: https://alumni.illinoisstate.edu/contact/resources/.

## Library resources and services information

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

## Comparator program information

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

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

For information regarding enrollments and degrees conferred by colleges and universities in Illinois, search the *Illinois Higher Education Enrollments & Degrees System* database, at https://enrollmentsdegrees.ibhe.org/Search.aspx Searches of the database can be limited by degree level, institution sector, institution name, and Classification of Instructional Programs (CIP) code.

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

For information regarding the Classification of Instructional Programs (CIP), see *CIP 2020* on the National Center for Education Statistics website, at https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

## Program and curriculum information

Current information is available within Course Finder (https://coursefinder.illinoisstate.edu/). Archived course catalogs are available on the University website (see https://illinoisstate.edu/catalog/archive/), from 2005-2006 for undergraduate programs and from 2004-2005 for graduate programs. Print copies of older editions are available at Milner Library and the Office of the Provost.

Archived program and course proposals are available online through in a Teams based database maintained by the University Registrar's office. The database includes proposals from fall 2009 to the present. Archived program review self-study reports are available in the Office of the Provost. For most programs, the earliest self-study reports were compiled in the late 1980s or early 1990s. Contact the Registrar's office (Curriculum@ilstu.edu) to request access to this Teams site.

A report of requests by students in the program for exceptions to program requirements is now available online, see: https://registrarforms.illinoisstate.edu/RegistrarForms/SubWaiver/SubWaiverReports.aspx. The report is compiled from information entered by program faculty/staff (usually by advisors) into the exceptions database maintained by the Registrar's office. The database was established in fall 2013.

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

**Teacher education data**
Teacher education programs are reminded of the data, planning, and reflection on program goals and outcomes included in the Annual Program Improvement Review (APIR) required by the Council for Teacher Education. For questions related to data included in the APIR, programs can contact the Lauby Teacher Education Center. Any

data questions should go to the Teacher Education Center staff who do state reporting and work with program data.

## CONTENT OF THE SELF-STUDY REPORT

### Overview of the Academic Unit

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

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

Academic units with more than one program scheduled to submit a self-study report in fall 2026 should compile and submit ONLY ONE Overview of the Academic Unit.

The outline of the Overview of the Academic Unit follows.

### Academic Program Review

Academic Program Review includes detailed information about one academic program.

Academic units with more than one program scheduled to submit a self-study report in fall 2026 should compile and submit a separate Academic Program Review for each program. Multiple academic programs should NOT be described in a single Academic Program Review.

Two outlines for the Academic Program Review follow: one for undergraduate programs and one for graduate programs.

# OVERVIEW OF THE ACADEMIC UNIT

**1. Administrative and Shared Governance Structures**

Describe the administrative structure of the academic unit and the academic programs offered by the unit (including degrees, sequences, minors, interdisciplinary, and subsequent graduate programs and certificates). Describe standing departmental/school committee structures.

**2. Faculty in the Academic Unit**

Provide the following information regarding faculty in the academic unit. Do NOT submit curricula vitae with this report. Consistent with university policy and Higher Learning Commission expectations, academic units should address qualifications of all instructional personnel, including tenure-track faculty, non-tenure-track faculty, and graduate assistants assigned instructional responsibilities.

**a. Faculty Qualifications**

Describe how the academic unit implements institutional policies and procedures for determining that faculty members are qualified for their instructional assignments. Address qualifications expected of both tenure-track and non-tenure-track faculty members, including:

- academic credentials typically required for faculty appointments;
- circumstances in which progress toward academic credentials may be considered sufficient;
- circumstances in which equivalent experience may be used in lieu of traditional academic credentials;
- how instructional assignments are aligned with faculty qualifications; and
- processes used by the academic unit to ensure continued alignment with university policies, accreditation expectations, professional standards, and disciplinary norms.

If faculty members have been assigned instructional responsibilities based primarily on progress toward academic credentials or equivalent experience rather than the typical credential expectations of the discipline, describe the basis for determining that they are qualified for those assignments.

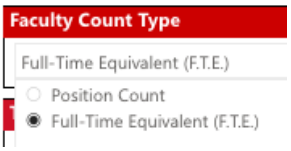
**b. Tenure Track FTE to Total Faculty FTE Ratio and Percentage.**

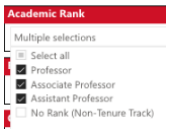
Provide the current ratio and percentage of tenure-track faculty FTEs to total faculty FTEs in the academic unit. Describe how this ratio has changed during the period of review and identify factors that contributed to those changes (see the Faculty Profile Reports dashboard within the PRPA Academic Profiles).

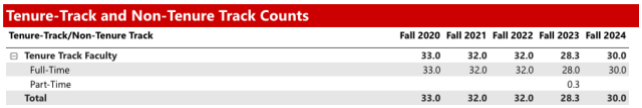
Based on the instructional, scholarly, accreditation, and service expectations of the academic unit, discuss whether the current ratio is appropriate to support program quality and student success. If the unit believes a different ratio would better support its mission and goals, explain why.

*NOTE: The ratio can be calculated from data in the* Faculty TT/NTT Overview tab. Set Faculty Count Type filter to F.T.E., then toggle between the Academic Rank tab with and without the Non-Tenure Track included.

Academic Rank filter

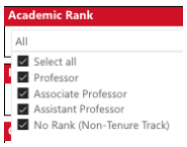


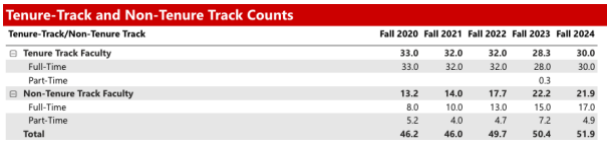



Tenure-Track and Non-Tenure Track Counts

| Tenure-Track/Non-Tenure Track | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 |
|---|---|---|---|---|---|
| Tenure Track Faculty | 33.0 | 32.0 | 32.0 | 28.3 | 30.0 |
| Full-Time | 33.0 | 32.0 | 32.0 | 28.0 | 30.0 |
| Part-Time | | | | 0.3 | |
| Total | 33.0 | 32.0 | 32.0 | 28.3 | 30.0 |



Tenure-Track and Non-Tenure Track Counts

| Tenure-Track/Non-Tenure Track | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 |
|---|---|---|---|---|---|
| Tenure Track Faculty | 33.0 | 32.0 | 32.0 | 28.3 | 30.0 |
| Full-Time | 33.0 | 32.0 | 32.0 | 28.0 | 30.0 |
| Part-Time | | | | 0.3 | |
| Non-Tenure Track Faculty | 13.2 | 14.0 | 17.7 | 22.2 | 21.9 |
| Full-Time | 8.0 | 10.0 | 13.0 | 15.0 | 17.0 |
| Part-Time | 5.2 | 4.0 | 4.7 | 7.2 | 4.9 |
| Total | 46.2 | 46.0 | 49.7 | 50.4 | 51.9 |

*Example: Using data from Fall 2024 in the tables above, the ratio would be 30.00 : 51.9. The percentage would be 30/51.9.32 = 57.8% of the total FTE is taught by TT faculty*

**c. Faculty Assignments and Workload Expectations**

Describe typical faculty assignments and workload expectations for tenure-track and non-tenure-track faculty members within the academic unit. Include discussion of teaching, scholarly/creative activity, service, student mentorship, supervision responsibilities, clinical or field experiences, and other workload components relevant to the discipline. Briefly explain how these assignment patterns support the mission, curriculum, accreditation requirements (if applicable), and strategic priorities of the academic unit.

**d. Scholarly Productivity**

Describe the academic unit's expectations for scholarly, creative, and professional productivity of tenure-track faculty members and explain how those expectations are reflected in ASPT policies. If expectations vary by faculty rank, appointment type, discipline, or role within the unit, describe those differences.

*Note: Aggregate evidence of faculty scholarly and creative productivity should be discussed at the program level in Section III.4. Faculty Credentials and Professional Development.*

**e. Faculty Recruitment, Retention, and Success**

Discuss trends in faculty recruitment, retention, and workforce composition during the period of review. Describe efforts undertaken by the academic unit to recruit, support, develop, mentor, and retain faculty members. Discuss factors that have contributed to successes and challenges in these areas and explain how these efforts support student success, faculty success, access, belonging, and the mission of the academic unit. Identify priorities or opportunities for future improvement.

**3. Graduate Assistants**

Provide the following information regarding graduate assistants in the academic unit (with respect to how the graduate and undergraduate programs may be interrelated).

**a. Qualifications of Graduate Assistants with Instructional Responsibilities**

Describe the qualifications required for graduate assistants assigned instructional responsibilities, including academic preparation, progress toward degree completion, disciplinary knowledge, prior instructional experience (if applicable), and any university, college, departmental, accreditation, or collective bargaining requirements governing such assignments.

Explain how the academic unit determines that graduate assistants are qualified for instructional responsibilities, how teaching assignments are aligned with their preparation, and how appropriate supervision and support are provided.

**b. GA Assignments**

Describe the typical assignments for graduate assistants (Research, Teaching, and Pre-professional). What is the typical distribution of types of assistantships each year?

**c. Courses Taught by Graduate Teaching Assistants**

List the courses routinely taught by graduate assistants. Indicate the courses for which the graduate students are listed as instructors of record.

**d. GA Training and Mentoring**

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

**e. GA Assessment**

How are students with GA assignments assessed and provided feedback with respect to their job expectations?

**4. Academic Advisement**

a. Describe academic advisement for undergraduate (and graduate students, where applicable) in the academic unit.

*NOTE: The academic unit is being asked to describe process and indicators. The unit is NOT being asked to set forth an argument regarding the quality of its advisement services.*

**b. Evaluation of Advisement Effectiveness**

How does the academic unit assess effectiveness of its advisement services? Describe any recent changes made in response to assessments over the period of review.

**c. University College to Academic Unit Transition**

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

**d. Transfer Student Transition**

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

**e. Transitioning Out of the Major**

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

**5. Minors**

Describe the minors offered within the unit and their impact on other program offerings. Include information related to the curriculum, enrollment trends, audience, and impact on undergraduate major programs. Describe the process used by the academic unit to periodically review and evaluate its minors, and identify the indicators or metrics used by the academic unit to evaluate their quality.

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

**6. Milner Library**

Academic units will discuss collaboration with their Milner Library subject librarian to develop goals and strategies for resource selection and analysis, development and assessment of curriculum-integrated information fluency outcomes, scholarly communication efforts, and the integration of Library space and other services during the eight-year program review cycle.

a. **Resource Selection and Analysis**
   Describe how the academic unit works with the subject specialist librarian to establish, analyze, and maintain a relevant and dynamic collection of resources that facilitate student learning and faculty teaching and scholarly and creative productivity.

b. **Information Fluency Outcomes**
   Describe how the subject specialist librarian and the unit collaborate to establish and review discipline-specific Information Fluency Outcomes, and how the information fluency skills and competencies students need to succeed in the unit's academic programs and the discipline are taught and assessed.

c. **Scholarly Communication Efforts**
   Describe how the academic unit consults and collaborates with librarians on issues related to copyright, open access, affordable course materials, the institutional repository, ISU ReD, and scholarly publishing, such as faculty and student awareness, education, and professional development.

d. **Integration of Library Facilities, Spaces, and Services**
   Describe how the academic unit integrates library facilities, collections, and services into research and learning not discussed in other sections.

**7. Facilities**
Briefly describe facilities used by the academic unit, including classrooms and laboratories on and off campus.

**8. Strategic Plan**
Describe how the strategic plan(s) was used to guide the unit and its programs during the period of review. Provide a copy of the strategic plan(s) for the academic unit for the period of review as an appendix to this report.

## ACADEMIC PROGRAM REVIEW - UNDERGRADUATE PROGRAMS

## Section I: EXECUTIVE SUMMARY

Prepare a summary of the completed program review self-study report using the outline below.
Your executive summary will serve as the basis for the review submitted to IBHE. Therefore, in preparing your executive summary, please assume that its readers are not familiar with the program and will not have read the complete program review self-study report. Please use the executive summary to recap points made in the report rather than introduce new information. Please limit the executive summary to three pages.

- Self-study process
- Program curriculum
- Program or academic unit faculty
- Program goals and quality indices
- Student learning outcomes assessment plan and process
- Specialized accreditation
- Responses to recommendations resulting from the previous program review
- Changes in the academic discipline, field, societal need, and program demand
- Major findings of this program review self-study
- Initiatives and plans for the next program review cycle

## Section II: Self-study process

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

## Section III: Description and analysis of the academic program

1. **Overview**

    a. **Contribution to Mission and Values**
    List the academic program goals (developed and approved by the program faculty) and describe how the academic program contributes to the mission and values of Illinois State University. Describe how the program and the students within it contribute to mission of the university with respect to teaching, research, and service (including to other programs)?

    b. **Enrollment Trends, Capacity, and Enrollment Goals**
    Provide a table showing program enrollments (by sequence and overall) for the period of review. Discuss enrollment changes since the previous program review. Describe how changes in enrollment, student demand, retention, faculty capacity, facilities, accreditation requirements, clinical or field placement opportunities, and other relevant factors have informed the program's enrollment goals for first-time-in-college, external transfer, and internal transfer students. Discuss whether the program's enrollment goals have changed during the period of review and explain the factors that contributed to those changes.

    c. **Student Recruitment Strategies**
    Describe regional, domestic, and international student recruitment strategies (including use of scholarships). If the program considers itself a “found major”, then describe efforts to recruit students internal to the institution.

**d. Student Access, Belonging, and Success**

Describe the student population enrolled in the program and discuss notable trends during the period of review. Where relevant, contextualize participation in the program relative to the discipline, profession, workforce, or broader student population. Identify any opportunities, challenges, or areas of concern related to student access, participation, representation, or belonging that are important for understanding the program and its students.

**e. Accreditation**

Provide the following information regarding any specialized accreditation, recognition, or other external approval of this program. Include: Name of accrediting organization, date of last accreditation review, current accreditation status, and date of the next scheduled review.

Identify any specialized accreditation, recognition, or other external approval potentially available to this program but not yet received. Describe any plans to pursue specialized accreditation or, if applicable, reasons for not pursuing specialized accreditation at this time.

**f. Licensure**

Does this program either lead to licensure or certification or qualify a graduate to seek licensure or certification by a governmental agency or professional association? What is the licensure and the governing agency? Does the program meet the current licensure or certification requirements for the state of Illinois? If applicable, report the licensure and certification pass rates by year over the period of review.

**2. Student Success**

**a. Vision, Challenges, Initiatives, and Metrics**

Describe the vision of student success within the program. Over the period of review (and ahead) what have been the biggest challenges to this vision and what are some of the initiatives undertaken by the program to address these? What are the key metrics used by the program to measure student success (especially any metrics not included below)?

**b. Equity, Diversity, Access, and Belonging**

Describe efforts by the program to support diversity of its students and foster a sense of belongingness. What are the program's challenges and goals in equity and access? What are the program's strengths and areas of improvement?

**c. Trends in Student Retention**

Describe and discuss the trends in student retention within the program over the period of review (see Fall to Fall and Fall to Spring data in the academic program profiles). What actions have been taken (and/or are planned) to increase student retention?

**d. Instructional Capacity**

How does the program determine and manage class size offerings? Does this program follow standards for optimum class sizes – either for specific types of classes within the program or for all classes in the program – recommended by a national or international professional organization associated with the discipline? If yes, please describe them.

**e. Time to Degree and Curriculum Exceptions**

Are students who begin as freshmen in the program able to complete the program in four years or students who transfer into the program as juniors able to complete the program in two years (see academic program profiles)? Describe the type and frequency of curricular exceptions granted to students in the program (see the graduation exceptions report from the Registrar's Office).

**f. Trends in Time to Degree and Average Credits**

Discuss trends in time-to-degree and average credits to degree as well as differences between program and university-wide data for those metrics (see academic program profiles). If there are shortfalls, describe plan to address them.

**g. Undergraduate Certificates**

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

**h. Co-Curricular Opportunities**

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

**i. Student Participation in Research, Scholarship, and Creative Productivity**

Separately, describe both the curricular and co-curricular opportunities for student participation in research and creative activities (such as co-authored publications, presenting at research symposia, exhibitions, professional conferences, exhibitions, and performances). Describe methods used by the program to track student and faculty participation in such activities and discuss participation trends over the period of review.

**j. Student Participation in Civic, Community Engagement, and Experiential Learning Opportunities**

Identify civic and community engagement opportunities available to students in the program and describe how they relate to student learning outcomes established for the program. Describe methods used by the program to track and assess student and faculty participation in such activities and discuss participation trends over the period of review.

**k. University Honors Program Students**

Describe how the program supports students who participate in Illinois State University's Honors Program. Identify Honors-related opportunities available within the program and discuss student participation and faculty involvement during the period of review.

**3. Curriculum**

Provide the link to the undergraduate catalog entry for the program. Describe admission requirements, structure of the degree program (including sequences), and graduation requirements. Then provide the following information regarding the curriculum.

**a. Changes Made to Curriculum**

Describe and analyze changes made to the curriculum since the previous program review. Discuss the factors that prompted those changes and the outcomes observed to date. If substantial curricular changes were not made during the period of review, explain how the program determined that the curriculum continues to reflect current disciplinary knowledge, professional expectations, accreditation requirements (if applicable), and student needs. Describe any planned changes to the curriculum and the factors informing those plans.

**b. Preparation for Professional and Societal Contexts**

Describe how the curriculum supports student success by preparing graduates to engage effectively with the diverse populations, perspectives, communities, and professional environments relevant to the discipline. Explain how the curriculum reflects institutional commitments to access, opportunity, belonging, and educational excellence while preparing students for continued learning, employment, professional practice, or advanced study.

**c. Credit Hours in Excess of 120**

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

## 4. Faculty Credentials and Professional Development

**a. Program Faculty**

Identify faculty members (TT and NTT) who have regularly taught courses in the program since the last program review. In a brief biography of each *current* faculty member, identify their terminal degree, years at rank, area of discipline expertise, typical courses taught, and evidence of their leadership in the discipline at the national level through scholarly contributions, teaching, or service. This may be placed in the appendices.

**b. Faculty Research, Scholarship and Creative Productivity**

In tabular form, provide aggregate data regarding scholarship of the faculty members you have identified, by **type of scholarship and activity** (e.g., articles, books, presentations, exhibitions, performances, etc.) and **by academic year** (e.g., each year of the period under review, indicate the number of faculty for each year represented in the data). Then, briefly contextualize the trends in the aggregate data. This may be placed in the appendices.

Recommended template structure for the table

| | Year | Year | Year | Year | Year | Year | Year | Year |
|---|---|---|---|---|---|---|---|---|
| | # TT faculty | # TT faculty | # TT faculty | # TT faculty | # TT faculty | # TT faculty | # TT faculty | # TT faculty |
| Journal articles | | | | | | | | |
| Books | | | | | | | | |
| Book chapters | | | | | | | | |
| presentations | | | | | | | | |
| Etc. | | | | | | | | |
| | | | | | | | | |

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

**c. Faculty Success and Professional Development**

Briefly describe program activities designed to support faculty success and retention. Describe faculty participation in internal (e.g., offered by CTLT/CIPD) and external (e.g., workshops sponsored by discipline professional organizations) professional development activities that support the program.

## 5. Student Learning Outcomes Assessment

**a. Assessment Responsibility**

Who is responsible for program-level student learning outcomes assessment for this program?

**b. Program Outcomes**

What are the program-level student learning outcomes for the program?

**c. Outcomes Mapping**

How do program-level student learning outcomes map to courses in the program?

**d. Data Collection**

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

**e. Assessment Data Discussions**
When and by whom are assessment data discussed for their implications for program design? Briefly summarize what was learned from the analysis of the assessment data.

**f. Assessment Based Program Changes**
Describe any changes to the academic program made since the last program review based on program-level student learning assessment outcomes. How and by whom are these changes documented and archived?

**g. Future Assessment Plan Changes**
Describe any changes to your assessment plan either pending or planned.

**h. Provide the following documents in appendices to this report.**
- A copy of the feedback form received from the Assessment Advisory Council during this program review cycle regarding the assessment plan for the program.
- The current student learning outcomes assessment plan.
- A copy of the most recent annual assessment update submitted to University Assessment Services/Assessment Advisory Council.

## 6. Alternative Modes of Program Delivery - Distance Education

*Impact of COVID:* This section is intended to reflect planned distance education, rather than remote learning implemented in response to the COVID pandemic.

Based on the definitions outlined in Policy 4.1.21, provide the following information *if applicable to this program*.

**a. Distance Education Program**
In 2021 the Department of Education changed their definition of distant education program such that any program with at least one distance education course is considered a distance education program. Does this program currently meet the new definition of a distance education program? How many of the courses in the program are delivered as a distance education course? If it does not, is faculty working toward or interested in offering the program as a distance education program?

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

## 7. Alternative Modes of Program Delivery - Study Abroad

**a. Study Abroad and International Learning Opportunities**
Describe study abroad, international, and globally focused learning opportunities available to students in the program. Explain the role of the academic unit in developing, supporting, promoting, facilitating, or providing access to these opportunities.

**b. Student Participation and Impact**

Discuss student participation in these opportunities during the period of review and describe how they contribute to student learning, intercultural competence, professional development, career preparation, or other student success outcomes. Note: please differentiate undergraduate and graduate participation.

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

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

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

**a. Off-campus Program Locations**

At what off-campus locations is the program offered?

**b. Oversight of Instruction Strategies**

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

**9. Alumni**

**a. Alumni Engagement and Tracking**

Describe the system used by the program to track and engage its alumni, including the persons responsible, the type of information collected, a timeline for its collection, and methods used to archive the information. If the program does not yet have such a system, identify alumni tracking initiatives currently in place and any plans for modifying or expanding them.

Discuss such things as the use of social media, professional association socials, LinkedIn, homecoming activities, alumni database updates, invitations to campus, alumni award nominations, work with Alumni Engagement.

**b. Alumni Employment and Other Outcomes**

Based on alumni information you have been able to obtain, where are graduates of your program typically employed and in what schools have your graduates subsequently enrolled?

## Section IV: Aspirational and Comparator Programs

**1. Learning from Aspirational Programs**

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

**STEP 1:** Identify at least two actions faculty plans to pursue during the next program review cycle to improve the program. Ideally these would be initiatives set forth by faculty in section VII of this

self-study report, but there may be others. Describe how these are aligned with the strategic plan.

**STEP 2:** For each of the actions, identify at least two programs at other universities that have already implemented the action to achieve results to which our program aspires (please discuss why those institutions were selected).

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

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

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

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

*NOTE: Faculty is NOT being asked to describe how our program excels relative to similar programs. Instead, faculty is being asked to draw from successes of similar programs to guide improvements to our program at Illinois State.*

**2. Learning from Comparator Programs**

Compare and contrast your program at Illinois State with comparator programs. Describe any aspects of your program unique among all comparator programs at public universities in the state (e.g. how is the program uniquely different, how does it stand apart, why would students select this program). See the section on Data for Program Review for information on sources of data for this section.

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

## Section V: Responses to recommendations resulting from the previous program review

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

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

Discuss significant changes in the academic discipline, professional field, societal need, and program demand that have occurred during the period of review. Explain how these changes have influenced, or may influence, the program's curriculum, enrollment, delivery methods, resource needs, and future planning.

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

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

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

Based on major findings of this program review self-study, identify strategic initiatives and actions that program faculty will undertake during the next program review cycle to improve the program. Describe how these changes may be aligned with the strategic plan. What additional resources does the program need to accomplish these initiatives and plans?

## OPTIONAL: Contributions to Students in Other Academic Units

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

**Support for General Education**

List any General Education courses offered by the academic unit during the period of review (or across shorter time periods for which the data are available).

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

**Support for other majors**

List any courses (other than General Education courses) offered by the academic unit during the period of review (or across shorter time periods for which the data are available) that met graduation requirements of an academic program offered by some other academic unit at the University.

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

*Please feel free to provide any additional information regarding contributions of your academic unit and/or program to students in other academic units or majors.*

## ACADEMIC PROGRAM REVIEW - GRADUATE PROGRAMS

## Section I: EXECUTIVE SUMMARY

Prepare a summary of the completed program review self-study report using the outline below.
Your executive summary will serve as the basis for the review submitted to IBHE. Therefore, in preparing your executive summary, please assume that its readers are not familiar with the program and will not have read the complete program review self-study report. Please use the executive summary to recap points made in the report rather than introduce new information. Please limit the executive summary to three pages.

- Self-study process
- Program curriculum
- Program or academic unit faculty
- Program goals and quality indices
- Student learning outcomes assessment plan and process
- Specialized accreditation
- Responses to recommendations resulting from the previous program review
- Changes in the academic discipline, field, societal need, and program demand
- Major findings of this program review self-study
- Initiatives and plans for the next program review cycle

## Section II: Self-study process

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

## Section III: Description and analysis of the academic program

**1. Overview**

**a. Contribution to Mission and Values**
List the academic program goals (developed and approved by the program faculty) and describe how the academic program contributes to the mission and values of Illinois State University. Describe how the program and the students within it contribute to mission of the university with respect to teaching, research, and service (including to other programs)?

**b. Enrollment Trends, Capacity, and Enrollment Goals**
Provide a table showing program enrollments (by sequence and overall) for the period of review. Discuss enrollment changes since the previous program review. Describe how changes in enrollment, student demand, retention, faculty capacity, facilities, accreditation requirements, clinical or field placement opportunities, and other relevant factors have informed the program's enrollment goals. Discuss whether the program's enrollment goals have changed during the period of review and explain the factors that contributed to those changes.

**c. Student Recruitment Strategies**
Describe regional, domestic, and international student recruitment strategies (including use of scholarships and graduate assistantships). Describe activities to recruit a diverse student population.

**d. Student Access, Belonging, and Success**

Describe the student population enrolled in the program and discuss notable trends during the period of review. Where relevant, contextualize participation in the program relative to the discipline, profession, workforce, or broader student population. Identify any opportunities, challenges, or areas of concern related to student access, participation, representation, or belonging that are important for understanding the program and its students.

**e. Accreditation**

Provide the following information regarding any specialized accreditation, recognition, or other external approval of this program. Include: Name of accrediting organization, date of last accreditation review, current accreditation status, and date of the next scheduled review.

Identify any specialized accreditation, recognition, or other external approval potentially available to this program but not yet received. Describe any plans to pursue specialized accreditation or, if applicable, reasons for not pursuing specialized accreditation at this time.

**f. Licensure**

Does this program either lead to licensure or certification or qualify a graduate to seek licensure or certification by a governmental agency or professional association? What is the licensure and the governing agency? Does the program meet the current licensure or certification requirements for the state of Illinois? If applicable, report the licensure and certification pass rates by year over the period of review.

**2. Student Success**

**a. Vision, Challenges, Initiatives, and Metrics**

Describe the vision of student success within the program. Over the period of review (and ahead) what have been the biggest challenges to this vision and what are some of the initiatives undertaken by the program to address these? What are the key metrics used by the program to measure student success (especially any metrics not included below)?

**b. Equity, Diversity, Access, and Belonging**

Describe efforts by the program to support diversity of its students and foster a sense of belongingness. What are the program's challenges and goals in equity and access? What are the program's strengths and areas of improvement?

**c. Trends in Student Retention**

Describe and discuss the trends in student retention within the program over the period of review (see Fall to Fall and Fall to Spring data in the academic program profiles). What actions have been taken (and/or are planned) to increase student retention?

**d. Instructional Capacity**

How does the program determine and manage class size offerings? Does this program follow standards for optimum class sizes – either for specific types of classes within the program or for all classes in the program – recommended by a national or international professional organization associated with the discipline? If yes, please describe them.

**e. Curriculum Exceptions and Time to Degree**

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

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

**f. Graduate Certificates**

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

**g. Co-Curricular Opportunities**

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

**h. Student Participation in Research, Scholarship, and Creative Productivity**

Separately, describe both the curricular and co-curricular opportunities for student participation in research and creative activities (such as co-authored publications, presenting at research symposia, exhibitions, professional conferences, exhibitions, and performances). Describe methods used by the program to track student and faculty participation in such activities and discuss participation trends over the period of review.

**i. Student Participation in Civic, Community Engagement, and Experiential Learning Opportunities**

Identify civic and community engagement opportunities available to students in the program and describe how they relate to student learning outcomes established for the program. Describe methods used by the program to track student and faculty participation in such activities.

## 3. Curriculum

Provide the link to the graduate catalog entry for the program. Describe admission requirements, structure of the degree program (including sequences), and graduation requirements. Then provide the following information regarding the curriculum.

**a. Changes Made to Curriculum**

Describe and analyze changes made to the curriculum since the previous program review. Discuss the factors that prompted those changes and the outcomes observed to date. If substantial curricular changes were not made during the period of review, explain how the program determined that the curriculum continues to reflect current disciplinary knowledge, professional expectations, accreditation requirements (if applicable), and student needs. Describe any planned changes to the curriculum and the factors informing those plans.

**b. Preparation for Professional and Societal Contexts**

Describe how the curriculum supports student success by preparing graduates to engage effectively with the diverse populations, perspectives, communities, and professional environments relevant to the discipline. Explain how the curriculum reflects institutional commitments to access, opportunity, belonging, and educational excellence while preparing students for continued learning, employment, professional practice, or advanced study.

## 4. Faculty Credentials and Professional Development

**a. Program Faculty**

Identify faculty members (TT and NTT) who have regularly taught courses in the program since the last program review. In a brief (single paragraph) biography of each *current* faculty member, identify their credentials, specializations, courses taught, and evidence of their leadership in the discipline at the

national level through scholarly contributions, teaching, or service. This may be placed in the appendices.

**b. Faculty Research, Scholarship and Creative Productivity**
In tabular form, provide aggregate data regarding scholarship of the faculty members you have identified, by **type of scholarship and activity** (e.g., articles, books, presentations, exhibitions, performances, etc.) and **by academic year** (e.g., each year of the period under review, indicate the number of faculty for each year represented in the data). Then, briefly contextualize the trends in the aggregate data. This may be placed in the appendices.

Recommended template structure for the table

| | Year | Year | Year | Year | Year | Year | Year | Year |
|---|---|---|---|---|---|---|---|---|
| | # TT faculty | # TT faculty | # TT faculty | # TT faculty | # TT faculty | # TT faculty | # TT faculty | # TT faculty |
| Journal articles | | | | | | | | |
| Books | | | | | | | | |
| Book chapters | | | | | | | | |
| presentations | | | | | | | | |
| Etc. | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

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

**c. Faculty Participation in Student Activities Non-course Credit Hour Producing Activities.**
Describe faculty participation in student research and creative activities (e.g., mentoring student research, creative activities, thesis and dissertation hours, supervision). Describe methods used by the program to track faculty participation in these non-course credit-hour producing activities and acknowledging faculty contributions and accounting for these activities when distributing faculty workloads.

**d. Faculty Success and Professional Development**
Briefly describe program activities designed to support faculty success and retention. Describe faculty participation in internal (e.g., offered by CTLT/CIPD) and external (e.g., workshops sponsored by discipline professional organizations) professional development activities that support the program.

## 5. Student Learning Outcomes Assessment

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

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

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

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

**e. Assessment Data Discussions**
When and by whom are assessment data discussed for their implications for program design? Briefly summarize what was learned from the analysis of the assessment data.

**f. Assessment Based Program Changes**
Describe any changes to the academic program made since the last program review based on program-level student learning assessment outcomes. How and by whom are these changes documented and archived?

**g. Future Assessment Plan Changes**
Describe any changes to your assessment plan either pending or planned.

**h. Provide the following documents in appendices to this report.**

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

## 6. Alternative Modes of Program Delivery – Distance Education

*Impact of COVID:* This section is intended to reflect planned distance education, rather than remote learning implemented in response to the COVID pandemic.

Based on the definitions outlined in Policy 4.1.21, provide the following information *if applicable to this program*.

**a. Distance Education Program**
In 2021 the Department of Education changed their definition of distant education program such that any program with at least one distance education course is considered a distance education program. Does this program currently meet the new definition of a distance education program? How many of the courses in the program are delivered as a distance education course? If it does not, is faculty working toward or interested in offering the program as a distance education program?

**b. Distance Education Courses Offered**
List distance education courses offered as part of the program. For each course, indicate whether

75-99 percent of the course is offered via distance education or whether 100 percent of the course is offered via distance education. Describe criteria used to select courses in the program to be offered via distance education (indicate whether the course is only offered online).

**7. Alternative Modes of Program Delivery – Study Abroad**

**a. Study Abroad and International Learning Opportunities**

Describe study abroad, international, and globally focused learning opportunities available to graduate students in the program. Explain the role of the academic unit in developing, supporting, promoting, facilitating, or providing access to these opportunities.

**b. Student Participation and Impact**

Discuss graduate student participation in these opportunities during the period of review and describe how they contribute to student learning, intercultural competence, professional development, career preparation, or other student success outcomes.

**8. Alternative Non-traditional Program Delivery – Off-Campus Program Delivery**

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

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

**a. Off-campus Program Locations**

At what off-campus locations is the program offered?

**b. Oversight of Instruction Strategies**

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

**9. Alumni**

**a. Alumni Engagement and Tracking**

Describe the system used by the program to track and engage its alumni, including the persons responsible, the type of information collected, a timeline for its collection, and methods used to archive the information. If the program does not yet have such a system, identify alumni tracking initiatives currently in place and any plans for modifying or expanding them.

Discuss such things as the use of social media, professional association socials, LinkedIn, homecoming activities, alumni database updates, invitations to campus, alumni award nominations, work with the Office of Alumni Engagement.

**b. Alumni Employment and Other Outcomes**

Based on alumni information you have been able to obtain, where are graduates of your program typically employed and in what schools have your graduates subsequently enrolled?

## Section IV: Aspirational and Comparator programs

### 1. Learning from Aspirational Programs

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

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

**STEP 2:** For each of the actions, identify at least two programs at other universities that have already implemented the action to achieve results to which our program aspires (please discuss why those institutions were selected).

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

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

*NOTE: Faculty is NOT being asked to describe how our program excels relative to similar programs. Instead, faculty is being asked to draw from successes of similar programs to guide improvements to our program at Illinois State.*

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

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

### 2. Learning from Comparator Programs

Compare and contrast your program at Illinois State with comparator programs. Describe any aspects of your program unique among all comparator programs at public universities in the state (e.g. how is the program uniquely different, how does it stand apart, why would students select this program). See the section on Data for Program Review for information on sources of data for this section.

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

## Section V: Responses to recommendations resulting from the previous program review

Summarize actions taken by the program to address all recommendations in the last program review eight years ago. Please list each recommendation as it appears in the program review summary, followed by a brief description of faculty discussions regarding each recommendation and any actions subsequently taken.

For the last program review summary, see https://provost.illinoisstate.edu/planning/program/.

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

Discuss significant changes in the academic discipline, professional field, societal need, and program demand that have occurred during the period of review. Explain how these changes have influenced, or may influence, the program's curriculum, enrollment, delivery methods, resource needs, and future planning.

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

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

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

Based on major findings of this program review self-study, identify actions program faculty plans to take during the next program review cycle to improve the program. Describe how these changes may be aligned with the strategic plan. What additional resources does the program need to accomplish these initiatives and plans?